



Annual Report 2009

SYDNEY BOYS HIGH SCHOOL

School Address: Moore Park, Surry Hills

Phone: 9361 6910

School Code: 8137

Fax: 9361 6206

www.sydneyboyshigh.com

Principal's Message

Sydney Boys High School is a selective school with a highly multicultural, socially diverse and geographically dispersed intake of students. High provides equal opportunity for gifted boys to achieve excellence in academic, cultural, sporting, civic, leadership and social endeavours, in an environment supporting learning, teaching and friendship. Since 1883, High's pursuit of all round high achievement, its focus on tertiary preparation and its diversity in student initiatives and co-curricular outcomes, have characterised its culture. High is uniquely positioned as the only state school in both the Athletic Association of the Great Public Schools (since 1906) and the Combined High Schools Sports Association (since 1913). Entry to High is via a DET, Selective Schools Entry Test for Year 7 and by a school based selection process for Years 8-12.

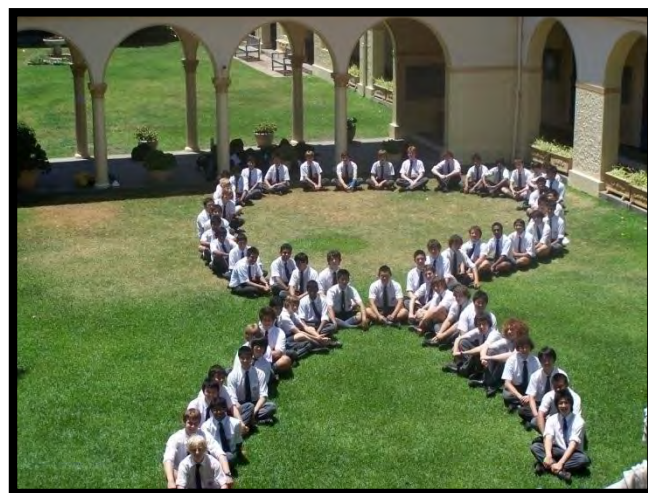
Partnerships among staff, students, parents, old boys and supporters of High, are integral to the operation of the school. They include:

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

We value our relationships with: the University of Technology, Sydney; Centennial Parklands; The Australian Children's Television Foundation the Sydney Swans; Double Bay Sailing Club; NSW Rugby Union, Sydney University Sports, the University of NSW, Indeep Tennis and Pro Action Cricket.

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

Dr K A Jaggar



High students supporting White Ribbon Day

Our Achievements

Academic Competitions

High was ranked first school in Australia in the 2009 National Geographic Channel Australia Geography Competition. Ashwin Rudder (Year 10) was equal first in NSW. Excellent work was also exhibited by Andrew Chan, Andy Ho and Yu Sing Chan (Year 10) who were equal fifth in the state.

James Han (Year 11) was selected in the Forty Second ANU-AAMT National Mathematics School which was held in January 2010

The National Latin Exam, an international test with 135,000 contestants, was held in early 2009. The highest award, 'gold summa cum laude', was won by: Dennis Kim, Samuel Beston, Lawrence Cai, Bryan Do and Max Wei (Latin II), John Wormell (Latin III) and Christian Katsikaros (Prose IV).

Chess

At the Australian Chess Championships, Ben Encel (Year 11) ranked equal 22nd in the Open section, while Dawen Shi ranked 3rd in the Under 16 section.

Our Intermediate A Chess team (D Shi, D Nguyen, I Bonch-Osmolovsky, L Sheldon and R Lee) was successful in winning through to the NSWJCL finals. Equally successful were our Junior A (D Mah, C Liu, E Ly, A Tayeh, D Chan) and Junior B (K Pan, J Chen, D Wei, J Ni, S Kumareswaran).

High won the GPS Chess Championship for the fourth consecutive year. Dawen Shi, Dominic Nguyen, Charley Peng, Dominic Mah, Anthony Hopkins, Leon Sheldon, Eric Xu and Andrew Tayeh, defeated the strong Sydney Grammar team.

At the Scots Invitational Chess Tournament, High's Junior Team - Eric Xu, Darryl Chan (Year 8), Andrew Tayeh (Year 7) placed first.

Our Open Chess team [Dawen Shi, Charley Peng, Anthony Hopkins and Dominic Mah] tied with North Sydney Boys in the play off for the NSW Secondary Schools Open Division, losing only on a tie break.

Debating

Our Year 11 Premiers Debating Challenge Team, consisting of Justin Chan, Angud Chawla, Antony Paul, and Max Phillis won the CHS Karl Kramp Trophy. We had three debaters selected in CHS representative teams; Stephen Garofano and Max Phillis in CHS second grade, and Antony Paul in CHS first grade. Antony was selected in the NSW All Schools Debating team, which won the National Competition held in Adelaide in July.

Both first and second grade debating finished the GPS competition in second place. First grade comprised Max Phillis, Antony Paul and Stephen Garofano, while second grade was Angud Chawla, Puneet Baweja, Justin Chan, and Christopher Wong. Our Year 10A and Year 9B teams were both GPS Co-Premiers. Also, our Senior A and Senior B teams won the Eastside Competition, and Senior B and Year 8 teams won the FED Competition.

Public Speaking

Khushaal Vyas (Year 8) won the first round of the Rostrum Voice of Youth Competition and Siddharth Sethi (Year 9) was runner up. Khushaal also won the Regional Final of the Rostrum Voice of Youth competition and was successful in the local round of the Legacy Junior Public Speaking competition, progressing to the Regional Final. At the Eastern Suburbs Public Speaking Competition, he placed 2nd in the Junior Section and John Aclis (Year 11) was third in the Senior Section.

Cameron Morrison (Year 10) won a place in the Regional Final of the Plain English Speaking Award and in the Sydney Eisteddfod Daniel Fang and Amarbir Singh won Highly Commended Awards.

Music

Alexander Belokopytov, Lachlan Brown, Brian Lau, Ivan Lim, Andre Brokman and Guangzhi Niu were all

Encore nominees. The Marching Band had another successful year, representing the school prominently in the Anzac Day March.

Basketball

High had an historic basketball season in 2008-09 finishing equal third in 1st grade and second place in 2nd grade. Our Open basketball team placed second in their CHS Knockout in June. It was 1st grade's best result in 15 years in both the GPS and NSW CHS.

Spencer Llewellyn (Year 12) was chosen in the NSW GPS firsts, All Schools and the Australian Schoolboys Basketball Team. Jackson Meaney, Matthew Jones and Sam Higgins were selected in GPS seconds. Daniel Jones, Christian Jurlina, Craig Moller and Emmett Naar were chosen in the NSW U16 Metropolitan basketball team.

Our U15 basketball team won the NSW CHS Knockout Competition convincingly in Terrigal in November for the second year running. They were undefeated in the tournament.



The U15 state knockout team

Volleyball

Our Volleyball teams enjoyed another successful year at all levels. Our first and second grade were GPS Champions for 2009, and our first grade team also won the final of the NSW Volleyball All Schools Tournament. They won the CHSSA Knockout final in July. High has won this major tournament in four of the last five years. They achieved a clean sweep of the tournament series – CHS, GPS and All Schools.

Stephen Dong, Balraj Ougra, Merlin Li and Christopher Morrow were selected to represent NSW in the Trans Tasman Tournament held in June.

At the Australian Junior Championships held in Brisbane – Balraj Ougra (Year 12) was selected in the U-19s NSW team and Chris Morrow (Year 10) was selected in the U-17 NSW team. Balraj gained selection in the Australian Schools Volleyball Team.

Rifle Shooting

2009 was one of the most successful shooting seasons the Club has enjoyed. The number of participants in the sport increased significantly. High teams competed in many competitions with great results.

The team shot well at The Wingham Prize Shoot where Brendan Leo (Year 10) was placed second in C grade, Ryan Woo (Year 10) third in C grade and Matthew Tong (Year 12) fifth in B grade.

First grade was victorious in the NSW All Schools Competition with Brendan Leo being named King of the Range.



GPS Co-Premiers proudly displaying the scores of the NRA Shield win

The GPS Team secured the title of GPS Co-Premiers (with The King's School), the first such occurrence since 1953. They were placed third in the Rawson Cup: second in the Buchanan Shield and won the NRA Shield. Three members from High were selected in the combined GPS Team: Ryan Woo, Nevin Spoljaric and Matthew Tong.

The other members of Sydney High 1st Grade team were: Johan Santoso (Year 12), Denis Stojanovic (Year 12), Brendan Leo (Year 11), Michael Do (Year 11), Yujin Wu (Year 9) and John Aclis (Year 11).

Athletics

At the AAGPS carnival held in May, the High Junior Athletics team placed a creditable 6th. With two wins and four second places, High equalled the 1979 team's achievements. Stand-out performances were: Ivor Metcalf (U-14 High Jump 1.7m and 3rd in 90m hurdles), Chris Morrow (U-16 high jump 1.9m), Lloyd Perris (2nd U-14 800 and 1500m), Michael Phung (U-15 3rd in 100m), Jeremy Rajendram (2nd U-17 long jump), Maurice Lam (2nd U-13 200m), and Kerrod McPherson (3rd in 100 Open metres).

Ivor Metcalf (Year 8) was selected in the NSW Little Athletics State team. In Adelaide at the National Championships, he won the high jump and was 4th in the 80m hurdles.

High won the Kippax Cup (Boys Pointscore) for the first time since 1989 at the CHSSA Athletics carnival. Chris Morrow (Year 10) won the U16 high jump with a leap of 1.98m. Our 12 years relay (Anthony Chen, Anthony Yuan, Philip Lam, Joshua Leo) and 14 years relay (Edward Zhang, Patrick Krakovsky, Ming Chin, James Chotiyanonta) teams, both won gold. Bronze medals were won by Edward Zhang in the 14s 100m, Ivor Metcalfe in the 14 years High Jump and Lloyd Perris in the 14s 1500m.

Chris Morrow (Year 10) is the Under 17 national high jump champion and he also won the All Schools U17 High Jump with a third attempt clearance of 1.99m.

Cross Country

At the NSW All Schools Cross Country meet in August: Anton Brokman (13 years); Lloyd Perris, Oliver Kirk, Vincent Ye and Siddharth Sethi (14 years) placed third; Adam Booth, Pasan Pannila, Jeremy Dobrowolski and Alex Hughes (15 years) placed third; Samuel Lane (16 years); Harrison Lane, Jeremy Ireland, Alasdair Brown, David Chau (17 years) placed second. Sydney High also represented CHSSA in the 14, 15 and 17 years regional school teams.

Swimming

In late March, twenty High boys made the Sydney Zone East Swimming Team. In the zone swimming carnival the 13 years 200m relay team of Dominic Mah, Yu Peng Man, Eugene Lee and Steve Comminos broke the record set in 1992 by 11 seconds to swim 200 metres in 2:09:37. They also finished second at the Regional Carnival and went on to win a silver medal at the CHSSA Carnival with a time of 2:06:56. Patrick Zhou (14 Years), Max Chien (15 Years) and Jack Musgrove (opens) were crowned zone champions. Jeffery Jiang (Opens), Max Chien and Ennes Mehmedbasic (15 Years), all breaststrokers were selected in the GPS team and competed in the CIS carnival. Max Chien (Year 9) swam 2:45:73 in the 15 years 200m breaststroke to set a GPS record.

Rowing

High enjoyed great results in the NSW Sprint Championships. Gold medals were earned by the Open Lightweight Quad Scull – Michael Ambrose, Ben Li, Pravin Radhakrishnan, Gareth Deacon; and by the U19 Coxless Four – Pravin Radhakrishnan, Tim Gollan, Max Kite, Michael Ambrose. Silver medals went to the U19 Coxed Four – James Whiting, Dominc Edgtton, Jack Musgrove, Andrew Blomberg, Cox: Gareth Deacon and the U17 Double Scull – Alex Lazarou, Vlad Boulavine. Bronze medals were gained by the U17 Quad Scull – Chun Wong, Benjamin Li, Walter Santucci, Bach Trang.

Fencing



**SBHS Blue U15s at the presentation of the bronze medal
Ian Ho, Shaun Pak (Team Captain), Tuko Maia [coach]
Shaun Fletcher and Matthew Chan**

The 2009 Fencing season was an enjoyable and competitive experience. Sydney Boys High School fielded nine teams in the Schools League, the equivalent of the GPS competition for fencing, and our First Grade team was invited to fence in the AJ Rae shield competition. In the Schools League Tournament our Under 15s A team won the Bronze and Silver Medallists were Mathew Chan, Ian Li and Kritman Dhamoon.

Tennis

Frank Zhang (Year 8) Simon Hoang and Kent Nguyen (Year 12) were been chosen to represent Sydney East Region at the NSW Schools Tennis carnival. Frank Zhang was also selected in the Combined GPS Tennis as reserve.

Cricket

A young High first XI cricket team finished the GPS season strongly in equal third place.

Skiing



**Julian Edgtton competing at the
Interschools Competition, Thredbo**

Our ski team as a whole achieved excellent results in 2009 with competitors performing solidly in a range of disciplines in the Sydney Regional Championships at Thredbo. Cross Country skiers Sam Lane (Year 10), Brendan Hancock (Year 10), Tom Connolly (Year 9)

and Tim Collier (Year 8) progressed to State and National Championships at Falls Creek in September.

Cadets

In the April school holidays, Cadets Nicholas Ooi and Dominic Tran were invited to attend the Junior Leaders Course held at Singleton. Corporal Michael Do attended the Seniors Leaders Course. Staff Sergeant Johan Santoso and Sergeant Aditya Hatle qualified for the Senior Leaders Course Module 2. Cadet Under Officers Denis Stojanovic and Jack Wachsmann successfully completed ATA training in Tasmania and were awarded badges.

Our cadets were awarded first place among 10 community and school based units in the battalion at the 23 AAC Battalion Chief of Army's challenge military skills qualifying competition held at Holsworthy in May. CUO Denis Stojanovic, Sgt Sam Binns and Cpl Michael Do led the team, comprising: Ben Lee, Alan Low, Tim Chew, Junhee Cho, Ken Li, Nicholas Ooi, Dominic Tran and Vincent Lee. Staff Sergeant Johan Santoso prepared the team.

Association Football

In 2009 Sydney High fielded 30 football teams, with over 450 boys participating. This was the largest number of teams in the AAGPS competition. Participation at the open level was the highest it has ever been with 10 teams.

The 1st XI, coached by Andrew Bennie, finished third, losing only one match in the GPS season proper. This was our best result in 1st grade since 2003. Nicholas Dimitropoulos (Year 12) and Antony Paul (Year 11) were selected in the Combined GPS 2nd XI, and Jeremy Ireland (Year 12) and Sam Higgins (Year 12) were chosen in the Combined GPS 3rd XI.

Rugby

The 1st XV defeated TAS 24 – 22 - our first win since 2005. The 1st XV had a very competitive season at the GPS 3rd XV level, concluding the season with a stirring performance against the Sydney Grammar School 1st XV going down 17 – 36.

Individual Achievements

Sam Darcy (Year 11) was selected in the NSW and Australian under 19 American Football (Gridiron) Team).

Craig Moller, Lloyd Perris and Matthew McDonald (Year 9) represented Sydney East in AFL at the CHS tournament. Craig and Lloyd were selected in the All-Schools team with Matthew as a reserve.

Alasdair Brown (Year 12) was selected to play in the U18 City hockey team to play Country.

Daniel Fang (Year 7) was chosen in the NSW Public Schools Dance Ensemble. He was also selected to perform in the Schools Spectacular.

Timothy Collier (Year 8) was selected as a member of the Sydney Children's Choir to participate in a filming project involving the Gondwana Children's Choir in North Western Australia.

In the Sydney Eisteddfod Performing Arts Challenge, Krishna Visvaa (Year 9) won third place in the U15s while Daniel Fang (Year 7) and Amarbir Singh (Year 8), received High Commendations.

First prize in the Short Films – Junior Section, in the Woollahra Council Youth Photographic Award, was won by Samuel Weight and Brendan Hancock (Year 10), with their piece entitled: "Me, Myself and Him".

At the 'Making Movies Festival', DET selected two short films by High boys which were screened in November at the Palace Norton St Cinema. They were *Watched* (G. Samarasinghe, A. Dutta, N. Ooi Year 9) and *Reel Friends* (A. Hau, L. Sheldon – Year 10).

Andre Brokman (Year 11) was awarded a GASS scholarship to spend several weeks in Germany.

Railcorp's 'Trainsmart school courtesy and safety competition' was won by Max Chao (Year 8), Steven Ke (Year 12) and Dan Tran (Year 7).

Andy Ho (Year 10) placed 3rd in NSW (7th in Australia) in the ASX Share Market Game.

In the Beyond Earth Hour Challenge 2009, High reduced its consumption of electricity against the base week by 22.1%.

Dale Chen, represented High at the Sydney Region Student Representative Council.

Samir Kinger (Year 10) was appointed as one of 12 members of the Youth Advisory Council, established by the NSW Commissioner for Children and Young People.

Khushaal Vyas (Year 8) has been appointed as the youngest ever member of Fairfield Council's Youth Advisory Committee and he also assisted in presenting a radio show on Youth Affairs on FM 89.3 on alternate Mondays.

Michael Hauser (Year 7) came first in NSW in 'The Great Race Challenge'. The Great Race challenges students to use their research, analysis and interpretation skills and library resources to race students from other schools all over Australia and New Zealand to answer questions related to the social sciences.

Recent Old Boy Achievements

William Clegg (2005) earned the University Medal in Government at the University of Sydney.

Thomas Kaldor (2005) earned the University Medal for Political Economy at the University of Sydney.

Thomas Cusbert (2002) earned the University Medal for Economics at the University of Sydney.

SBHS winners of the Australian Student Prizes worth \$2000 for 2008 were Ajay Balachandran, Alvin Leung, Daochen Tong and Justin Zuo.

UNSW Co-op Program Scholarships were awarded to Howard Gu (Actuarial Studies), Richard Hua (Electrical Engineering) and Alexander Shapilsky (Mechanical Engineering).

Faculty of Business and Economics, University of Sydney Outstanding Achievement Scholarships were awarded to Justin Zuo and Ajay Balachandran, while an Entry Scholarship went to Marco Sun.

At the University of Sydney Scholarships ceremony in May, outstanding achievement scholarships were presented to Ajay Balachandran, Alvin Leung and Yi Zuo. Entry scholarships were presented to Daochen Tong and Marco Sun (2008).

Alexander Belokopytov (2009) was awarded the prestigious Malcolm Chaikin Foundation Scholarship at UNSW.

Our Programs

Occupational Health and Safety

In order to provide a healthy and safe working environment at Sydney Boys High the OHS Committee in 2009 has continued to encourage genuine consultation with other members of the school community. The OHS notification system is used efficiently by the staff and this has helped the committee address issues of concern promptly and successfully. The major achievements of the committee this year were:

- An evaluation and revision of all major OHS policies and plans.
- The development and implementation of an Emergency Management Plan, a First Aid Plan, a Recovery Plan and a Sun Safe Policy.
- Continued liaison with the Department regarding the asbestos problem around the gymnasium. This has resulted in money being allocated for remediation work to be carried out in 2010. This extensive work will improve access and safety around the gymnasium.
- Organised for thirty eight members of staff to complete the NSW Life Saving First Aid Training Course.
- Erected bollards and chains at the Sir Roden Cutler Drive gates to improve pedestrian safety.
- Installed sunscreen dispensers at the school, Fairland Pavilion and the Outterside Centre.

- Continued the free flu injection programme with over fifty staff again having injections this year.
- Installed a new exhaust fan in the photocopying room.
- Updated and expanded the chemical register.

Sun Safety

This year we have also worked towards a more effective and inclusive **Sun Safe** policy by ensuring every student has a hat and sunscreen in their school bag each day. Sunscreen dispensers were installed in a number of locations to ensure student access to sun protection. A combined effort between school and home will help communicate the important message to our students about the dangers associated with unprotected exposure to the sun.

Boggabilla Exchange



The program is now in its 8th year with the Boggabilla Central School students visiting Sydney this year to attend the State of Origin Rugby League. They were accompanied by their teachers and their local Police and community liaison officers.

During the year we were able to use the connected classroom (606) on two occasions to improve communication and introduce the billets to each other.

Our students, along with four teachers and the Principal, visited Boggabilla in September and sampled bush and country life. A video of the visit was produced.

High students held a Mufti day to raise money for the Creche or "Pink Room" at Boggabilla. The school has undertaken to fund the utilities so Aboriginal women may return to school or TAFE once they have had children. It is also being set up as a community centre and we were again able to attend a meeting with the local community on our recent visit. Dr Jaggar raised the issue of creating a BMX track within the school which would be partly funded by SBHS.

Wellbeing

In 2009 the Student Wellbeing Team, headed by John Walker, organised a wide variety of activities focussed on maintaining and improving the wellbeing of our students.

Values Education

Our **Values Education Program** is a very good example of how student wellbeing is nurtured. A review undertaken by teachers parents and students, enabled us to create a Year 7 – 9 course which is a blend of performance coaching (study skills, exam preparation, time management), literacy and media study (using Australian Children's Television Foundation material), leadership development, as well as topics most suitable for encouraging healthy lifestyles. In Year 10 a **Senior Transition** course extends beyond the junior program to promote leadership in action, planning for success as well as health and safety issues for emerging adults.

Each year we supplement our Values Education Program by including visits from Brainstorm Productions to present entertaining and informative plays which challenge students to consider important issues related to adolescent development, relationships and social harmony. **'Sticks and Stones'**, chosen for Year 7, tackles the important issues associated with bullying and developing positive relationships. Year 8 students saw the current production of **'Verbal Combat'** which highlights some of the complex issues surrounding harassment among our youth. The play is a useful point of reference to initiate anti-bullying strategies and discussion. Year 9 experienced **'Cheap Thrills'**. This presentation examines the delicate issues surrounding drug and alcohol use, risk taking behaviour, making the right choices and taking responsibility for ones' actions.

As well as *Brainstorm Productions*, we have a group known as *Motivational Media* visit the school once a year to present their latest production to all Sydney Boys High students. The production creates a spectacular cinema-style experience which captures and engages the audience. This year they presented **'Rebound'** which focused on the issue of resilience.

Community Service

The **Community Service Committee** led by Ms Kaye has also been extremely busy organising fundraising events for the charities we support and with advocacy for Amnesty International. After the values education presentations there were talk by each of the groups who benefit from the Community Service group fundraising efforts. We heard from representatives of Stewart House (Year 7), Jeans for Genes (Year 8), Boggabilla Central School (Year 9), Lak Saviya Foundation (Year 10), Sir Roden Cutler Charities (Year 11) and Oasis (Year 12). The speakers raised awareness about the need to keep our efforts

going to assist with essential research and financial aid to these organisations.

Mufti days and fundraising barbeques were held to raise money for various projects. Year 12 students raised \$10,000 for Oasis and were congratulated on this fine effort. An Oasis representative attended the Year 12 farewell assembly to collect the funds raised and to formally thank the boys who went to so much trouble to make their final days at the school such a positive time for those less fortunate.

Leadership

The High Leadership Program is coordinated by Mr Coan. SBHS provides students with many opportunities to develop and apply their leadership skills.

The **Prefect** roles and the process for School Prefect nomination and election were refined and voting took place online this year. Mr Kesting worked closely with the Prefect Interns as they completed their qualifying period of leadership and service before their formal induction and presentation of badges.



Prefect Induction – Prefect internship includes formal leadership training.

The **Student Representative Council (SRC)** was very active, under the supervision of Ms Collignon. In 2009 a **Leadership training program** was provided to most of these students which was run by an external provider (*Rising Generations*). All students who participated in the program gave positive feedback about the valuable skills and knowledge they gained as a consequence of their participation.

Peer Mediation continues under the supervision of Ms Barr and is becoming a more popular alternative for conflict resolution each year. Students have reported some very positive outcomes as a result of their accessing and supporting the program.

Peer Support leaders again worked as mentors for the Year 7 intake during Term 1. Students and parents have made very encouraging comments about how helpful this program is in assisting during the potentially difficult time of transition from Primary School to High School. We congratulate our Year 10 Peer Support Leaders and Ms Berger, who coordinates this group, for their hard work and for providing such an important and successful program.

The **High Resolves** Initiative continued with students in Years 9 and 10 receiving leadership training including units on “Conflict Resolution” and

“Collective Action”, as well as leading groups of Year 8 students in the HRI programs “Collective Identity” and “Justice”. Mr Coan and the High Resolves representatives carefully plan and organise events to ensure the program runs effectively each year and new leaders are constantly being trained to replace previous groups.

In 2009 the Year 11 *High Resolves* group decided to continue their work in a very practical way by becoming more overtly involved with a chosen community group. Sir Roden Cutler Charities provides a number of crucial relief services to members of our community suffering from disability, distress, helplessness, misfortune, poverty and sickness. Services include the ‘Pick Me Up’ transport service, ‘Special Circumstances Grants’ and the ‘Caring for Carers’ program. They specialise in helping those in need who have nowhere else to turn. They also hold special events such as the Wheel Chair Roll around NSW and the prestigious Sir Roden Cutler Charity Dinner, both of which the High Resolves students took part in. They also worked regularly at the Community Centre in Paddington run by the charities.

Student Awards Scheme

The Award Scheme continues to be an important indicator of the ongoing and increasing commitment of our students to community service and leadership development within the school. We are proud of our record of achievement in every area of participation whether it be setting and achieving new goals on the sporting field or making a difference within the community. The hard work and dedication of the year advisers (Mr Devlin, Ms Berger, Ms Lim, Ms Gilmore, Ms Crothers, Mr Codey, Mr Storey) and the whole Wellbeing team means we are able to offer quality welfare programs and effective support to students across all years and across a wide variety of initiatives.



Dr Jaggar presents Award Scheme medals to Year 11

Numeracy

Mathematics enrichment clubs cater to the extension needs of mathematically talented students. One program targets students in Years 7 and another joint program with SGHS, caters for Years 9, 10 and 11.

There is full school participation in the Australian Mathematics Competition. Classes in Years 9 and 10 are involved in Enrichment and Challenge programs. The school accelerates boys in Mathematics (2u).

Students continue to challenge themselves at the highest level in mathematics, with 120 in the extension 2 course.

Gifted Education – Competitions

One of High's interventions for gifted learners is the competitions program. The tables below record High's competition results for the last five years. The column headings abbreviations are: credit (CR), distinction (D), high distinction (HD) and prizes and medals (pr/mdls). Awards % is the percentage of entrants who earned a credit or higher award. Increased participation was noticeable in the English, chemistry, mathematics and science competitions.

Australian Mathematics Competition for the Westpac Awards

entries	CR	D	HD	pr/ mdl	Awards %	Year
934	246	480	144	20	95.29	2005
948	258	490	140	24	96.20	2006
910	266	469	121	12	95.38	2007
1022	309	475	142	19	92.47	2008
1029	310	492	143	19	93.68	2009

Australian Schools English Competition

entries	CR	D	HD	pr/ mdl	Awards %	Year
868	386	256	12	1	75.46	2005
863	325	258	39		72.07	2006
867	352	278	37		76.93	2007
811	351	224	31		74.72	2008
916	417	220	39		73.80	2009

Australian Schools Writing Competition

entries	CR	D	HD	pr/ mdl	Awards %	Year
794	168	147	17		41.81	2005
836	259	198	39		59.33	2006
885	273	164	55		55.59	2007
856	358	150	19	2	61.57	2008
849	313	98	15		50.18	2009

Australian Schools Science Competition

entries	CR	D	HD	pr/ mdl	Awards %	Year
922	290	427	54		83.62	2005
813	273	333	94		86.10	2006
769	276	288	56	1	80.75	2007
948	356	363	130		89.56	2008
966	350	411	78		86.85	2009

Australian National Chemistry Quiz

entries	CR	D	HD	pr/ mdl	Awards %	Year
850	147	201	140	4	57.88	2006
848	151	178	146	6	56.72	2007
907	140	207	198	7	60.86	2008
939	141	234	160	4	57.40	2009

Australian Schools Computer Studies Competition

entries	CR	D	HD	pr / mdl	Awards %	Year
762	313	249	20		76.38	2005
654	257	199	24	1	73.55	2006
682	265	179	28	1	69.35	2007
678	287	147	25		67.70	2008
736	287	207	20		69.84	2009

The AMP Business Studies Competition

entries	CR	D	HD	pr / mdl	Awards %	Year
23	9	7	6		95.7	2005
81	33	33	10	5	100.0	2006
72	15	18	23	4	83.3	2007
82	21	28	7	19	91.5	2008
55	10	14	7	15	83.6	2009

Australian and New Zealand Economics Competition

entries	CR	D	HD	pr / mdl	Awards %	Year
85	25	29	13		78.8	2005
191	59	73	24	9	86.4	2006
125	12	43	43	5	82.4	2007
169	52	32	9	3	56.8	2008
157	63	41	5	7	73.9	2009

Australian Geography Competition

entries	CR	D	HD	pr / mdl	Awards %	Year
707	100	122	212	2	61.7	2005
711	102	169	184	1	64.1	2006
640	161	97	216	6	75.0	2007
764	158	189	215		73.6	2008
764	164	134	270	4	74.3	2009

Assessment of Language Competence National Language Certificate Tests

In the **Chinese Certificate 2 (Intermediate)**, 98.3% of Year 9 students achieved a Credit, Distinction or High Distinction in Listening and 82.4% in Reading.

28 students achieved a perfect Score in Reading and 42 achieved a perfect score in Listening.

In the **French Certificate 2 (Intermediate)**, 95.9% of Year 9 students achieved High Distinctions, Distinctions or Credits in Listening and 95.8% in Reading skills.

In the **French Certificate 3 (Advanced)**, 85.8% of Year 10 & 11 students achieved a score of Credit, Distinction or High Distinction in Listening (Eric Ovadia achieved a perfect score); and 92.9% won awards in Reading Skills.

In the **German Certificate 2 (Intermediate)**, 94.4% of Year 9 students achieved a score of Credit, Distinction or High Distinction in Listening and 100% in Reading with two students, Andreas Purcal & Michail Schwarz achieving perfect scores.

In the **German Certificate 3 (Advanced)**, 91% of Year 10 students achieved a Credit or above in Listening and 100% in Reading.

In the **Classical Latin & Greek Reading Competition**, John Wormell (Year 11) and David Wang (Year 10), reached the Finals in Greek.

In the national **SAGSE Competition**, run by the Society for Australian-German Student Exchange (organised by the German Chamber of Commerce). André Brokman (Year 11) was one only of 13 applicants who were awarded scholarships, which included a ten-week stay in Germany.

2009 National Chinese Eisteddfod –

More than 3000 candidates participated in the 2009 Eisteddfod. In the 10-12 age group, 3rd place was gained by our Year 7 students: Andrew Cheung, Kevin Chong, Sunny Cheng, William Du, Andrew Zhang, James Huo, Christopher Wang, Peter Stephen, Abdul Ali & Kenny Liu. The Year 8 and 9 Combined group achieved 2nd place in division A: Ian Li, Kenneth Yu, Marshall Li, Jeff Peng, Hardy Zhu, Ming-En Chin, Daniel Lin, Edward Koo, Peter Wu, Yu Jin Wu, Nathan Tang, William Zhou. The Year 10 Group won second prize in Division B: David Chen, Simon Chen, Lawrence Lu, Warren Dang, Yale Wong, Vincent Wang, Charles Wu, Henry Sit, Henry Lu, and Anthony Xu. The Years 11 and 12 Combined Group achieved 3rd place: Daniel Luo, Huang Huang, Merlin Li, Tian Yu Li, Richard Lin, Edward Sun, Bailey Yan, Michael Wang, Nathan Huang, Steven Ke, Daniel Lo and Tim Zhong. Individual Winners in the 13-15 Age Group were: Jeff Peng – 2nd prize, Ming Chin – 3rd prize, group A, Yale Wong – 3rd prize, Group B.

ASX – Australian Stock Exchange Game

This year High had record entries of students from Years 9-12 in the ASX game Sydney. There were 250 syndicates (1-4 students) competing in this national competition. Each student was given hypothetically \$50,000 for trading. The first game started in April

and the second in September. Unlike the previous year, many boys enjoyed success with most making a handy profit over a short period of time. Andy Ho of Year 10 was the most notable place getter turning his \$50,000 into \$86,398, also finishing 3rd in NSW and 7th in the nation.

Honouring Our Alumni

A decision was made in 2007 to honour Old Boys who served their country as soldiers or who distinguished themselves in particular fields of endeavour or in community service.

On Founders Day, 2008 we unveiled an Honour Board located in the Killip Wing stairwell as a tribute to Old Boys who have achieved the distinction of OAM [Medals of the Order of Australia – for service worthy of particular recognition]. There are 58 names on the Board. After the 2009 Founders Day Assembly, we unveiled an Honour Board, also located in the Killip Wing stairwell as a tribute to Old Boys who have achieved the distinction of AM [Member of the Order of Australia – for service in a particular locality or field of activity or to a particular group]. Two Boards were commissioned, containing a total of 87 names. Another board, recognising AO awards will be commissioned for 2010.



Sydney High Cadet Unit with guests after our 2009 Anzac Day Service

An Honour Board honouring Old Boys who served in the Korean War was unveiled at our 2009 Anzac Day Service. This Board is located in the Great Hall and contains 25 names. This board will be accompanied by one honouring those who served in the Vietnam conflict.

Student Performance

HSC High Achievers

On the all rounders list in 2009 we had a slightly reduced representation of 28 [2008 (31); 2007 (24); 2006 (31); 2005 (27)]. Congratulations to all our students who were placed on the HSC All-round Achievers List for achieving the highest band (90 or more) in courses totalling 10 or more units: Adrian Ang, Bryant Apolonio, Sam Burnham, Yiming Cao, Jack Chen, Jacky Chen, Jeffrey Chen, Simon Cheng, George Cosman, Patrick Desmond, Matthew Dinh,

David Fan, Anthony Hopkins, Christian Katsikaros, Victor Lam, Daniel Lambert, Harrison Lane, Brian Lau, Matthew Lau, Kang Lim, Victor Lim, Brendon Martinez, Thomas Nguyen, Drew Rooke, Wilson Szet, Matthew Tong, Thomas Wilson, Dickson Wu

Outstanding individual HSC performances included: Simon Cheng Mathematics Extension 2 - 1st, Bryant Apolonio English Extension 1-1st, English (Advanced) 6th, Yiming Cao Mathematics Extension 2 - 3rd, Sam Burnham Studies of Religion II - 4th, Thomas Wilson Classical Greek Continuers 4th, Classical Greek Extension 4th, Christian Katsikaros Classical Greek Extension 5th, Vithushan Mohan Mathematics equal 7th, David Fan English Extension 1 - 8th, English (Advanced) 20th, Kai Lin Mathematics 2U 11th, Arif Uddin Mathematics 2U 19th.

HSC Results Analysis

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
2005	488	29110	13338	8.9	2.18	2.43
2006	520	29331	14010	9.0	2.09	2.48
2007	512	31641	14607	9.6	2.17	2.44
2008	572	34282	15697	10.4	2.18	2.75
2009	531	34718	15781	10.4	2.2	2.65

Our band 6 performance declined by 7% in 2009. The HSC cohort was 202. The state growth in Band 6 awards at the HSC has slowed. The overall HSC percentage awarded in band 6 stabilised but the number of awards per student was higher than in 2008. Our Band 6 per student ratio declined by 3.6%. There is still an upward pressure on means in 2 unit courses at the HSC.

	State Band 6 Growth	School Band 6 Growth
2005	1.04	1.21
2006	1.01	1.07
2007	1.08	0.98
2008	1.08	1.11
2009	1.01	0.93

Year	New HSC Candidates	% variation Candidates
2005	63867	-0.04
2006	64274	0.064
2007	67189	1.045
2008	67324	1.002
2009	69261	1.029

HSC Results - Department Analyses

HSC English

English HSC performance in 2009 continued the pattern of improvement that has been evident in recent years and is reflected through very pleasing levels of achievement in all three HSC Courses offered.

In Advanced English Band 6 achievement increased from 27.53% in 2008 to 28% in 2009. It is encouraging to see students accessing exam marks which place them in the top 20 in the state. A focus on providing literacy support and implementing structured programs of revision continues to improve the outcomes for weaker students.

HSC Extension 1 English in 2009 was marked by strong results across the cohort and outstanding individual performances with a top of the state in this course. 33.33% achieved Band E4.

Performance in the Extension 2 Course was strong – 45% achieved Band E4.

HSC Mathematics

Simon Cheng achieved 1st in the State for Mathematics Extension 2. This is the fifth time in the last 25 years that a boy from this school has topped the State in Extension 2 or 4U.

76 boys scored the top band (E4) in Extension 2. 104 scored E4 in Ext1 and 79 achieved Band 6 in 2U mathematics.

HSC Science

In the 2009 HSC, 30 students completed the Biology 2 unit course; 99 did the Chemistry course and 96 finished the Physics course. Results continued to be strong across all three courses. The percentage of our students receiving a Band 5 or 6 in Biology, Chemistry and Physics was 76%, 77% and 82 %. The Biology and Physics results were both 2% better than the previous year. The Chemistry performance was within 2% of the previous year's record result.

HSC History

Studies of Religion

Nine students sat for the two unit course, achieving a mean of 91.7, with eight students gaining a Band 6, placing SBHS first in NSW. Sam Burnham placed fourth in the State. Nine other students sat the one unit course, with a mean of 41.3, including one Band 6. Fewer students completed the preliminary course, but almost all have elected to study the 2 unit course for the HSC in 2010, and the Year 11 class for 2010 has grown significantly.

Modern History

33 students presented overall with an increased mean of 87.1. The accelerated students did

especially well with the lowest score being 83 and the highest 94. This confirms that History Acceleration is a successful option for our students.

History Extension

Eleven students took this course and did extremely well. The mean was 44.6 with the highest score being 49.

Ancient History

20 students sat for the exam and attained a mean of 88.9. This was an impressive 15.85 over the State mean.

HSC Social Science

The 2009 HSC results reflected the long term average for Geography and Legal Studies with Business Studies showing an improvement and Economics slightly down.

Subject	Student No's	Band 6 %	Band 5 %	Band 5 & 6 %
Economics	65	20	65	85
Business Studies	24	58	42	100
Legal Studies	28	36	64	100
Geography	18	33	61	94

HSC Technology and Applied Studies

Engineering Studies

The Engineering Studies results were excellent for the 2009 HSC with 8 Band 6 results (42.1%) compared with a state average of 8.87%. There were 7 Band 5 results (36.84%) compared to the state average of 30.12%.

Software Design and Development

The Software Design & Development Course was very successful in 2009. Seven students received a Band 6 (63.63% of class) compared to a state average of 6.62%. Two students received a Band 5.

HSC Creative And Performing Arts

Visual Arts

HSC visual arts results were strong with 38% of students achieving band 6. Bodies of Works ranged from multi-media sculpture to film to painting demonstrating the diversity of student's interests.

Music

High's music results were very strong in 2009. The 2 Music 1 students were both in band 6. The 10 Music 2 students averaged 90.1 with 6 band 6s. The 6 music extension candidates achieved a mean of 47.07 with 5 band E4s.

PDHPE

The 5 PDHPE students earned a respectable mean of 85.36 which was 12.93 above the state average, resulting in one band 6 and 3 band 5s.

HSC LOTE

In **Latin** all students attained the highest Band possible in both **Latin Continuers** and **Latin Extension** courses. In **Classical Greek Continuers** 2 students earned band 6. In **Classical Greek Extension**, all three students achieved Band E4. The **Chinese Continuers** class scored a mean of 88.65 with 2 band 6s. Both candidates in **Chinese extension** scored band E4s. In **French Continuers**, one student achieved Band 6. In **German Continuers** there were 2 band 5s and 4 band 4s. In **German extension** one student earned E3 and 3 E2.

Value Added Data

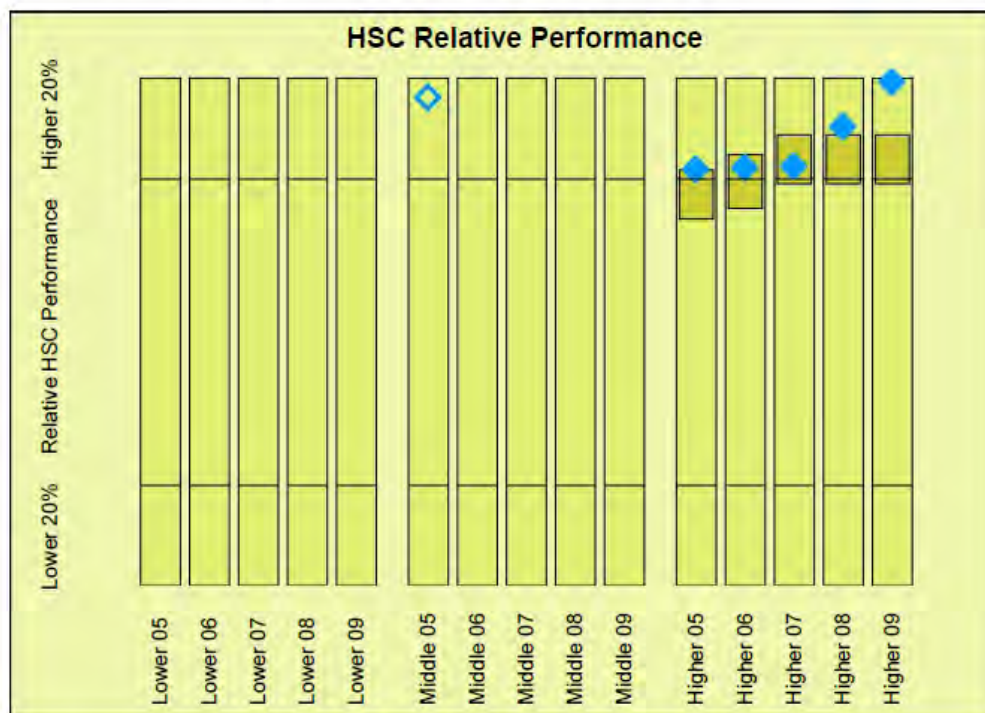
Better Selective Schools Table 1

High's performance in terms of adding value to our School Certificate results by the time of the HSC is indicated in the bar graph by the blue diamonds. The overlaid rectangle just below the diamond represents the combined value added results of the Comparative School Group (CSG) – the top six selective schools: James Ruse, Baulkham Hills, North Sydney Girls, Hornsby Girls, Sydney Girls and North Sydney Boys. In the last two years our value added HSC results for 'higher performing' students at the School Certificate have improved sharply over the trend line of the previous three years. In comparative terms we have gained considerably to be well above the olive coloured overlay rectangle representing the better selective schools group results in value added terms.

All Selective Schools – Table 2

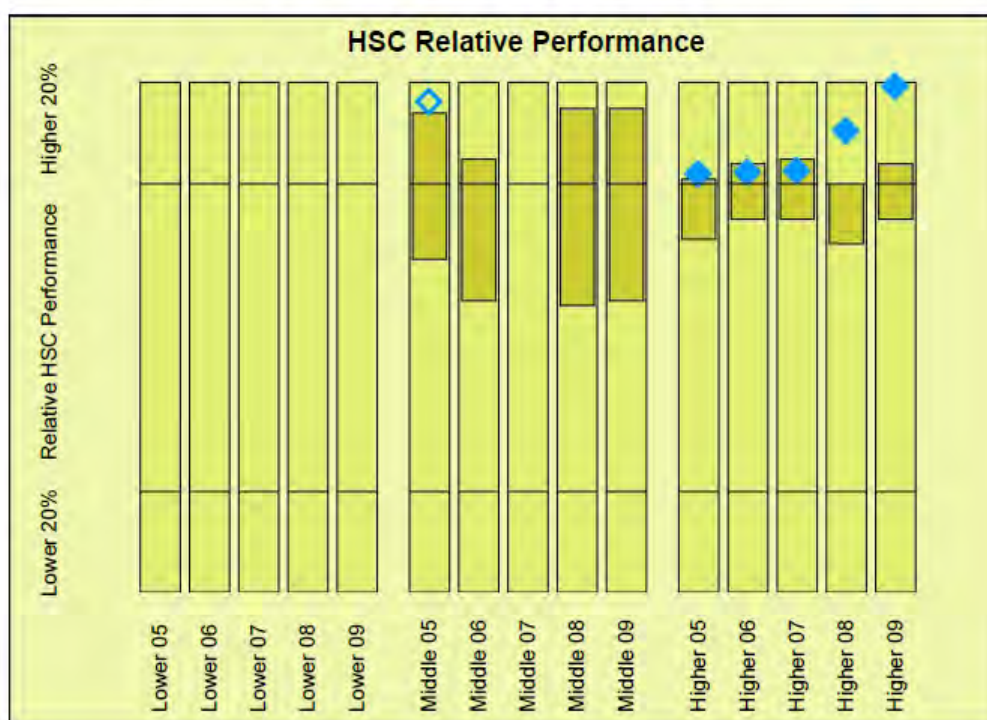
When High's value added results are compared to all selective schools, the olive coloured overlay shows a very encouraging gap between High's value added and that of the Comparative School Group.

Sydney Boys High School - Higher School Certificate, 2009



Groupings Based On Previous SC Performance

Sydney Boys High School - Higher School Certificate, 2009



Groupings Based On Previous SC Performance

Means Comparison Table

The table below indicates the means in HSC courses with 10 or more students for 2009 and a 5-year average of course means at Sydney Boys. It compares these to the state and local school group (selective) means for 2009. In 2009, in 12 of the 22 means reported, SBHS was higher than the local selective schools group means and higher than its own five-year mean per course average. Comparable figures were: 2008 (13); 2007 (9); 2006 (14).

In physics and PDHPE the 2009 means equalled the 5-year average. Chemistry, Mathematics Extension 1 & 2 results were 0.1 lower than the 5-year mean

average. Economics was 0.2 lower. Biology was 0.3 below the school standard. In the case of geography, visual arts and French Continuers the means were significantly lower than the school's 5-year average

Students must learn to set their sights higher than 86 or 87 in two-unit courses because such scores are demonstrably average in selective schools terms. Our school should aim for **3 Band 6 or E4 results for every student** if we want to improve our overall academic standard.

Higher School Certificate Course Summary Table

Course	School 2009	School 2005 - 2009	LSG 2009	State 2009
Ancient History	89.2	86.3	77.1	70.7
Biology	83.4	83.7	76.4	72.1
Business Studies	90.1	85.3	75.7	72.6
Chemistry	84.8	84.9	78.7	73.9
Economics	85.1	85.3	78.0	75.7
Engineering Studies	86.6	85.8	79.3	75.7
English (Advanced)	85.5	84.3	81.5	78.6
English Extension 1	85.4	83.0	81.7	79.4
English Extension 2	88.4	87.6	80.8	78.2
Geography	86.8	88.1	79.1	71.6
Legal Studies	88.8	88.0	79.2	72.0
Mathematics	88.1	87.5	76.8	74.3
Mathematics Extension 1	87.2	87.3	82.0	80.6
Mathematics Extension 2	88.2	88.3	85.8	84.4
Modern History	87.1	85.7	77.7	74.1
History Extension	89.3	81.9	79.4	74.5
Music 1	97.0	94.3	81.2	78.5
PD/H/PE	85.8	85.8	74.3	70.7
Physics	84.8	84.8	77.5	74.1
Software Design and Development	87.2	87.1	74.1	71.7
Visual Arts	84.5	88.0	80.9	78.4
French Continuers	79.3	83.2	78.9	79.2

Australian Tertiary Admission Rank

The maximum possible ATAR was achieved by Yiming Cao and Thomas Wilson. The 33 students at or above 99 was a disappointing fall from the 2008 standard. In the 95-99 range, 80 was quite a good result in a solid cohort. The strength of our teaching and learning programs was highlighted by the highest percentage of students at 90 or above in 5

years – 79.90%. Student ATARs below 80 were 8%, not as low as we would have liked.

The average ATAR for 199 students was 93.15, above our long term average (91.99; SD 9.44) and more narrowly spread (SD 7.89). The following tables indicate the five-year history of our UAI results.

Reported or Calculated ATARs

Year	Yr. 12	99+	95-98	90-94+	>=90	85-89	80-84	<80
2005	202	33	65	45	70.79	20	11	28
2006	208	48	73	30	72.60	28	12	17
2007	210	29	82	39	71.77	24	14	20
2008	204	45	83	31	77.94	19	12	14
2009	199	33	80	42	79.90	22	6	16

Average calculated or reported UAI/ATAR

Year	Year 12	Average UAI/ATAR	Standard Deviation
2005	201	90.4	12.34
2006	208	92.46	9.31
2007	210	92.27	8.28
2008	207	93.6	7.8
2009	199	93.15	7.89

Destinations	2005	2006	2007	2008	2009
UNSW	79	101	107	113	96
Sydney	71	78	61	57	67
UTS	13	9	8	9	9
Macquarie	7	7	9	9	5
ANU	4	1	2	2	1
UWS	8	8	10	5	12
Newcastle	2	0	6	4	3
Other	5	3	13	9	3
Total	187	207	210	204	196

Destinations

Our students went to the following universities in the table below. The five year comparison illustrates the trend in university offers accepted by our alumni. It indicates that UNSW is the tertiary destination for our students with 54.3% of the candidature enrolling there from the 2009 cohort. The average for the last 11 years is 87 students per year. More than a quarter of our graduates enrol at the University of Sydney, particularly in Arts and Law or combined Law. The average for the last 11 years is 59 students per year.

Combined degrees are included with figures for the highest ranking undergraduate course in terms of ATAR entry. The summary of popular tertiary courses is presented in the table below. They have been grouped for convenience.

Course	2009	2008	2007	2006	2005
Engineering	43	51	44	40	29
Commerce	49	68	47	64	49
Law	15	19	25	29	27
Arts	14	10	21	12	21
Science	26	5	14	16	26
Health Sciences	35	42	40	27	24

Engineering, particularly combined with other disciplines, is increasingly a course of choice. On average 46 students enter engineering courses.

SBHS enrolments in medical sciences courses have maintained their recent popularity. The trend in students taking Science courses recovered strongly this year. Students taking up Commerce courses declined below the long term mean of 54. It was heartening to see three students taking Education courses.

School Certificate Tests

The performance of students in the School Certificate is reported for only Performance Band 6 (highest). LSG represents Like School Group – Selective Schools. The average school mark for 2009 is compared to the Like school Group mark. The most impressive outcome in these results is that the increased size of the cohort since the introduction of the Year 9 class in 2008 has had a very minor negative impact on cohort results across the board, despite students being selected through a SBHS designed process based on all round achievement, including CV application, multiple teacher rating and interview.

	School Band 6 Number	School Band 6 Percent	State Band 6 Percent	School vs State Band 6 %
Mathematics				
2005	160	88.39	7.28	12.14
2006	154	85	5.73	14.85
2007	136	75.6	6.35	11.81
2008	149	83.24	7.25	11.48
2009	162	80.2	6.4	12.53
Average	152	82.48	6.60	12.56
Average Mark 2009		School 92.8	LSG 74.4	
English				
2005	46	25.41	6.20	4.10
2006	60	33.33	5.62	5.93
2007	36	20.0	5.95	3.36
2008	44	24.44	5.91	4.14
2009	51	25.3	4.7	5.38
Average	47	25.69	5.67	4.58
Average Mark 2009		School 87.2	LSG 79.2	

	School Band 6 Number	School Band 6 Percent	State Band 6 Percent	School vs State Band 6 %
Science				
2005	90	49.45	6.05	8.18
2006	42	23.33	4.69	4.98
2007	48	26.66	3.85	6.92
2008	50	27.93	5.95	4.69
2009	74	36.6	6.7	5.46
Average	61	32.79	5.45	6.05
Average Mark 2009 School 87.5 LSG 73.3				
History				
2005	93	51.38	6.04	8.50
2006	80	44.44	7.01	6.34
2007	30	16.66	2.65	6.28
2008	42	23.33	5.47	4.27
2009	69	34.2	4.3	7.95
Average	63	34.0	5.09	6.67
Average Mark 2009 School 86.1 LSG 74.4				
Geography				
2005	75	41.43	3.92	10.68
2006	104	57.77	8.57	6.74
2007	29	16.11	6.28	2.57
2008	45	25	6.69	3.74
2009	53	26.2	4.5	5.8
Average	61	33.3	5.99	5.91
Average Mark 2009 School 85.3 LSG 74.6				

School Certificate Analysis

In mathematics the Band 6 percentage was the second lowest in five years but as a multiple of state band 6 percentages, the result was the best since 2006. The band 6 result in English was the best since 2006 as was the multiple of state band 6 percentages. In science the band 6 percentage was the best since 2005 but the high state band 6 percentage kept the multiple down to a modest figure, but nevertheless better than 2008. History earned the best band 6 result since 2006 and the best band 6 multiple since 2005. In geography, the percentage of Band 6 scores and the multiple against the state band 6s were the best since 2006.

Design & Technology

The Design & Technology candidates achieved excellent results in 2009 maintaining the high standard achieved in previous years. The Industrial Arts Department will be looking to offer Design & Technology and Information Processes & Technology (a computing course) for the HSC to Year 10 students believed to be capable of studying and completing the course at the highest level in 2010.

Year 10 students' major work was the construction of a Chess Board cabinet with draws and proved to be a most successful project.

Architectural & Engineering Drawing

With eight periods for each of the two elective subjects in Year 10, the Industrial Arts department were able to introduce a Software Design Module into the Architectural & Engineering Drawing Program. The intention was to give students a taste of the HSC Course option. The students were very engaged in this module and it proved a stimulating & challenging experience. This subject also achieved outstanding results overall, given its degree of difficulty. The course content is very challenging, with some modules of work set at a level higher than that of Stage 5 syllabus. The majority of the students were able to master this subject, producing high quality Architectural & Engineering Drafting.

Visual Arts

Sam Weight and Brendan Hancock won the junior division for their film at the Woollahra Youth Photographic and film competition. Beau Greenslade was highly commended at the V Fest show at the Chauvel Cinema. Two short film entries were selected into the *Making Movies Festival – A Festival of Student Video in the Sydney Region K-12 (DET)*. The successful films were *Watched* by Gamitha Samarasinghe, Abhi Dutta, Nicholas Ooi [Year 9] and *Reel Friends* by Andrew Hau and Leon Sheldon [Year 10].

Years 12, 11 and 10 visited the Art Gallery of NSW, the State Library and the Museum of Contemporary Art to see Art Express, The Doug Moran Photographic Prize [Nevin Sporaljic and Nicholas Wong both had photographs accepted and displayed in this show], the Contemporary Drawing exhibition and the Archibald Prize.

Elective students attended a number of excursions and workshops. Senior Art students visited the studios of prominent Sydney artists Deborah Beck [painter/drawer], Jim Croke [Sculptor] and old boy Archibald Prize recipient Guy Warren and gained an invaluable insight into artist practice. Sculptor Ochre Lawson ran an after school sculpture workshop where students discovered anatomy and gesture and built plaster bandage figurative sculptures over a wire armature. Year 8 attended the annual zoo excursion in perfect weather and with the baby elephant as a highlight. Year 10 Visual Arts had a drawing day in the city as the springboard for their School Certificate Body of Work.

Year 10 Visual Design visited the Object Gallery and the new sustainable Surry Hills Library for inspiration for their own sustainable design projects.

PDHPE

In 2009, 48% of PDHPE students were awarded grades A or B in the School Certificate [2008 –(45%); 2007 –(33%); 2006 – (61%); 2005 –(50%).] Again the

greater emphasis on aerobic fitness assessment throughout the year was a challenge for all students. A great many students were able to meet this challenge and achieved personal best times in the 1.6km run by the end of the year. The incentive scheme – personal goal time – will be introduced in 2010 to encourage all students to improve their aerobic fitness and 1.6km personal best times. A student achieving his personal goal time can earn an extra 10% towards his final PDHPE assessment.

In the 1.6km run for the assessment of aerobic fitness there were some outstanding performances during the year. Eugene Lee (Year 7) ran 5m 43s – a new record. Oliver Kirk ran the best time in Year 8 of 5m 37s. Lloyd Perris ran the best time in Year 9 of 5m 00s. Sam Lane ran the best time in Year 10 of 4m 54s, setting a Year 10 record.

Year 7 NAPLAN Results 2009

	School	LSG	State
Reading Average mark, 2009	646.7	568.5	535.0
Writing Average mark, 2009	617.8	554.4	520.9
Spelling Average mark, 2009	695.8	577.4	543.6
Grammar and Punctuation Average mark, 2009	661.9	568.5	530.4
Numeracy Average mark, 2009	741.3	583.1	541.2

Analysis: Year 7

Expressed in percentage terms above SBHS's Like School Group, numeracy stands out at 21.3%. Spelling ranks second on 20.5%. Differences in grammar and punctuation are lower at 16.4%, with a further gap to reading at 13.7%. The obvious area to work on is writing, where our gap to the LSG is a very modest 11.4%.

Year 9 NAPLAN Results 2009

	School	LSG	State
Reading Average mark, 2009	668.9	603.8	575.4
Writing Average mark, 2009	663.8	590.2	553.7
Spelling Average mark, 2009	706.3	610.5	577.4
Grammar and Punctuation Average mark, 2009	678.9	598.3	565.9
Numeracy Average mark, 2009	775.2	625.9	589.3

Analysis: Year 9

Given that by Year 9, the cohort has increased by 20 as a result of an academically weaker Year 9 intake,

it is expected that a narrowing of the gap to our LSG would occur. Even though the two learning snapshots are of different students and hence not really capable of being validly compared, some obvious trends can be seen.

The Year 9 results show improvements in every measure on the raw score from Year 7 to Year 9. The numeracy gap to the LSG increased to 23.8%, up 2.55%. Writing improved to 12.47%, just a 1.07% improvement compared to the LSG. All other measures declined. Spelling declined by 4.81% to 15.69% above LSG. Grammar and punctuation also was less by 2.93% at 13.47% above LSG.

The greatest value for teachers of the NAPLAN results lies in the item analysis capability, enabling them to target specific skills or content gaps and then devise specific strategies to explicitly target the content or concept deficiency or lack of skill identified.

Our Targets

Progress on 2009 Targets

Target 1

Raise Academic Outcomes

In 2009 the school was unable to achieve its band 6 targets, earning 531 against the expected 585. Nevertheless, several programs were in place to improve the depth of the school's academic achievement which was essentially stable over the two years 2008-09. Our ATAR targets for 2009 were 155 boys at 90 or better and 32 at 99 or higher, with 13 or fewer at 80 or lower.

The results were: 155 at or above 90, 33 at 99 or higher, but 16 at 80 or lower. With 79.9% of students at ATAR 90 or better, the depth of the HSC results was the best since the new HSC began in 2001. The tail was longer than we had hoped for but programs are in place to address that weakness going forward.

Benchmark means for two unit courses were set between 84.75 and 88. Targets were achieved or exceeded in: Ancient history, chemistry, business studies and legal studies. Within 0.2 of target were: Advanced English, physics, mathematics advanced, extension 1 and extension 2, geography and engineering studies. In biology and economics, the results achieved were significantly below target.

Teachers worked cooperatively to develop units of work and lesson plans using particularly the Intellectual Quality dimension of the model. Teachers are endeavouring to raise student achievement with increased scaffolding of concepts and content and more rubrics as feedback on assessment tasks.

Target 2

Improve literacy across the curriculum

Literacy project

In 2009 an experimental program was trialled. A class of 30 students was identified as having English component scores at 10 or more marks below both their mathematics and GAT scores. These students were grouped in the same class.

A team of literacy teachers mentored 6 students each as they worked through literacy enhancement exercises from a purpose-written text, with stimulus material set in multidisciplinary contexts. The boys had to complete exercises and pieces of extended writing each cycle. The mentor teachers assessed the answers [supported by answer sheets in the master textbooks] and the writing and provided feedback to the boys.

By the end of the year, students had completed between 8 and 13 of the units. On a school devised literacy index, combining scores in English, science, geography, history and languages, scaled to periods allocated to the subject, five of the boys ranked in the top third of their cohort. Another 5 ranked in the top half.

A review of the program was undertaken and it was decided to remove support from the successful boys on the literacy index and to add some additional boys to the program for Year 8, 2010. Mentors would continue working through the textbook but would have more discretion about omitting some exercises if it became apparent that the student had achieved mastery of the skill being assessed.

Creative and reflective writing

English teachers introduced a ten minute creative, reflective or evaluative writing session at the beginning of every lesson for their Year 11 students. The stimulus material for each piece of writing was taken from a bank of items collaboratively created by the English staff. Students were chosen to share their writing with their peers. Students were also able to build a portfolio of beginnings to select from to develop up into assessment pieces.

The intention of the regular exercises is to improve the fluency, length, depth and sophistication of our students' writing. The educational benefits of explicit teaching of writing skills; the provision of scaffolds; the instant feedback of an audience for writing and the increased confidence stemming from successful attempts, justify the time devoted to the intervention.

English staff members were so committed to the creative-reflective writing process that they agreed to make it a feature of their practice by opening each English lesson with a stimulus writing topic for their students.

Online and network research facilities

In the Junior Library the Moodle / Web 2 Literacy circles Reading program has been operating for 5 years under the guidance of Ms Veronica Crothers, Teacher Librarian.

Teachers booked their classes into the Junior Library to use the 30 computers there for on line work for 612, 53-minute teaching periods over the course of the year. That equates to three periods booked into the Junior Library for every teaching day of the year.

In the Senior Library, access to search engines and data bases such as J-Store and Encyclopaedia Britannica has lifted the capacity of boys to research beyond typing into Google to see what comes up.

Visual literacy products

The products of the stage 5 Film Making elective have been entered into film competitions. Student artworks and photography have been purchased by the Ethel Killip Memorial Art Collection Trust.

Students with DET Notebooks have more presentation options for assessable work, such as power point, video or podcasts or multimedia presentations and can now negotiate the form of their assessment products. Faculty assessment protocols are being modified to accommodate.



Target 3

Develop teacher capacity to use information and communication technologies to enhance teaching and learning

Staffroom to classroom laptop trial

The staffroom-to-classroom trial of laptops to speed up connectivity to the network and internet was only successful in a limited number of home rooms with strict log out protocols imposed on all users. In practice, there was not much time saved by the history staff who trialled the plan to use their laptops at their desks and then close their lids and

take the laptop to class, reopen it, log in and then proceed with the lesson.

It was found that logging back onto the network took too long and the process was much quicker via the use of an USB and a PC already logged in. After this trial it was decided not to widen the laptop program for teachers' staffrooms.

Year 9 Laptop Rollout

It was a very difficult time for teachers of Year 9 because there were not enough Notebooks to go around. Consequently, professional development was disjointed and incomplete. Despite the obstacles, many teachers embrace the software on the Notebooks and quickly had their students using a range of programs to create products.

The connected classroom

The classroom was installed and introductory training supplied to interested staff. Feedback so far is that there are not enough interactive workshops or video casts to utilise the facility frequently enough for teachers to become proficient in the use of the technology it possesses.

Target 4

Build a culture of cooperative learning

Personalised learning

The push towards personalising the curriculum through greater opportunities for choice is reflected in the number of Individual Learning Plans approved and on file. In 2007 there were 84. In 2008 149 plans were discussed with teachers and lodged with the Principal for approval. In 2009 142 were processed. In addition several pathways were negotiated by individual students with special circumstances.

Adobe Creative Suite 4 was purchased and made available to all faculties and computer laboratories. Students took advantage of the additional storage capacity on 'w' drive to store their films while in preparation. Individual students then had to edit their own version of the cooperatively composed film to be assessed.

Papercut print management was set up and Web Print was configured to provide access to printing services from DER issued Notebooks.

Cooperative learning between the Trial and the HSC

Very strong performances in single class or single teacher courses in recent years have been generated by applying cooperative learning techniques. Teachers set up the framework through Moodle and guide the process which is essentially student driven.

A leading student supplies essays and research material for critiquing on Moodle. Classmates contribute to online forums on the various topics posted on Moodle. In one course, a before-school

study group gathered together to build a bank of responses to issues raised in the course.

Target 5

Improve the learning environment

The senior library project

To create a Senior Library, network cabling and power posts had to be installed; furniture ordered; 20 new PCs purchased and commissioned and 20 laptops transported to the Senior Library from the Junior Library and security cables fitted to them. A circulation desk was installed, mobile display racks purchased, magazine racks procured and lounge furniture delivered. By the end of the year a security system had been commissioned and orders placed for more movable shelving

The establishment of the Macdonald Senior Library was a very popular initiative as measured by the high attendance rates from boys in Years 10-12, often in excess of 100. Originally providing only internet access and student PCs and laptops, the library quickly responded to demand and the services it provided were extended. Newspapers and periodicals were supplied, along with network scanning and printing services.

The Andrews Junior Library received ten new PCs to bring the total to 30. A storage room adjoining the rear of the library was converted into a meeting room and large storage space built into the landing at the rear of the Library. New lounges were purchased. Year 9 students appreciated their dedicated wireless learning space and the extra power points to run their Notebooks.



In line with the High Junior School concept, Year 9 students became the 'seniors' in the Junior Library. Despite the split into two libraries, the Andrews Library alone had 122,628 visits. This equates to 53% of the total enrolment of the school using the library every day the school was open in 2009.

Digital projector roll-out

Retro fitting and upgrades enabled 22 classrooms to become functional with data projectors, screens and sound systems. Three more classrooms and the

Great Hall were equipped during 2009, along with the connected classroom.

Room 802 was established as another computer laboratory with 20 PCs. The optic fibre network was expanded to facilitate wireless installation to support DER Notebooks. Implemented an enterprise wireless security scheme and expanded wireless coverage in the Administration area, Great Hall and languages classrooms.

Projects funded by grants and bequests

A 6kw. **Solar power plant** was installed on the Killip Wing roof and its software recording linked to the school's network. The much delayed National Solar Scheme Grant of \$50,000 was made available, topped up by a donation of \$10,000 from the P & C and \$1500 from school funds. The solar power system generate > 600 kwh per month and will be a noticeable contributor to the school's power supply and help reduce CO2 emissions.

The *National Schools Pride* Commonwealth Grant of \$200k. indirectly funded the **Great Hall Kitchen** self-managed project. There was considerable construction work to open up the existing space to three times its original size. A kitchen consultant designed a commercial kitchen. The Project was managed by Jones Sonter Architects and construction was carried out by A & DR Illes. The project was completed on time and just above the expected budget. A grant of \$30,000 from the **Casey Bequest** managed by the Sydney High School Foundation, topped up the funding. Total project cost was \$232,000. The kitchen adds value to both school community functions and the marketing potential of the Great Hall.

The school's **seven science laboratories** were refurbished during December 2009 and January 2010. The NSW Government Grant was valued in excess of \$700k. The investment has given science students a state of the art learning environment.

Targets for 2010

Target 1

Focus on high quality academic outcomes

The School Plan has reset the Band 6 target at 550, given the unrealistic 2009 target. At 2.75 band 6 /E4s per student that is still a difficult target to achieve. The ATAR target for 2010 is 156 at 90 or better and 34 at 99 or above. The 2009 target of 13 below 80 is retained. We expect our ATAR average to exceed 93.2.

Targets for all courses have been reset with accompanying band 6 percentage expectations. The

table below indicates the targets for *Higher School Certificate* courses with 10 or more students.

Course	Target Mean	Target Band 6 %
Advanced English	85.4	29.5
English Extension 1	85.5	38
English Extension 2	88.5	50
Mathematics	88.2	55
Mathematics Extension 1	87.4	64
Mathematics Extension 2	88.4	64
Biology	84.5	37
Chemistry	84.9	32
Physics	84.8	28
Economics	85.5	35
Business Studies	89	45
Legal Studies	88.5	36
Geography	88.1	40
Ancient History	87.5	38
Modern History	86.5	28
History Extension	88	37
Studies of Religion 2 unit	88	60
Engineering Studies	87	31

In courses with <10 students, notional targets of 86% means for 2 unit courses with 36% band 6s and 88% means for Extension courses are set with expectations of band 6 percentages of 50% or better.

School Certificate Test targets are: Mathematics mean 93, band 6 82.5%; English mean 87.5, band 6 26%; Science mean 87.7, band 6 33%; Geography mean 85.5, band 6 33.6%; History mean 86.3, band 6 34.3%.

For NAPLAN the important measure is maintaining or improving the gap between SBHS results and those of the Like School Group (LSG). Targets for Year 9 in 2010 for these gaps are: Numeracy 24%, Writing 12.75%, Spelling 16.5%, Grammar and Punctuation 14.5%. For these targets to be achieved, Faculties across the board will have to teach spelling, grammar and punctuation **explicitly** in Years 7-9. Setting aside a small amount of time to upgrade the accuracy and quality of written products will translate into higher grades in the Certificate years.

Target 2

Build on our Quality Teaching and literacy development initiatives

Faculty-based professional development is the preferred mode for embedding the Quality Teaching Model. The impact will be measured by the numbers of units of work or lessons modified to implement the Quality Teaching Model.

Literacy development programs to be continued in 2010 are:

- Targeted students in Years 12 are to receive Thursday afternoon assistance. They are selected on the basis of their first assessment examinations in April. Twenty-five students are offered the program in terms 2 and 3.
- The Athlete Support Program will be offered again this year. First and second grade athletes in Year 12 are offered a 10-week course of personal management and subject specific coaching.

The 2010 target is to reduce the <80 ATAR by 4 students.

Continue the revised Literacy Enhancement Program with Year 8. Analyse NAPLAN test items to identify areas of relative weakness. Promote the explicit teaching of spelling, punctuation and grammar in all Faculties in High Junior School to address the weaknesses identified.

The target is to raise Year 9 NAPLAN Spelling gap to the Like School Group by 5% and the Grammar and Punctuation gap by 3% by 2011.

Target 3

Promote opportunities for student engagement and personal development

To achieve this aim we will:

- Implement the revised Student Award Scheme for the Senior School as a points-based system.
- Implement the first stage of the Sports Development Plan 2009-2011
- Bed down the 3-training and log book strength and conditioning scheme for all GPS sports teams
- Implement the suite of Year group specific personal development and wellbeing programs as determined by the Wellbeing Team

Target 4

Enhance our learning environment

The tech-savvy students we have require the best and latest communication system, network and software. Our target this year is enhance their learning environment by:

- Installing short throw projectors into the refurbished science laboratories.
- Having thirty classrooms equipped with data projectors, screens, PCs and sound systems by the end of the year.
- Establishing the Macdonald Senior Library as a research and lending library with its own collection.
- Supplying drainage, building a retaining wall, erecting security fencing and gates, installing a water tank, building a shed for fencing, extending the slab and laying long jump pits at the COLA above our cricket nets.
- laying drainage at the amphitheatre to capture run-off and divert it through a pit and pipes to the storm water drain on The Flat.
- Add storage capacity and flexibility of usage to the Great Hall

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)	97
Postgraduate qualifications	23

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

Teacher Retention

The school's retention rate from 2008 to 2009 was 94.2%. One teacher relinquished her 0.6 FTE position and three teachers retired, including one of our Deputy Principals. We gained one new Head Teacher (Sport) and one teacher was promoted to the Deputy Principal position. Six teachers were on leave and one teacher was transferred.

Teacher Professional Learning

Expenditure in 2009 was \$61,9595.89 which was an increase of \$2966.09 on 2008. The priority areas for Professional Learning were the NSW quality teaching framework and the use of ICT in the classroom. The use of ICT in the classroom accounted for \$19,519 of expenditure, which was a significant increase on the previous year, in line with the direction of the school plan.

The *Digital Education Revolution* stimulated teacher interest in training for the use of laptops in the classroom. The Staff Development Days at the conclusion of the year were aimed at the incorporation of Information and Communication Technology in the classroom and the use of the DET Notebook as a teaching tool.

Professional Learning was further enhanced by the three team concept of the school where a third of staff was part of the Quality Teaching Team. This team met three times a term during 2009 and discussed the issues relating to Quality Teaching at a selective high school.

The Wellbeing Team ran a wide range of programs in values education, personal development, leadership and community service. The Co-curricular team conducted a thorough going review of the Student Awards Scheme in line with the ongoing strategy of Junior School and Senior School programs.

DET Priority Area	Course Fees	Casual Salaries	Travel & Accommm	Other	Total
Beginning Teachers	1124	314.99	0	93.95	1532.94
Use of ICT	10526.83	7129.51	0	1862.80	19519.14
Quality Teaching	4188.26	2891.06	0	2484.86	9564.18
Syllabus implementation	4187.47	2531.55	0	3490.38	10209.40
Leadership and career development	1003.63	902.79	0	109.09	2015.51
Welfare and equity	8429.60	3328.86	0	2429.77	14188.23
Gifted Education	1763.19	1204.50	0	2584.79	5552.48
TOTAL	31222.98	18303.26	0	13055.64	62581.88

Enrolment Profile

Staying On Within the Same School, School Certificate to HSC

SC Year	All Students			SC Entries
	School	SEG	State	All Students
2003	95.0	80.2	61.0	180
2004	98.3	81.9	61.2	179
2005	95.0	80.1	60.8	180
2006	99.4	80.6	60.3	180
2007	98.3	82.9	61.0	180

Very few students leave the school between Year 10 and Year 12 or fail to complete the HSC. Some transfer to other selective schools, predominantly James Ruse.

Attendance Profile

Semester 1 Attendance Rates, Years 7 to 10

Year	All Students		
	School	Region	State
2005	95.5	91.4	89.9
2006	95.8	92.1	90.1
2007	96.4	91.9	90.1
2008	95.4	92.1	90.1
2009	95.8	92.25	89.95

The school has very good rates of attendance in Years 7-10.

Semester 1 Attendance Rates, Years 11 and 12

Year	All Students		
	School	Region	State
2005	93.3	90.2	89.5
2006	93.4	91.3	89.8
2007	94.8	90.9	89.7
2008	95.1	90.3	89.8
2009	95.2	91.0	89.4

Senior school attendance rates are at a 5-year high. Students have their attendance recorded electronically every lesson. A School Assistant is employed for most of each day monitoring and recording attendance and SMS messaging or ringing parents whose sons have not logged on for the day or for an individual lesson if they ought to have been there. Our time on task rates have improved because more boys are in more classes more often as fractional truancy detection has tightened and negative consequences applied.

Parent and Caregiver Involvement

The Sydney Boys High School Parents and Citizens Association - President's Report

More than any other GPS school, the ability of Sydney Boys High to achieve its objective of developing scholar sportsmen, depends on the involvement of parents. The 2009 year has been very successful due largely to the increasing involvement of parents in school activities.

Highlights included: the second successful Chinese New Year function, the launch of a comprehensive

P&C website linked to the School's website and record profits contributed to the School, through the P&C Association, from the operations of the School Canteen.

Over \$130,000 has been donated to School programs during 2009, including:

- installation of data projectors and sound systems in classrooms (\$15,000);
- replacement of textbooks (\$18,000);
- fourth annual repayment of the loan for the tennis court redevelopment (\$10,000);
- fund for replacement of the school bus (\$25,000);
- replacement of data logging equipment for senior science classes (\$7,000);
- new sporting equipment (\$17,000);
- solar panelling and electrical infrastructure (\$10,000);
- new photocopier (\$8,000) and
- contribution to the SBHS Building Fund (\$22,000).

In addition, P&C co-curricular sub-committees raised over \$200,000 from parking, barbeques, dinners and other fund raising activities. These funds were disbursed directly for the benefit of the students by the 15 sub-committees.

During 2009, the P&C co-ordinated and refined a number of programs, including New Parent Mentoring and Year Group Parent Representatives, which aim to welcome new parents into the School and encourage parents to actively participate in the Sydney Boys High community.

Throughout 2009, the P&C continued its active representation on the School Council, Sydney High School Foundation Inc, the Building Fund Advisory Group, the Selective Schools Committee and the Student Wellbeing Committee.

Julie Connolly

The Sydney High School Foundation Inc – Chairman's Report

The past year has been another busy yet fulfilling one for the members of Sydney High School Foundation. With regard to membership, with great sadness we bid farewell to Kenneth Clemens, who retired as a representative of the Old Boys Union, from where he had served as the Treasurer of Foundation for the previous five years. During that time Ken saw some rocky financial times but steered the organisation through those time with great financial skills and I thank Ken for the tremendous contribution that he has made to the organisation over the past years. Following the Annual General meeting of the Old Boys Union, a number of new faces joined Joseph Waugh and Graeme Anderson at the table. It has been a pleasure to work with these

new representatives and to come together to benefit Sydney Boys High School as the activities of Foundation are continually re-focused towards this goal.

Management of the School Tennis courts continues to present itself as a successful initiative for the Foundation and as a result the school. During 2010, the loan on the courts will be fully repaid and from that time, the commercial lease on the courts will continue generating income with operating costs to maintain falling to a minimum. This will result in a benefit of approximately \$30,000.00 per annum to the School via the Foundation.

Other properties owned or managed by the Foundation have also proved to be revenue positive for the school in this period. A new model of management has been introduced where volunteers from within the school family – parents and staff - have accepted responsibility for this task. This initiative has resulted in a dramatic reduction of the costs to manage the venues and as a result has delivered improved net revenue from the venues. The construction of a first class kitchen within the Great Hall, partially funded by the Casey Trust, is likely to further improve the revenue stream from this venue.

Foundation has also been involved in other exciting developments including the Covered Outdoor Learning Area (COLA) funded by the Casey Trust which now complete, may be managed by the Foundation as an additional source of potential revenue. The Outterside Centre remains the major asset for which Foundation is responsible and has consumed much time for many of the committee members and others in the school family. Issues with pontoon maintenance and general building upkeep has required there to be consideration of a more sustainable strategy for the ongoing management of the facility.

I would like to take this opportunity to acknowledge the untiring efforts of the members of the committee who contribute large amounts of their personal time to the activities of the Foundation and thank them for their valuable contribution to the life of the school.

Dr A Shane Brown



New commercial kitchen in the Great Hall

Financial Statement Summary

This summary covers funds for operating costs from the No 1 account and does not involve expenditure areas such as permanent salaries, buildings, cleaning and major maintenance. A full copy of the school's 2008 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:	30/11/2009
Balance brought forward	102,126.96
Income	\$
Global funds	586,038.10
Tied funds	407,077.62
School & community sources	1,831,625.62
Interest	18,897.74
Trust receipts	499,923.88
Canteen	0.00
Total Income	3,343,562.96
Total funds available	3,445,689.92
Expenditure	
Teaching & learning	
Key learning areas	356,060.17
Excursions	258,082.28
Extracurricular dissections	783,972.01
Library	27,425.31
Professional Learning	1,893.54
Tied funds	172,244.26
Casual relief teachers	75,815.88
Administration & office	369,351.40
School-operated canteen	0.00
Utilities	124,750.02
Maintenance	84,826.13
Trust accounts	498,426.95
Capital programs	252,220.94
Total expenditure	3,005,068.89
Balance carried forward	440,621.03

Notes on the Financial Statement

The statement does not account for the income and expenditure of the **Library Fund**. The fund's opening balance was \$59,529.33. Parents' donations, GST recoups and interest amounted to \$97,183.83. Disbursements were \$134,679.37. Balance carried forward was **\$22,033.79**. Setting up the Macdonald Wing Senior Library and hiring a second teacher Librarian as well as financing the Andrews Junior Library, consumed a large proportion of the funds accumulated in the Library Fund.

The **Sydney Boys High School Building Fund** had an opening balance of \$679,071.16. It received donations, GST recoups and interest of \$183,845.63; payments were \$98,944.58, leaving a carried forward balance of **\$763,972.03**. Significant capital works were required at the school in response to the

Building the Education Revolution and the Digital Education Revolution Commonwealth and NSW governments' initiatives.

The carried forward figure of the **school's No. 1 operating account** was \$440,621. It included the balance of tied funds (\$257,417.47) and the balance of trust funds (\$18,771.30); leaving \$164,432.26 for school purposes. The school still had commitments of: unpaid orders and invoices (\$49,549.95) and unpaid casual salaries (\$73,896.32). A working capital of \$10,051.37 remained.

Retained earnings were 14.6% of total payments. With tied funds excluded, retained earnings were 6% of total payments. The school is trying to maintain a term deposit c \$70,000 for investment in a sports fields development project.

The **capital programs** expenditure was inflated by additional capital equipment purchased to equip the two libraries and by investment in the COLA to weather proof the cricket nets.

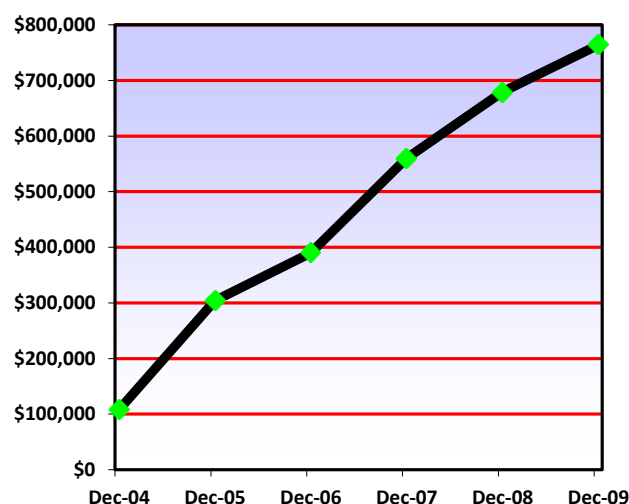
The **extracurricular expenditure** rose 9.4% in sport to \$569,221, reflecting High's commitment to raise both levels of student participation and competitiveness.

Of continuing concern is the **water / sewerage** component of utilities expenditure. The expenditure jumped from \$13,366 in 2007 to \$27,204 in 2008. Despite our efforts in seeking to eliminate areas of wastage and water vandalism, this year's expenditure was still unacceptably high at \$23,141.

Voluntary Contributions

The Sydney Boys High School Council set the general service contribution figure for 2009 at \$740 for all years 7-12.

**Sydney Boys High School Building Fund Appeal
125th Anniversary Library/Performing Arts Project**



• Money invested in term deposits.

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,
Sydney High School Foundation
Ms Julie Connolly,
P & C Association President
Mr James Solomons,
Sydney High School Foundation
Mr Joseph Waugh,
President Sydney High School Old Boys Union
Mr Dennis Briggs,
President Sydney Boys High School Council
Mr Steve Codey,
Staff Properties, ARCO and OH&S Representative
Mr Geoff Andrews,
Sydney High School Foundation
Ms Sharon Kearns,
School Administration Manager
Ms Fabienne Ovadia,
P & C Representative

