



# Annual Report 2001

## Sydney Boys High School

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## Section 1—The School and its Major Achievements

### 1.1 The School

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

The uniqueness of the school derives from its tradition as the first state secondary school; its membership of the Athletic Association of the Great Public Schools and its participation in many Combined High Schools competitions; its selective enrolment intake, and from its site-sharing with Sydney Girls High School.

The school is supported by various incorporated organisations and school committees, including: The Sydney Boys' High School Foundation Inc., the School Council, the Old Boys Union Inc., The High Club Inc., the P & C Association and its various sub-committees, The Creative Arts Council and The Sports Council. Partnerships among staff, students, parents, old boys and supporters of High are indispensable in the operation of the school.

### 1.2 The Arts

Involvement in the co-curricular life of the school is strongly encouraged. Debating and performance music are high profile activities.

- The Year 11 debating team (David Carter, Tim Davis Frank, Alex Gruszka and Alexander McCauley) won the state Karl Cramp Competition and were undefeated in the GPS seconds premiership.
- Hamish Nairn (Year 10) was selected in the Metropolitan East debating team.

- In the Les Gordon History Debating Competition, our A team (Hamish Nairn, David Grenet, Evan Solomons and Angus Ng) reached the semi-finals.
- Henry Chapple-Cox (Year 12) won the Leslie Andrews Memorial Scholarship for Speech and Drama.
- Marc Yong and Larry McGrath received acclaim for their poetry.
- Peter Hayward was selected in the SBS Youth Orchestra to perform in Spain.
- The Year 12 rock band, FMR (Nathan Safe, Adrian Kuti, Dustin Bookatz and Jamie Kilburn-Watt) were asked to perform in *Youth Rock 2001*.
- Raj Kumar, Hamish Nairn and David Quach were selected to attend the State Music Camp.
- David Quach, Patrick Coyte, Thomas Norrie and Adam McKenzie were chosen to play in the Stage Band to support performances at the 2001 Schools Spectacular.
- Costa Avgoustinos (film), Alex Reznick (computer images) and Simon Manetti (graphics design) had their HSC major works selected for exhibition in Art Express.
- One student from Music was selected to perform at the Encore performance, Ashley Townshend.
- Students from Years 10 and 11 competed in the Classical Greek Reading Competition held at The University of Sydney. Mark Thambirajah and Max Kletski from Year 10 were highly commended whilst Anthony Zafirakos and Dominic Tabeta competed in the final.
- In our *Performance Music Program*, 227 individual students played in fifteen different ensembles. Participation rates increased by 16% in 2001. Students were able to perform publicly

on several occasions, notably at the *Word and the Note* soirée at Sydney Girls High.

### 1.3 Sport

The encouragement of participation in competitive team sports is an integral component of the school ethos at High. The educational value of sport is stressed.

- The highlight of the year was the achievement of the Rifle Shooting team coached by Mr. John Fittler. Jonathan Moore, Wilson Chong, Justin Hill, Josh Cuneo, James Davies, Andrew Jacques, Greg Shar and captain David Jacques won the GPS Champions title (awarded for only the ninth time since 1906 to a team winning all the trophies). They won the Rawson Cup, the NRA Shield and the Buchanan Shield. The team also won the All-Schools Competition.
- Jonathan Moore, Justin Hill and Greg Shar were selected in the combined GPS team.
- The Year 10 VIII won the Riverview Gold Cup.
- George Barris and Vaughan Ramsey (Year 12) won Regional Blues for rowing. Nigel Panagopka (Year 8) was awarded 'Novice Oarsman of the Year' by the NSW Rowing Association.
- George Barris, Tim Glass, Vaughan Ramsey, Nick Armstrong and cox Oliver Wilson from the 1<sup>st</sup> VIII made the final of the school coxed quad at the National Rowing Championships at Lake Wivenhoe.
- **Strategic Rowing Committee.** Old Boys and the school Rowing community have formed a partnership to try to lift the competitive performance of the rowers in GPS competition by improving the coaches knowledge and expertise.
- It was a strong year for Soccer at High with the Firsts finishing runners up and the second XI, coached by Nick Apoifis, winning the premiership. 22 teams were fielded, six in opens, three in each of the other categories except for the 15s (four sides). Four of the first XI were picked to represent the GPS: in first grade Matthew Mulroney & Daniel Pinkus; and in second grade Tom Cusbert and David Kaldor.
- Gabriel Knowles was selected in the Metropolitan East Soccer team to play at the CHS carnival.
- Ben Lonsdale (Year 11) won the U17 shot put at

the GPS Athletics Carnival. Scott Morrow (Year 12) ran a gallant third in the open 800m. and second in 1500m. Suren Wickramasinghe finished second in the 100m and 200m championship. Lachlan Mitchell (3<sup>rd</sup> U16 400m.) and Roger Burrell (3<sup>rd</sup> U13 shot put) performed well.

- High won the Eastern Suburbs Zone Athletics carnival. Seven individuals and two relay teams made it through to the CHS carnival.
- The first XV rugby side had good wins over Hurlstone Agricultural College, Oakhill College, Waverley College The Armidale School, Cranbrook and Sydney Grammar School.
- Reece Hamer was selected in GPS firsts rugby, with Rob Lyons and Andrew Light in GPS seconds and Lenny Pereira (reserve).
- High won the Roberta Nutt Shield for junior teams fencing.
- The senior A team won a bronze medal at the State School Fencing Championships.
- High retained the Cec Rubie trophy with a win over Melbourne High in the *Five Highs* cricket tournament in Perth.
- The first XI cricket team finished third in the GPS Premiership.
- Jack Manning-Bancroft and Robert Dooley were selected in the U17 GPS cricket team.
- Michael Hayes, Tom Lung (Year 9), Bosco Cheung and Ruo Li (Year 10) won the prestigious Strathfield Junior Tennis Tournament.
- Michael Hayes (Year 9) was chosen to represent Sydney East Region and the CHS in tennis.
- James Trezise, Scott Berglund, Tom Crocker and Alex McCauley gained third place in the NSW Interschools Skiing championship teams slalom.
- Tom Miller (Year 9) broke the U15 50 metres swimming record held by Luke Deane since 1988.
- Sandy Cunningham and Ellis Louie (Year 7) and Tom Miller (Year 9) made the Regional team for the CHS carnival.
- Matthew Turner, Michael Terry-Whitall, Tom Miller and Ellis Louie were selected in the GPS representative team for the Independent Schools Carnival at Homebush.
- Tom Miller and Ellis Louie were chosen in the CHS swimming team for the All Schools carnival. They both competed in the Australian Age Championships in Melbourne.

## 1.4 General (including citizenship)

Contributions to community service or events and participation in competitions are promoted. Boys are urged to develop their talents in a wide range of endeavours.

- Nick Armstrong (School Captain) won a South Sydney Council 2001 Youth Award for his significant contributions to the community.
- Tom Petty won the Interbath Conservation award at the National AGL Sustainable Living Ceremony at the UNSW, presented to him by Ian Kiernan AO. Opal Wu, James Ye and John Huang also won an outstanding achievement award. Sydney Boys High School was also given a special mention by the organisers for the outstanding level of all participants.
- Gareth Charles & Leonard Raikhman were selected to play representative chess by the NSW Junior Chess League.
- The 'E' team (Murukesh Sukumaran, Wayne Ding, Jonathan Hidayat, Cheng Fu and William Clarke) completed an ICT project for the Traffic Management Unit at Everleigh.
- Fredy Hoh attended the Australian Business Week state program.

### Academic Competitions

All of our students enter academic competitions in pursuit of excellence measured against state or national standards.

- The Australian Mathematics Competition: One medal, 44 prizes and 152 High Distinctions, award rate 95%, entrants 926.
- Charles Qin (Year 10) was selected in the Asian Pacific Mathematics Olympiad team.
- Australian Mathematics Olympiad: Ivan Guo (Year 9) and George Zhong (Year 10) were awarded High Distinctions. Ivan was selected for the School of Excellence in Melbourne.
- 60 students in years 9/10 are entered in the Noether and Polya stages of the enrichment and challenge series. This program is organised by the Australian Mathematical Committee.
- The school has a number of students competing at various stages of the National Olympiad. A small group of Year 8 students has been invited to join an enrichment program, in conjunction with the University of Sydney.

- The Australian Schools Science Competition: 82 High Distinctions, 87% award rate, 836 entrants.
- Australian National Chemistry Quiz: 153 High Distinctions, award rate 74%, entrants 670.
- Tony Vuong, Heng Woon and Kevin Zhuge (Year 12) won the NSW Schools Titration Competition.
- The Australian Schools Computer Studies Competition: 35 prizes, 40 High Distinctions, award rate 80%, entrants 557.
- The Australian Schools English Competition: 32 High Distinctions, award rate 83%, entrants 696.
- The AMP Economics Competition: High Distinctions 12, award rate 81%, entrants 64.
- The AMP Australian Business Studies Competition: 12 High Distinctions, entrants 36.
- The Australian Geography Competition: 79 High Distinctions, 72 Distinctions, entrants 300.
- Peter Conomos, Andrew Hall, Nathan Raheja, Jonathan Mather, Paul Rajkumar, Merv Dayal and Ruo Li, all reached the final of the *National Trust School History Competition* in 2001

### Scholarships –2000 HSC

- UNSW: Eric Tsui (Vice Chancellor's Scholarship), Lin Li (Faculty Scholarship), David Leon (Co-op Program Scholarship)
- University of Sydney: Pathum Dissanayake and Rhys Hardwick-Jones.

### Charities

All of our students are encouraged to contribute to charity fund raising or community service as an expression of their civic consciousness.

- More than \$13k. was raised directly by SBHS students for distribution among ten charities.
- The Spastic Centre and the Children's Medical Research Foundation received the proceeds of our two mufti days this year.
- 70 students Supported Candle Day for Amnesty International. 34 students assisted Sydney Legacy on Badge Day. 24 boys raised money for the Starlight Children's Foundation. 11 students helped the Salvation Army Red Shield Appeal. Students supported the Red Cross Calling Appeal and 16 sold badges on 'Jeans for Genes Day'. 13 students were sponsored in the World Vision 40-Hour Famine.

## 2.1 Educational and Management Practice Evaluation — Learning

### Background

In 2000 an investigation into *Homework Policy* revealed that as well as a whole school policy, individual Faculties had policies of their own. Certain instances of varying expectations, communication breakdown, confusion over enforcement practices and the release of a DET Memorandum in August, precipitated a review of Homework Policy. The Self-evaluation Committee undertook to research and construct a whole school Homework Policy during 2001 for discussion, amendment and ratification by the School Family stakeholders. Enter text here

### Findings

The Committee considered the DET Homework Policy, a DET pamphlet for parents, school and Faculty policies, the revised policy of SGHS, several articles on the relative merits of homework against other non-school activities, newspaper articles and the government Victorian Guidelines on Homework. After two meetings and several email exchanges, a draft was produced. The policy was considered by the School Executive and returned to the Committee with some suggested amendments. Further draft were produced before the final version was ratified by the Executive, the staff and the School Council.

### Future Directions

The implementation of the policy is to be monitored in 2002. The issue of the purpose of the homework set and its relationship to syllabus outcomes will require further research. The amount and timing of homework tasks set are perennial concerns for students and parents, requiring ongoing monitoring.

## 2.2 Curriculum Evaluation— Living Skills

### Background

After a Student Welfare Conference held in 2000 it was decided that a formal program was needed to address the perceived personal development needs of our students. The Student Welfare Committee put a proposal to a staff meeting which endorsed the plan. The program was implemented for students in Years 7

and 8 in 2001. It contained units on: bullying, boys education, empathy and feelings, and study skills. The *Resourceful Adolescent Program* was implemented.

### Findings

The programs were quite well received by teachers and students. Some activities in some units did not work as well as was hoped and parts of a commercial program that was purchased proved to be inappropriate for our students.

The decision was taken to implement the Stage 5 program written during the year. Rather than particular faculties surrendering curriculum time, it was agreed that *Living Skills* would become a whole school responsibility. Extra periods were built into the two-week timetable cycle to accommodate the program. The Librarian is involved in delivering the course to improve student research skills.

### Future Directions

In 2002 the Living Skills Program will be introduced to Years 9 and 10. 10-week units of work include: academic self-esteem / study skills, employment essentials, community service, philosophy and ethics, peer support training, peer mediation training and 'You and the Organisation'. The Stage 4 Living Skills Programs will be evaluated. A Living Skills strategy for Year 11 will be planned. The results of a survey designed by students will be used to modify units in the Stage 4 course.

## 2.3 Programs to Support Learning

### Technology

- 4 Access to network hardware was extended again in 2001 with the installation of 6 new terminals in the library. Room 204 was resurrected with 30 computers brought on line. A new staffroom in room 210 was networked with seven work stations.
- 5 Staff embraced the TILT program and demonstrated an increased level of network competency as they produced and filed their semester reports on students electronically. Use of network software such as 'Find a Student' became widespread. Staff confidence in the application of technology to assessment and reporting increased considerably in 2000.

## Literacy

Literacy is a whole-school responsibility and faculties have their own policies and strategies to assist their students' literacy development. Several enrichment activities to improve student literacy in subject areas were provided. [See 2.7]

## 2.4 Equity Programs

### Aboriginal Education

A committee was established to develop school based initiatives. Mark Nam chaired the committee with the assistance of Jack Manning-Bancroft and William Clarke. Attempts were made to raise awareness by the selling of Reconciliation T shirts and the establishing of links with Boggabilla Central school. ( Interschool visits are planned for the future). David Carter, Mark Nam, Peter Levido, Tim Edmeades and Tim Davis-Frank attended a forum on reconciliation where an aboriginal barrister and a member of the Cadigal tribe addressed them.

### Multicultural Education

Approximately 75% of the students at high are NESB. Years 7 to 9 are 80+%. Of these approximately 20% are still in need of some degree of ESL support. In 1997 the figures were 53% NESB, ranging from 66% in Year 7 to 40% in Year 12. About one in three students are of Chinese background. The majority are from the People's Republic of China, Mandarin, Shanghainese or Cantonese speakers.

### Initiatives 2001

- Research Project involving the University of Technology Sydney and the Multicultural Branch of the DET.
- Web Site at [www.angelfire.com/rant/sbhs](http://www.angelfire.com/rant/sbhs) This includes the ESL Informer *Online* (a school initiative), access to a range of sites to assist students and staff with delivery of ESL assistance, and links to a much wider range of academic and welfare issues.
- Ongoing testing and database on all students. All Year 7 students are tested for literacy early in Term 1. Detailed information on NESB students Years 7 to 12 is available on disk.
- Community Outreach. A meeting was held in May to determine what might be done to improve

relations between the school and its constituent communities. One outcome was a higher ESL profile on Year 7 Orientation Day in Term 4 2001.

- Mosaic—a group aiming to open up dialogue across all ethnic lines through publications and other activities such as forums. The group was sponsored by SBHS in 2001 and spoke at the May Communities Meeting.
- *High Notes*. In most weeks a Communities Page has appeared carrying items of relevance to ESL and Multicultural Education.
- Assistance to students. It is our policy to minimise disruption to normal lessons, so a key element is informing teachers about particular needs and strategies. There were some successes: Xiao Wu (Year 12) achieved entry to Medicine at UNSW for example after speaking English for 5 years only.
- Donation by the Korean Consulate of Korean language and cultural materials to the school Library.

### Future directions

- The Research Project continues for two more years. Valuable inservice will eventuate for all staff. Our delivery of assistance to NESB students will be refined accordingly.
- Further strategies for community involvement to be explored are: use of visiting speakers from the communities, role models, multicultural activities and links between the SRC and the Mosaic Group.

## 2.5 Programs to Support Students

### Students with Disabilities

Students with diagnosed learning difficulties receive assistance from a Support Teacher, including: help with their organisation of study materials; guidance in prioritising tasks to meet due dates; monitoring progress through assignments; help with study skills and examination preparation; and liaison with teachers and parents. A number of students also received support through special examination provisions: use of a word processor, extra time or use of a scribe.

### Student Welfare

Peer Support has long been established at Sydney Boys High and provides crucial support to year 7 students in their initial transition from Primary schools all over Sydney. Peer Support Leaders are given intensive training over two days by teachers and

gain valuable leadership experience and skills in: communication, listening, problem solving, conflict resolution, empathy, assertiveness and relationship building. Moving training from Year 10 to Year 9 boys was an effective strategy, allowing Year 10 boys to be trained in Peer Mediation.

### **Drug Education**

The staff continued implementing the initiatives described in the 2000 Annual Report. [See 3.5].

## **2.6 Vocational Education Program**

The *School to Work* program was continued in 2001. Students were introduced to tertiary sector studies directly through Summer School participation at the University of Sydney in the dual accredited course *Mind and Morality*.

## **2.7 Specific School Initiatives**

- A *Peer Mediation Program* was introduced in 2001 as a means of assisting students to resolve minor conflicts. Year 11 students were intensively trained in communication and mediation skills. Year 10 students underwent rigorous training in Term 4, ready to assume duties early in 2002. Each participating student was awarded a certificate stating his newly acquired skills. The Year 10 *Living Skills Program*, in 2002 will incorporate much of Peer Mediation's theoretical training, enabling all Year 10 students to gain exposure to these important leadership skills.
- *Outdoor Education* at High has relied upon the enthusiasm of individual Student Advisers. Our aim is to make Outdoor Education an important part of the school's co-curricular program. A draft program has been developed, involving a camp in each year for Years 7 to 10 with the possible inclusion of Year 11. The camps have been chosen to allow for the development over time of a number of different skills with particular emphasis on rock climbing, abseiling, high ropes, navigation and water sports. Each student's progress in these skills will be monitored and a Certificate of Attainment will be issued on completion of the program. Additionally, the program is designed to facilitate participation in the Duke of Edinburgh's Award Scheme and to compliment the activities of the Cadet Unit. The program has been designed with reference to the objectives of the PDHPE Stage 4 syllabus and will also enhance experiences in several other subjects including Mathematics and Geography. A comprehensive Outdoor Education should enhance individual student self-esteem, self-reliance and self-confidence and aid in the development of skills in goal development, problem solving, leadership, team building and cooperation. Additionally, each cohort can be expected to become more cohesive and supportive as a result of a regular camp program.
- There is a lunch time *Mathematics Club*, which is run in conjunction with Sydney Girls High School and is supported by the University of Sydney.
- Subject acceleration. Two students in industrial technology and one in design and technology, sat the HSC ahead of their cohort. The Year 11 students did very well in their courses, devoting a great deal of time to the practical component. The model of offering talented students subject acceleration in these two courses is to continue.
- A special group of Year 8 students was selected to complete a structured acceleration program designed to have them complete HSC Information Processes and Technology by the time their cohort completes Year 10.
- **French Exchange**  
A group of 11 boys from SBHS and 6 girls from SGHS participated in a 3 week exchange to Aix-en-Provence and Paris from 29 September to 21 October 2001. The group stayed with families from our sister school, Lycee Paul Cézanne, for a period of 2 weeks. This was the fourth such visit in the past 10 years and is to be followed in 2002 by a return visit from Aix, their fourth return visit.
- **French and German Talent Development**  
HSC students of both French and German benefited greatly by their interaction with native speakers to help with the development of high grade oral/aural skills. Classes were held after school.
- Extension 2 students in English and history were assisted in their research by membership of the Library of the University of New South Wales and the use of email gave them enhanced communication with their teachers.
- A *Talented English Students 5% Program* was introduced. It invited students to submit a piece of research, an analysis of literature or some form of

quality creative work to earn up to 5 marks towards their end-of-year grade. It is expected that this opportunity will be taken up by an increasing number of students in future.

- Modern and ancient history students attended lectures on 'Trotsky', 'Conflict in Indo China', and 'Discovering Athenian Society' to supplement the new syllabuses. With Extension history internet and Email were used to supplement communication with off line classes.
- All *War* elective year 9 students did a major project on women of significance and entered a state wide competition.
- In order to cater for the talented students in year 7, the top students from each of the six classes were invited to deliver a talk to the history staff and the group. The best talk was awarded 1<sup>st</sup> in history. All participants were awarded certificates for their efforts.
- *Weights Room*. Eighteen supervised 45-minute sessions were offered each week before and after school. Darren Shaw, our exercise scientist, assisted boys with their programs. In Term II 63 students participated, 69% completed 10 weeks. In Term III, 45 started and 86% completed the program. In Term IV, 91 commenced the program with 63% completing it. The program has been quite successful in its aims of increasing awareness of body shape, assisting sports performance and influencing overall well being.

## 2.8 School Certificate Information

- The School Certificate results were pleasing in mathematics. Once again, when making comparisons, it is important to realise that the percentage in each band changes from year to year. For the second year in succession only 1 student was awarded band 4. Band 6 awards were 12 times state percentages.
- The School Certificate results in English were the best since the tests began with 170 students in the top two bands, 2.98 times the state awards for these bands. Achievement in English in the junior school has improved steadily over the last four years.
- The new content-based School Certificate in science was well received by the students. They

found the examination challenging and interesting. Awards in bands 5 & 6 were more than 4.5 times the state average, again the best results since the tests started.

- The school did not participate in the trial of the external School Certificate in history, but awarded 62% grade A, and 30 % grade B. 99 students did 100 hours of history for the school certificate while 79 students chose to do the 200 hour course.
- Awards in Social Science at the School Certificate reflected the high standard of previous years. Geography A-68%, B-25%, C-7%, D-1%. Commerce A-71%, B-21%, C-7%, D-2%.
- Again strong results for the Visual Arts with 52% of students gaining the top grade which is more than twice the state pattern.
- Students presented for the School Certificate in Chinese, Classical Greek, French, German and Latin. Results in most languages were well above state average except in German.

## Higher School Certificate **Information**

- The percentage of students with UAIs over 99 was disappointing at 12.43. However, at 69.49% over 90 UAI and only 11.3% under 80, the overall results were an improvement on 2000, particularly in light of the changed method of calculation with two units of English included.
- Of the 173 students in advanced English, only one achieved band 6 , 96 band 5 and 77, band 4. Our decision not to offer Standard English was justified by the overall results. extension 1 students performed quite well: 22 were awarded band 6 and 28, band 5 (53 candidates). In extension 2, 10 students of 21 achieved band 6.
- A total of 148 students were placed in the top band in the 2001 HSC in mathematics: 49 in extension 2 ( formerly 4u ), 70 in extension 1 ( formerly 3u ) and 29 in mathematics ( formerly 2u ). Whilst it is not possible to directly compare the 2001 results with previous years, we do know that in extension 2, 26 of our students were placed in the first 265 in the State and only 1 in the bottom candidature of 2,584. In extension 1, we had 5 of the top 38 in the state, the candidature being 8 818.
- In the first HSC with the new science courses, students commented positively about the new

format. In biology awards for students in band 6 were 5.47 times state levels in percentage terms and in chemistry (3.42) and physics (3.61).

- The first year of the extension history course saw five of the eight students in the top band and the other three in the next band. Ancient history placed three of the eight students in band 6 and four in band 5. In modern history, of the 49 students 9 were placed in band 6, 29 were placed in band 5, and 9 students were placed in band 4.
- Economics results were very strong with 22 students in band 6 and 30 students in band 5 out of a total of 64. Business studies results were excellent with 15 students in Band 6 and 15 students in Band 5 out of 38 candidates. Geography results were most pleasing with 1 student in band 6 and 10 students in Band 5 out of a total of 12. Legal studies results were as expected with 2 students in Band 5 and 4 students in Band 4 out of a total of 10.
- Building upon the successes of last year 25% of students completing visual arts were selected for Art Express this year. Students achieving in band 6 equalled 33.33% compared with 4.35% at state level. Students achieving at band 5 equalled 50%, over double the state award.
- David David came first in the state in classical Hebrew. There were 24 students in continuers courses of whom 15 achieved band 6, 6 achieved band 5 and 3 achieved band 4. Of 11 students in extension courses 8 achieved band 4, 2 achieved band 3 and 1 achieved band 2 (there are 4 bands only at extension level). All students presenting for classical Greek (continuers and extension), Latin extension and modern Hebrew continuers achieved in the highest band. The French continuers results were also very encouraging with 67% of students achieving band 6 and 33% achieving band 5.
- PD/H/PE results were the best achieved so far with our mean at 1.1 standard deviations above the state mean. Two students were awarded band 6 and two band 5.
- Information processes and technology made a strong beginning at 1.38 standard deviations above state mean. At 94% one of our students was one mark below the state's best. Industrial technology (1.6) and engineering studies (1.3) were also strong, while software & design and

development made a modest new HSC debut at 0.49 above state mean. One engineering studies student came in the top few in the state.

## —Targets

### 3.1 Progress on 2001 targets

- The first year of the *Strategic Plan 2001-2003* was implemented.
- The school successfully prepared its first cohort of students for the new H.S.C.
- Stage 4 Programs were evaluated with a focus on differentiation for gifted learners.
- A selected Year 7 class received specific ESL support. Individual students were targeted for special assistance [see Multicultural Education]
- A set of strategies was put in place to monitor closely the period attendance and academic progress of students in years 10-12. Improved rates of class attendance and compliance with assessment policies resulted.
- The *Student Award Scheme* was revised to broaden and deepen student participation in the scheme. Extra levels and categories were added and an accumulation factor built in. Participation by students increased 172%.
- The *Homework Policy* of the school was revised and reissued. [See 2.1]
- The *Quality of School Life* data analysis revealed a healthy school culture. However, comparative state statistics were not available.
- The school's *co-curricular program* was expanded. A plan was developed to recognise and credential community and school service, outdoor education, cadets and the Duke of Edinburgh Award Scheme. Co-curricular activities are becoming increasingly important to our students.
- The new *Sports Policy* was implemented and refined through the Sports Council. Systematic Wednesday training regimes were established in soccer, cricket and basketball using specialist coaches. Sailing was introduced as a competition sport.



- The School Council, Sydney Boys High Foundation, The Old Boys Union, The High Club and the P & C Association were brought closer together through procedural changes, functions and improved communication concerning educational and financial priorities.
- The school web site was constructed and links established to web sites hosted outside the school. The promotional CD was produced and launched.
- Computer access was expanded in staff rooms and teaching spaces, with six extra terminals being established in the library network. Financial management by staff and P & C Sub-committees improved as cash flow budgeting became more familiar to the School Family.
- The school environment was enhanced by the employment of extra grounds staff, by the installation of computerised bore watering and by the construction of parking areas and flowerbeds.
- The *Site Development Plan 2001-10* was promoted using visual displays and its first project was joint funded for completion in 2002 – the canteen refurbishment.

### 3.2 Targets for 2002

- Implement the second year of the *Strategic Plan 2001-2003* and the *Site Development Plan 2000-2010*. Devise an *Outdoor Education Plan* and a *Sports Development Plan 2003-2005*.
- Pursue the margin of excellence. Analyse and improve our Band 6 H.S.C performance. Use class allocation policy to group higher performing learners. Employ structured subject acceleration to challenge our most able learners.
- Engage our learners. Apply differentiation models to our programming. Monitor attendance and progress. Implement the *Homework Policy*.
- Develop a *Library Policy* to plan for future developments and to prioritise expenditures from the *Library Fund*. Construct an *Archives Policy* for the organisation, recording and preservation of our archival material and displays.
- Coordinate communication. Build the web site. Expand the use of RISC (record of individual student contacts) for positive reinforcement.

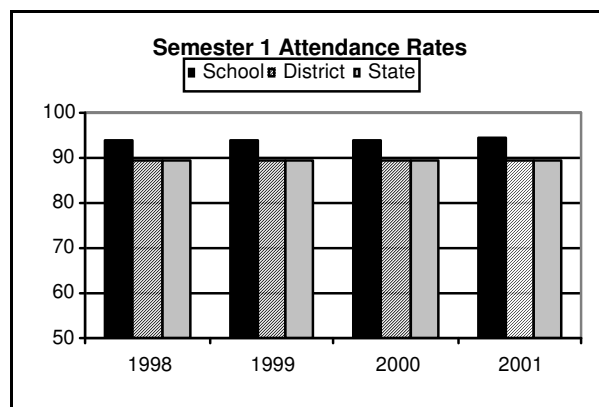
Revise the Staff Information Manual. Expand network printing. Broaden internal email access.

- Market the *Leadership School*. Visit feeder and local primary schools with the CD and documentation to help market the ethos of the school to prospective applicants. Build our transition links with Woollahra and Summer Hill PS and with the universities (NSW, Sydney, UTS).
- Achieve POPE registration. Launch the *Headmaster's Appeal*. Promote the plans for Canteen, The Cutler Drive and refurbished tennis courts. Obtain the necessary drawings and approvals to move the projects to tender stage
- Continue the process of bringing the administration of secretarial and communication services together through the school, so that the OBU and the Sydney Boys High School Foundation reduce their overheads.

## Section 4—School Features

### 4.1 School Enrolment and Attendance Profile

The school has a very acceptable attendance rate considering how much leave is taken by boys to represent the school or themselves in various school generated activities. Our expectations are high and attendance monitoring programs are in place.



## 4.2 Student Mobility

The mobility rate at High is low. Only two or three students 7-10 would vacate their places in any one year. The school enrolls around 10 new students in Year 11 to maximise curriculum opportunities for senior students.

## 4.3 Retention Rates

The retention rate for students Years 10-12 (1996-99) averaged 94.5%. The students who do leave High at the end of Year 10 go to other schools to complete their secondary education.

### • Post-school Destinations

- All students who apply for university entrance are usually placed in tertiary institutions. In the last 5 years the major destinations were:

university	2001	2000	1999	1998	1997
UNSW	71	84	85	92	83
Sydney	46	52	44	41	43
UTS	21	16	25	17	11
Macquarie	20	14	9	10	11
UWS	7	4	2	4	6
Wollongong	2	2	1	1	2

### • Curriculum 2001

In Years 7 and 8 students follow a common curriculum. In Year 7: English, Mathematics, Science, Geography and History, Languages, Classics, Visual Arts, Music, Design and Technology and PD/Health/PE. Students in Year 8 also are able to choose up to two languages from Chinese, Classical Greek, French, German, Hebrew and Latin.

In Years 9 and 10 students follow a common curriculum: English, Mathematics, Science, Geography and History and PD/Health/PE. They are also able to select three elective subjects from: Architecture - Building Design, Chinese, Classical Greek, Commerce, Design and Technology, Drama, French, German, Hebrew, Latin, Music, Technical Drawing and Visual Arts.

Senior students select from the following list of courses for the New HSC. English: Advanced, Extension 1 & 2, Mathematics, Mathematics Extension 1 and 2, Ancient History, Biology, Business Studies, Chemistry, Chinese, Classical Greek, Economics, Engineering Studies, French, Geography, German, Hebrew, Industrial Technology, Information Processes and Technology, Latin, Legal Studies, Modern History, Music, PD/Health/PE, Photography, Physics, Software Design and Development and Visual Arts. In Year 12 Extension courses in History and Languages are offered.

## 5.6 Staffing

### Principal

K Jaggar

### English/History

M Shepherd (HT Eng)

C Barris (HT Hist)

K Arhondas

B Berger

D Cameron

R Devlin

J Eggleton

G Gilligan (on leave)

L.Gowran (on leave)

A Hannon

M Jones

S Langker

M Selway

C Walles

N Whitfield

M Wood

### Library

V Crothers

### Mathematics

P Bigelow (HT Maths)

M Gainford (HTAdmin)

R Boros

E Choy

P Harnett

D Hesper

F Jordan (Y8 SA)

C Kourtesis

F Nesbitt

P S Parker (Y11 SA)

### Deputy Principals

J Beringer

R. Dowdell

### Languages

G Davies (HT ML)

R Fleming

L Guthrie

H. Hua (on leave)

S Mason

D Matsos

C Werner

### Social Science

P Day (HT Soc Sc)

D Baker (on leave)

S Codey

R Darnley

T Dolan

S Storey (Y10 SA)

S Tiedgen

M Zirps

### Industrial Arts

J Fittler (HT IA)

R Dam

R Gifford

C Kesting (Y12 SA)

L Lindwall

J Prorellis (Y9 SA)

P Scrivener

### Creative Arts

N Morris (HT CA)

D Gilmore

### Science

M Kay (HT Sci)  
TT Benett  
E Coan  
I Cox  
B Deeming  
S Gorney  
C Harvey  
M Luithle  
M Smith

J May  
R Miller  
S Plenkovich  
H Tuthill  
J Wan

### Physical Education

G Stein (HT PE)  
J Anderson  
R Farrington  
T Ryan

### Support

C Swaddling  
R Watson  
School Assistants  
G McLachlan (Sen SA)  
D Acuna  
L Clarke  
S McGuinness  
R Meakin

B Mourtzouhos  
J Newton  
N Patterson (GA)  
U.Pillai  
R Robson  
S Schlederer  
L Dwyer  
J Lawson

## 4.7 Parent and Caregiver Involvement and Participation

- The School Family has direct representation on a large number of standing committees and interest groups. Close links with UTS in shared facilities and expertise have developed.
- Parents are offered a formal meeting with teachers once each year to discuss their sons' progress, and have the opportunity to arrange additional meetings as required.
- Parents are formally represented on the School Council and the SBHS Foundation through the P&C.
- As members of the School Council, parents have the opportunity to play a role in the development of the school budget.
- Co-curricular activities are run with extensive involvement of parents in planning, organising and fund raising.
- *The Sports Council* and *The Creative Arts Council* serve as umbrella bodies for a range of activities,

with specialised committees reporting to them or to the P&C.

## 4.8 Community Use of School Facilities

- The High Club, the Old Boys Union, the P & C Executive, the Sydney Boys High Foundation, the Sports Council, the Creative Arts Council, The Debating Supporters Group, the various Sports Committees and the Rifle Club, use school facilities regularly for their meetings and social functions.
- The *High Store* is operated by the *Sydney Boys High School Foundation* out of premises on the school grounds.
- The P & C runs the *School Canteen*.
- The *UTS Stadium* is used by school, university and community sporting groups.

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

## 4.9 Financial Statement—Summary

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

### Voluntary School Contributions

The School Council set the voluntary contribution at \$485 per student for all years 7-12.

### Principal's Comment

A full copy of the school's 2001 financial statement is available from the school.

Increased rates of voluntary contributions from parents and increased donations from Old Boys lifted income significantly. The summary does not include figures from the Library Fund (\$34k. donated and \$28k. spent).

Year 7 2002 contributions paid before 30/11/01 inflated community derived income for the year. Leasing costs, casual teachers employed and increased sports budgets raised expenditure levels. Provision in carried forward funds was made for leases for 2002

(\$36k), unpaid casual salaries (\$22k.) and unpaid orders (\$43k.)

The carried forward figures from 2000 were adjusted in this year's report to include the Prize Account, an interest bearing deposit whose proceeds are used to fund a range of annual prizes for students. Provision for reinvestment (\$68k.). Carried forward working capital was (\$21k).

Date of Financial Summary 30/11/01	
<b>Income</b>	<b>\$</b>
Balance brought forward	\$137,196.4
Global funds	\$478,989.0
Tied Funds	\$59,055.9
School & community sources	\$1,081,623.
Interest	\$16,347.2
Trust receipts	\$216,058.7
Canteen	\$0.00
<b>Total Income</b>	<b><u>\$1,989,270.4</u></b>
<b>Expenditure</b>	
Teaching & learning	\$803,909.8
Library	\$15,854.1
Training & Development	\$7,976.7
Tied Funds	\$59,064.3
Casual relief teachers	\$86,347.0
Administration & office	\$303,682.2
School operated canteen	\$0.00
Utilities	\$75,949.8
Maintenance	\$68,415.8
Trust Accounts	\$188,477.0
Capital programs	\$189,259.4
<b>Total expenditure</b>	<b><u>\$1,798,936.6</u></b>
<b>Balance carried forward</b>	<b><u><u>\$190,333.8</u></u></b>

Members of the school self-evaluation committee included:

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

**Public Meeting**

The school will hold a special meeting to discuss the contents of this report at the school at 6:30 p.m. on Wednesday June 5, 2002. You are encouraged to come to discuss the information contained in this report.

**Dr K A Jaggar**  
**Principal**

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

**Dr Gai McMurtrie**  
**Chief Education Officer**  
**Bondi District**

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

**Ann McIntyre**  
**District Superintendent**  
**Bondi District**



**4.10 About This Report**

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