



Annual Report 2004

SYDNEY BOYS HIGH SCHOOL

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Principal's message

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

It is the only state school in the Athletic Association of the Great Public Schools and was a founding member of the Combined High Schools sporting competitions in 1913. It has a selective intake and shares part of its site with Sydney Girls High School.

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

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

We value our relationships with: the University of Technology, Sydney, Centennial Parklands, TJs Gym, Dinghy Solutions, Carl Nielsen Tennis Academy, Lifeline Sydney, the Sydney Swans and Pro Action Cricket.

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

Dr. K. A. Jaggar



The Outterside Centre at Abbotsford owned by the Sydney High School Foundation Inc.

Our achievements

Recent Old Boy achievements

We congratulate old boys Anastasios Panagiotelis (Economics), Rhys Hardwick Jones (Engineering) and Hilbert Chiu (history) as recent university medallists at the University of Sydney (2004). Alexander Taub, was awarded a university medal at UNSW for Building and Construction Management (2003). Costa Avgoustinos won third prize overall at Tropfest (2004) for his short film 'Yin', won the Sony Best Young Director Award and won the People's Choice category. Adam Pretty won his second Walkley Award for film photography.

Academic Competitions

In academic competitions the star performer for 2004 was Ivan Guo. His gold medal award at the Mathematics Olympiad in Athens was very

significant, achieved by only 25 Australians in the history of the competition. In the 43rd.UNSW *Schools Mathematics Competition* Ivan Guo won first prize again. His perfect score stumped the test devisers again. In the senior division Clement Lau and Chen Yang were awarded prizes and certificates. In the junior division Anthony Morris, Vinh Pham and Senthil Thillainadesan were awarded equal third prize. Vinh Pham and Anthony Morris were invited to Melbourne for the prestigious summer training school for elite mathematicians. Prize winners in the *Australian Business Studies Competition* were Tom Hoare and Pat McDonnell; and in the 2004 the *Australian Economics Competition* Ericson Ho, Krishna Shanthikumar and Senthil Thillainadesan.

In the *Australian Mathematics Competition*, our highest ever participation of 942 boys also resulted in our highest percentage of awards (credit or higher) at 96%.In the *Australian Schools Science Competition* 936 boys were tested and 85% received awards. In the *Australian Schools English Competition* a healthy 709 boys entered and 84% gained awards. In the *National Chemistry Quiz* 856 participants earned 11 prizes and the overall award rate was 72%. In the *Computing Studies Competition*, the figures were 735 competitors at 80% awards and for the *National Geography Competition* 341 at 69%. In the *Australian Economics Competition* 72% of 108 entrants earned awards and in the *Australian Business Studies Competition* 92% of 36 entrants were successful in earning awards.

Chess

The best co-curricular effort of the year came from chess. Ronald Yu was chosen to represent Australia again at the World Junior Chess Championships in Heraklion. Iliia Zvedeniouk was the mainstay of our chess team that won the state schools title again and for the first time, the National Schools Chess Competition 2004. Ronald, Iliia, Jason Cohn and Anthony Chau were a great combination.

Debating

In a NSW Debating Squad of 12, High had three representatives: Tanvir Ahmed, Faraz Amin and Daniel Wodak. Daniel was selected in the NSW Debating Team. Our Karl Cramp team won the state trophy in the final against Gosford High. Gabriel McManus, Tom Kaldor, William Clegg and Dawei Qi worked well as a team on the day.

Public Speaking

Daniel Wodak got to the state final of the English Speaking Union Plain Speaking Competition. Kelvin Yu was runner up in the state and national final of the Legacy Junior Public Speaking Competition.

The Arts

Jing Wang won a prize in a Chinese International Writing Competition and went to Beijing to collect it. Francis Wong won the scholarship for a 'China Experience Programme' - a four-week experience for students in Years 10 and 11 studying Chinese, to undertake studies at a Chinese school. The Chinese Eisteddford team won individual prizes in the junior division and third place in the group division. In the Alliance Francaise examinations, Year 9 French performed well, with Raymond Roca winning the major prize for best in group. Year 8 German students took part in a poetry reading competition organised by the Goethe Institute. Tom Mittelheuser and Jeremy James (Year 11) spent over 2 terms doing the Gaudi style mosaic in the McDonald Wing courtyard. Anthony Chau was selected as 1st. violin for the Sydney Youth Orchestra that toured Italy. Tanvir Uddin and Senthil Thillainadesan were awarded Certificates of Commendation in the Young Writer of the Year competition. Jack Han won 3rd. prize in the short story section of the Write 4 Fun competition among 6,500 entries.

Tennis

The first grade team had the most impressive sporting results of the year. They were *undefeated premiers* in GPS competition. The Stan Jones Cup is the Combined High Schools Teams Tennis Championship. In 2003 we were knocked out in the final by Lismore High. In 2004 Michael Hayes, Dejan Bodrozic, Brian Ly, Tim Neville, Peter Pereira and David Cao defeated Smiths Hill High School to take out the prestigious trophy. The top four boys went on to place third in the National Schools Teams Championship and were undefeated in doubles, despite playing against specialist tennis schools. Michael Hayes finished his six years in first grade tennis on a high note!

Volleyball

In the open division High teams were *undefeated premiers* at the end of the season in both first grade and second grade. Volleyball is slowly growing in status as an unofficial GPS sport. Our under 16s team qualified in the 'honours' division for the national titles. Our CHS Volleyball representatives were Karl Kruszelnicki and Keith Wong. They represented NSW in the annual Trans Tasman challenge. Karl Kruszelnicki was awarded a Sydney East Blue for Volleyball.

Swimming

High had a big year in swimming, spearheaded by the fine form of Tom Miller. Tom re-wrote the senior record book at the school carnival, breaking records in four events – one set in 1967! At CHS Andrew

Reis won the 200 IM and the 100 breaststroke. Tom won the 17-19, 50 freestyle. Kenny La won the 13s breaststroke. At the CIS meet Andrew Reis won the 15 years 100 breaststroke. Tom Miller won the All - Schools 50m. freestyle championships and competed at the Australian Schools' Swimming Championships in Brisbane. He won a Bronze medal in the 17-18 years 50m freestyle and a silver medal as a member of the NSW medley relay team – a terrific final season of elite competitive swimming! The GPS relay team (Tom Miller, Andrew Reis, Ellis Louie and Barry Dubovsky) had an historic win at an invitational GPS Swimming Carnival. Tom Miller was awarded a Sydney East Blue for swimming.

Rowing

Joshua Scharfegger was selected in the NSW quad sculls crew that competed at the Henley Regatta in the UK. At the CHS Championships, he rowed in the first VIII for an easy win in the championship VIII, came second in the championship single scull by half a canvas to a NSW Youth VIII representative, then teamed with Liam Bennett to win the championship men's double scull! High won the championship men's IV. Dominic Grimm won the U-17 single scull. Mischa Steen, Troy Polis, Alex Tiedgen and Liam Bennett took out the championship men's quad sculls. James Tiedgen, Joel Kamerman, Blake Angell and Sandy Cunningham won the U-16 quad sculls. High boys were placed 19 times at the CHS regatta. Liam Bennett was awarded the trophy for the best performance by a male athlete at the CHS Championship for three first places (1st.VIII, quad scull, double scull). He was awarded a Regional Blue and a CHS blue for his terrific efforts – a fine way to conclude his rowing career at High.

Soccer

Despite the patchy form of first grade in a disappointing season by our standards, our combined GPS soccer representatives were: Sen Mitsuji (1st), and Matthew Shiner, Kim Dickson, Tom Lung (3rd.)

Athletics

At the AAGPS Athletics Carnival Paul Watzlaff had an emphatic win in the open 3000m. In the U-16 shot put, Roger Burrell was second. Gehan Karunaratne won the under-14 long jump. Danny Ng was 3rd in the U-14 high jump. Nelson Ridges ran 3rd in the U-13 100m. Our CHS cross country championships representatives were: Paul Watzlaff, Nick Dimitropoulos, Jeremy Brown, Alisdair Brown and Plini Roessler-Holgate.

Rifle Shooting

Despite failing to defend their GPS title at the Hornsby competition High's team had three

representatives chosen in the Combined GPS Rifle Team: Michael Li, Chris Budd and Tim Shu.

Rugby

While competitive but unsuccessful at first grade level, Rugby had a very encouraging season. Total games played in the season increased by 36% to 125. GPS games played rose by 27% to 80. Total wins improved by 62% to 47, while GPS wins lifted by 187%.

Key evaluations

Educational and management practice

Feedback on student progress

Background

Since the introduction of the new HSC in 2001, assessment regimes have become more prescriptive and more detailed. Students and teachers have complained about the workload in the senior school that is necessary to comply with school assessment policies driven by syllabus requirements. They feel as though there is little time for anything but lessons and assessment tasks. In such a context how can teachers give vital feedback to their students?

Findings and conclusions

Teacher interviews carried out by the Principal raised the question of feedback in the environment of multiple HSC assessments. Teachers agreed that senior students were reluctant to complete non-assessable tasks set by them to clarify concepts, reinforce content or practise skills introduced in lessons. Teacher feedback took various forms. Traditional book marking was favoured along with in-class quizzes, tests and timed essays. Feedback sheets from markers of assessment tasks were often detailed. Criteria were given to students in advance of topics being taught, enabling more student self-assessment. Peer assessment was employed rarely. Ex post facto debriefing in class was used as well as personal feedback time for each student, while the remainder of the class was engaged in other work. Informal discussions and emails to students were additional strategies employed to provide personal feedback on student progress. Most teachers agreed that making time for feedback was important.

Future directions

The provision of timely, effective and adequate feedback to students in the senior school will continue to be an issue of concern, given the weight of formal assessment required by the new HSC. All teachers will need to adopt a structured approach to

feedback so that students can improve in their subsequent performances. Assessment tasks need to be closely aligned to what is being taught in class so that the assessment process can provide regular feedback to students.

Outcomes reporting for years 7-10

Background

In 2003 the school moved from a single sheet, marks dominated report to a descriptive, outcomes driven booklet for Years 7-10. Departments provided course summaries and up to five outcomes categories or statements per course which were rated by teachers on four levels. In 2004, co-curricular activities were also reported for the junior school.

Findings and conclusions

Staff interviewed by the Principal, evaluated the booklet reporting system. The workload was reported as greater but not too onerous. Teachers felt that more was being communicated to parents through the outcomes reports but that parents rarely referred to outcomes when discussing their sons' reports at Parent Teacher evenings. Teachers were happy with the school's academic award structure at the 'High Distinction', 'Distinction' and 'Credit' levels. Certain departments desired more flexibility in the mix of 'pass with merit' and 'pass' grades. It was felt by many that an additional outcomes profile descriptor might be necessary to reflect the levels of students' mastery of outcomes. Also, staff thought that the array of outcomes statements could be simplified in its language.

Future directions

The school will evaluate and amend its junior reporting booklet in 2005 and add the category 'well developed' to its outcomes profile descriptors. The booklet format will be extended to the senior school for 2005 with departments customising their outcomes statements. Comparative information on student progress will be presented in text, numerically, by descriptors and graphically in the new senior school booklet.

Curriculum

Learning Enhancement Policy

Background

An HSC Band 6 analysis was undertaken by all departments in 2002 and improvement strategies implemented in 2003. The PEEL Project was investigated during a Staff Development Day. Subsequently, the CD and school site license were purchased. Various differentiation exercises were

undertaken by departments. The *Learning Enhancement Policy 2002* required individual departments to propose learning enhancement strategies for their programs. The aim of the policy is to raise the expectations of teachers and students. The school should be earning more band 6 grades at HSC examinations.

Findings and conclusions

Teachers are trying to challenge students to maximise their potential by offering them accelerated or enriched curriculum. Stage 4 units in *visual arts* were compacted to allow Year 8 students opportunities to experience stage 5 content and outcomes. Talent identification strategies were discussed to target possible accelerants in Years 7 and 9. Specialist workshops were conducted using visiting artists. Two classes of *mathematics* students followed a compacted 2-unit curriculum and sat for the Higher School certificate in Year 11. In *PDHPE* assessments were standardised for fitness, basketball rugby, soccer and cricket. *Social science* teachers focused on literacy in the senior school, principally exam writing techniques for band 6 quality responses. In *science*, programs were evaluated during 2004 for stages 4 and 5. Agreed modifications were the inclusion of a unit on the use of data bases, and having explicit contexts for each unit of study included in the programs. In *English*, programs are being evaluated and revised. Assessment procedures are being aligned closely to the new Years 7-10 Syllabus to produce higher level skill sets by the end of stage 5 in reading, writing, viewing listening and speaking.

Future directions

It is hoped that a class or group of visual arts students will be identified so that an appropriate intervention can be designed to meet their needs by way of acceleration or enrichment. Two music classes have commenced a compacted stage 5 course. An expanded number of candidates will sit for 2-unit mathematics at the end of 2005. All Preliminary classes will be taught the entire 2 unit program in order to align assessment tasks across the whole year group. Not all classes will sit for the HSC examination. Model skills in various sports in *PDHPE* will be filmed, digitised and placed on the school website with supporting text so students can review personal performance against benchmarks. More strategies to improve essay writing quality will be developed as a result of this intervention. In science, teachers have agreed to address the Band 5/6 cusp issue by targeting the active verbs list and improving the literacy of students' answers to exam questions. They are also planning a 'top of 6' strategy to give band 6 performers enrichment workshops to prepare more students for results of 95% or better.

NSW Model of Pedagogy

Background

Recent models for improving the quality of teaching can be profitably analysed and adapted for use in selective schools. Teaching staff were made aware of *A Suggested Framework for Effective Pedagogy* (NSWPC, 2002) and discussed *Quality Teaching in NSW Public Schools* (DET, 2003) at a Staff Development Day. The latter model is based on a synthesis of the general characteristics of effective pedagogy. It is capable of being applied across the curriculum and in all stages of secondary schooling. Stage 2 of the implementation process includes using *A classroom practice guide* to reflect upon and analyse teaching and learning. The document can be used also to guide teachers in the planning and redesigning of activities to maximise student learning benefits from each lesson or unit. The internal web site has several useful articles on pedagogy summarised for staff perusal and discussion.

Findings and conclusions

The *intellectual quality* dimension of the model appealed to staff. They felt the model might help to improve the alignment between pedagogy and assessment tasks. 'Metalanguage' and 'higher order thinking' were key elements of this dimension that were relevant to HSC improvement attempts by departments at the band 5-6 cusp. Teachers were asked to consider programming and unit preparation in the light of the insights gained from stimulus documents. Stage 2 of the implementation involved *Continuing the Discussion about classroom practice*, a document supporting a series of video taped lessons.

Future directions

In 2005, Head Teachers will be asked for evidence of specific programming changes leading from consideration of the NSW model or teaching strategies designed to further its objectives. Differentiating curriculum for gifted learners will be the focus for the programming modifications. Further resources available from DET sources will be made available to staff during phase 2 implementation.

Other programs

Student Awards Scheme

Background

The Student Awards Scheme was revived and relaunched in 2000. It is the primary recognition and reward mechanism at High. Each year it is evaluated and additional categories of participation are added.

To qualify for awards students have had to be more involved each year. They have responded excellently.

Findings and conclusions

The following table describes the categories of awards and the numbers of individual awards in each category. Since the program was restructured, the number of awards has grown each year: 244 (2001), 337 (2002), 347 (2003), 413 (2004).

Student Awards Scheme

Year	Bronze	Silver	Gold	Special	Plaque	Trophy
2004	139	100	84	59	28	3
2003	104	109	81	36	5	12
2002	138	104	48	17	23	7
2001	142	41	27	21	8	5

Future directions

The scheme has great acceptance among the students. It has reached a stage where a few years of consolidation will assist in evaluating its effectiveness. The challenge for staff is to keep senior students active enough in school affairs to earn plaques or trophies. A special Honour Board will be engraved with the names of School Trophy recipients to enhance further the status of this popular program.

Two Sports Afternoons

Background

Sports administration and delivery are becoming increasingly complex and expensive in the context of GPS and CHS competitions. Duty of care issues, access to facilities, the standard of expertise of coaches and the performance expectations of the school community, made improving sports administration a high priority for our school. For 2004 it was decided to assign two afternoons per week to sport. Wednesdays remained for Years 9-12 and Thursdays were set aside for Years 7 and 8. The aim was to maximise the usage of our sports assets-facilities and coaches. Some teachers volunteered to take sport on both afternoons. Sports coordinators in cricket, basketball, soccer and rugby were available on both afternoons.

Findings and conclusions

The new arrangement worked very well in its first year. Rowing benefited from splitting demand on boats and equipment while experienced coaches were able to double up to provide a higher quality of coaching to junior crews. Cricket had access to fields and nets closer to the school and talent identification and development programs were easier to manage.

Soccer is the school's largest sport with up to 26 teams. The demand for coaches always far exceeds supply, however the extra day allowed some coaches who were university students the flexibility to schedule an afternoon for their teams. The pressure on basketball courts was eased, allowing training for juniors on site. There were some problems finding enough teachers to take all the sports on Thursdays but Wednesday staffing was made easier. A specialist sports teacher was employed on both afternoons to facilitate delivery of the program. Sports that were vertically grouped (sailing, rifle shooting, cross country, fencing) had greater difficulty adjusting to the new arrangements. In the end fencing had to be reserved for Years 9-12 to make continuance of the sport viable. The others managed to cope with the change. The results achieved by junior teams in Saturday GPS competition games improved in 2004.

Future directions

The positives resulting from this initiative far outweighed the negatives and the system will be retained and refined in 2005. The possibility of splitting the school into two groups Years 7-9 and 10-12 for sport will be researched in 2005. The model of appointing sports coordinators to coordinate sports delivery on the two days, to train coaches and provide training manuals, will continue.

Information and Communication Technology

Background

The school had a Pegasus e-mail system but staff members were not using it widely and the communication device was underutilised. The decision was taken to replace the system with *Groupwise* software. There was a need for expanded access to data storage and websites. The school community had many websites hosted at various locations. The school applied to host its own website. After negotiations with DET this was granted. A part time position of Webmaster was created to assist staff to create web pages and develop the school's website as our major marketing tool.

Findings and conclusions

School Family websites are now hosted by the school, saving provider fees and establishing a secure base. Staff members are now routinely communicating with one another on the network and sending files and documents. External emails are readily disseminated on the internal network. More web pages are being produced. However, staff are not really utilising the Webmaster resource as much as they could. The internal website was developed as a daily information vehicle as well as a virtual staff handbook, containing calendars, policies, procedures, professional readings and memos.

Future directions

Further refinement of the school website will be an ongoing objective. A greater use of our Webmaster's skills will be strongly promoted amongst staff in 2005. Department website development will be encouraged. Web pages for lesson or unit delivery can be facilitated using this resource. The internal website will be refined into the major avenue for internal communication and publication.

Student performance

HSC High Achievers

In terms of the published 'league tables' High had an average year but our UAI results were strong. Congratulations to the eighteen students who were placed on the HSC All-round Achievers List for achieving the highest band in courses totalling 10 or more units: Tanvir Ahmed, Ali Alsamail, James Chen, Nanshan Dong, Brian Elia, Bishoy Eskander, Ivan Guo, Sabbir Hamid, Varun Harish, Clement Lau, Terence Law, Chao Liu, Thomson Liu, Konstantin Moltchanski, Oliver Pickles, Isaac Thangasamy, Daniel Wodak and Phillip Yang. Well done to Calvin Liu, Konstantin and Kagan Sevinc our 2005 UNSW Co-op Program Scholars. Daniel Wodak topped the state in the Philosophy Distinction Course. Terence Law came second in the state in Chinese Extension and third in Chinese Continuers. Calvin Liu was second in Chinese Continuers and 4th in Chinese extension. Peter Godfrey came 4th in the state in German Continuers.

HSC Results Analysis

In state terms the course average for band 6 is 8.6%. Nearly 13,000 students earned Band 6. The average per student was just over two. The number of band 6s awarded to our students was 406. There will be a focus during 2005 on enriching able students to maximise their Band 6 awards at the Higher School Certificate. A target for our students is in the range 450-500. Compared to state schools, the average effect size (school mean –all state schools mean/ state schools standard deviation) for all departments at High was 1.2 standard deviations.

Social Science HSC results:

Subject	No. of Students	Band 6	Band 5
Economics	75	28%	56%
Business Studies	31	26%	54.8%
Geography	6	50%	34%
Legal Studies	17	23%	34%

The HSC results in **Geography, Legal Studies and Business Studies** were pleasing but **Economics** results were not quite up to the standard of previous years. In **English Advanced** there was an improved performance at the band 6 level (13.2%) but still below the potential shown at the School Certificate. Band 5 results (65.4%) could have been better. In Extension 1 (Band 4 - 19.7%) and 2 (Band 4 -30%) there were pleasing individual results, but overall the results indicated a need to maintain a department focus on developing writing skills to a more sophisticated level. In HSC **Mathematics** there were 117 candidates in Extension 2, the mean of 84.68 compared favourably with the State mean which was 79.13. In Extension 1 there were 153 candidates, the school mean was 86.03 and the State mean was 75.21. In Mathematics 2 unit there were 106 candidates , including 50 Year 11 accelerants, the school mean was 88.42 and the State mean was 74.45. The results were very pleasing and represented the best overall result in recent times.

The pursuit of **Classics** at Sydney High is a valued tradition. The challenge of the demanding courses set for HSC Latin and Classical Greek seems to suit our students, who have traditionally performed well in these subjects. Outstanding results were achieved in the Latin Continuers and Extension courses, and in Classical Greek. All students of Classics achieved Band 6 in the Continuers Course and Band 4 in the Extension Course. 75% of **French Continuers** students earned Band 6. In **PDHPE** five of the 10 students were awarded Band 6. These results clearly indicate that students who take the subject seriously can receive an appropriate reward for their efforts.

The total number of students sitting one or more HSC Science subjects has been increasing and this trend was again evident in 2004. Results for **Chemistry** and **Physics** were similar to last year with examination means of 83 and 84 respectively. This was a pleasing performance given that our candidature is approaching 100 in each subject. The **Biology** result was very strong with our students scoring an examination mean of 87. This score was a full standard deviation above the state mean and reflects the increasing enthusiasm for HSC Biology at Sydney High. **Engineering Studies** The development of an Engineering Studies room , containing display specimens and posters, along with visits from old boys currently studying engineering at university, has helped to promote the merits of engineering studies. The number of candidates in 2004, 17, was the largest class for ten years. The class achieved 6 band 6 awards, which was the largest number the school has achieved, though the school mean was lower than in previous years. In **Software Design and Development** 2004 there was

a dramatic reduction in class size to 8, from 16 the previous year. Students having to drop subjects from year 11 to year 12 to pick up the extra units of Mathematics or English in Year 12, seem to be targeting SDD. The achievement of only two band 6 results was not unexpected. The cohort on the whole was considerably weaker than in past years.

Information Processes 2004 saw a dramatic reduction in class size to 7, from 28. The numbers in the previous year were bolstered by an accelerated class of year 10 students. The school mean was slightly down on the previous year and the result of two band 6 results from the class was not unexpected.

University Admission Index results

Our top UAIs Clement Lau and Phillip Yang received 99.95. Mr Dowdell used the UAI Estimator Program and downloaded actual HSC results, then tested these against actual UAIs reported from students to produce the list of 185 results. High averaged 93 UAI, with the highest percentage since the new HSC started at 90 or above, a pleasing 75%. We are still light on at the top end with 25 at 99 or above, but the number of results below 80 shrank to 7.5%. The table of UAIs is reproduced below.

Year	Yr. 12	99+	95-99	90-94+	>=90	85-89	80-84	<80
2001	177	22	67	34	69.49	20	11	23
2002	180	22	63	47	73.33	23	8	17
2003	186	34	57	43	72.04	17	17	18
2004	185	25	73	41	75.14	24	7	16

Destinations

For the first time in over a decade, students took up more places at the University of Sydney (66) than at the University of New South Wales (61), with Macquarie (16), ANU (8) and UWS (5) making up the top 6 destinations. 98% of students accepted university offers. Commercial courses were favoured (56). Various engineering courses were taken up by 33 boys. Combined law was strong at 25, Arts attracted 23. Health science and medicine was way up at 21. Most boys were happy with the courses they qualified for. Comparison data with previous years is displayed in the table below.

Destinations	2004	2003	2002	2001
UNSW	61	80	76	71
Sydney	66	51	58	46
UTS	20	15	11	21
Macquarie	16	14	15	20
ANU	8	2	1	
UWS	5	5	9	9
Other	5	6	8	10
Total	181	173	178	177

School Certificate

Nearly all our students earn results in bands 5 or 6 at the School Certificate tests. As standards referencing is employed, a longitudinal comparison of test results is a more meaningful way to assess our school's performance. The table below displays historical and current results. School best performance benchmarks are in bold.

School Certificate Tests	School Band 6 x state Band 6	School Bands 5 & 6 x state 5&6
Year	Percent	Percent
Mathematics		
1998	10.79	4.43
1999	8.93	3.20
2000	9.17	3.85
2001	12.01	3.41
2002	12.48	3.73
2003	12.88	3.72
2004	14.73	3.96
Average	11.57	3.76
English		
1998	3.43	2.60
1999	3.37	2.42
2000	4.42	2.72
2001	7.13	2.98
2002	3.07	2.80
2003	5.00	3.07
2004	7.22	2.96
Average	4.81	2.79
Science		
1998	7.73	3.68
1999	7.30	3.12
2000	9.15	3.85
2001	6.80	4.52
2002	7.62	3.61
2003	9.53	3.26
2004	7.76	3.02
Average	7.98	3.58
History		
2002	8.64	4.98
2003	4.99	3.71
2004	7.80	3.45
Geography		
2002	1.90	2.90
2003	9.42	4.05
2004	7.21	3.27

We can see that in terms of Band 6 skills performance, English and Mathematics had record years in 2004. Patterns are starting to emerge in Civics and History/ Geography. The best results seem

to go to the department whose paper is scheduled first. This phenomenon was not so apparent in 2004. In **Geography**, 54% of students were awarded A grades and 39% B. In Commerce 66% received As and 23% Bs. **PDHPE** School Certificate results expressed as award percentages over the past four years are as follows:

Year	A	B	C	D	E	State Pattern
2001	17	39	42	22	7	
2002	32	22	23	12	4	
2003	45	25	19	9	1	
2004	33	26	19	15	7	14 26 34 19 7

It was felt that our award in 2003 was particularly generous with the GPS 10% component, plus the Year 10 assessment criteria for team competitions. It seemed to be biased towards the higher end. We made adjustments last year and believe that we are getting close to a true reflection of our Year 10 students and practical PDHPE. We have made further adjustments to the process, in terms of consistency of assessment across the faculty, and believe this year's assessment will be the most accurate so far. **Design and Technology and Technical Drawing** have continued to receive strong support from the students, with approximately a third of all boys in years 9 and 10 choosing one as an elective subject. The quality of the practical work has remained high and the level of satisfaction of the students has been obvious.

Our targets

Progress on 2003-04 targets

Target 1. Develop and implement the Sydney Boys High School Strategic Plan 2004-6

Our achievements include:

- Completing the drafting, revising and publishing the plan by December 2003.
- Implementing the first year of the plan in 2004.
- Agreeing on a process to produce the next Strategic Plan 2007-2009 using professional input from expert consultants.

Target 2. Develop our Learning Enhancement Policy

- The progress in 2003-4 on this intervention is described on pages 4 and 5 of this report.

Target 3. Modify assessment and reporting practices

- A Junior Assessment Booklet was produced in 2003. It will be evaluated in 2005.
- The progress on reporting to parents is described on page 4 of this report.

Target 4. Promote and market the School

Our achievements include:

- Expanded contact with primary schools in the Sydney Metropolitan area to deliver marketing materials and raise awareness of High's programs.
- Promoting, organising and staging successful open days in 2003-4 to promote the school and its offerings to prospective students.
- Participation in Schools Expo 2004 through a stall and musicians /debaters participating in events. Distribution of CD and pamphlets.
- Production of marketing billboards for promoting the school. Upgrading of the school website with marketing material.

Target 5. Improve sports administration

Our achievements include:

- Upgrading the Fairland Pavilion.
- Reporting the P & C sub-committee structure to the school community and setting up a system for financial accountability and reporting to constituents.
- Moving forward the proposals to develop the tennis courts and relocate the cricket nets.
- Consolidating sports administration through the employment of coordinators in rowing, rugby, cricket, soccer and basketball.
- Introducing two sports afternoons (See pp.5-6).

Target 6. Improve our Learning Environment

Our achievements include:

- The amphitheatre project was completed. Log walls at three levels bordered paved terraces to provide an outdoor performance / learning / socialising space, outside McDonald Wing.
- The McDonald Courtyard was landscaped and additional retaining walls and terraces constructed. The gardens were planted and a mural created.
- The Anzac Parade car park was levelled and road base was laid to improve pedestrian access and staff/ commercial car parking.

- Room 204 was set up as a drama space, complete with lighting and blackout curtains.
- The coral trees and encroaching fig were removed.

Targets for 2005

Target 1. Improved quality of pedagogy

Strategies to achieve this target include:

- Stage 5 Mathematics will have a new program and units of work supported by personal CDs for all students in Year 9 to supplement the textbook and provide access to enrichment activities.
- Additional classes will experience compacted curriculum preparatory to formal subject acceleration in Creative Arts.
- Implementation of outcomes based reporting in the senior school.
- Evaluation of English programs and assessment protocols.

Our success will be measured by:

- Improved quality outcomes at the Band 5/6 cusp during 2005-6.
- More students engaging successfully in accelerated progression in Creative Arts.
- The production of an agreed, informative senior report booklet, containing outcomes data.
- Improved English programs and assessment protocols.

Target 2. Better cohesion in our Student Welfare programs

Strategies to achieve this target include:

- Compiling and publishing our *Progress Monitoring Policy* to bring all our interventions in support of student learning under the one umbrella.
- Evaluate the delivery of our *Character Education Program 7-10*. Include Peer Support and Peer Mediation in our promotion of student support services.
- Increase student awareness of vocational options and pathways through CDs, jig-calc and the latest websites.

Our success will be measured by:

- Increased awareness by the school community of the various elements of our progress monitoring.

- More widespread use by staff of all strategies for making students responsible for their progress.
- Improved acceptance of character education as a worthwhile educational program by staff and students.
- More students with an informed understanding of post secondary options and a personal education plan of how to achieve their vocational goal.

Target 3. More structured professional learning

Strategies to achieve this target include:

- Resourcing the evaluation of Year 12 programs.
- Supporting teachers adapting programs or teaching units to reflect the elements of the NSW Model of Pedagogy.
- Guided access to professional learning opportunities to improve staff awareness of and skills in implementing the *Gifted and Talented Education Policy* released in 2005.

Our success will be measured by:

- More programs and teaching units showing evidence of explicit adaptation of elements of the NSW Model of Pedagogy.
- More frequent use of IT skills and assets in teaching / learning experiences.
- Evidence in teaching programs and units of work of differentiation for gifted learners

Target 4. Higher Quality Teaching / Learning Environments

Strategies to achieve this target include:

- Provide a networked PC on every teacher's desk and a memory stick for school-home portability.
- Install data points at the teacher's desk in all science laboratories for data projection and WAN capability. Equip selected class rooms with data points, screens and audio capability for multimedia lesson delivery.
- Lease new networkable photocopiers for departments and the main office. Relocate history photocopier.
- Install shelving and relocate storage of sheet music. Rationalise and index stock.
- Target room 402 for expansion and redevelopment as a history teaching space and storeroom. Fully equip the room for multimedia teaching and learning experiences.

- Build the retaining wall for the cricket nets. Apply for sports infrastructure funding to lay new cricket nets and basketball courts. Negotiate License with Sydney High Foundation Inc for development and management of the school tennis courts.
- Improve delivery of library services.

Our success will be measured by:

- Most teachers accessing network data from their desks and moving files from home PCs to school.
- More data projection usage in science laboratories and increased access to internet sites for research.
- Better turn around times for printing throughout the school. More usage of networked printers.
- Successful submission for Commonwealth sports infrastructure funding and construction commenced. Tennis courts redeveloped.
- Refurbishment and relocation projects are completed during 2005.

Target 5. Improved delivery of co-curricular programs

Strategies to achieve this target include:

- Recruit more Old Boys as coaches in our sports programs. Implement agreed coaching manual strategies at all levels in more sports. Tighten our sports coordinators direction of GPS sports.
- Rationalise financial accountability requirements for co-curricular sub-committees of the P & C.
- Deepen involvement of students in oracy activities.
- Improved delivery of our performance music program

Our success will be measured by:

- More seniors participating in GPS competition teams. Overall improvement in GPS competition results.
- More students involved in debating training and competition debates. More involvement in public speaking competitions.
- More students staying on in the senior school to do performance music. Increased junior school participation in the performance music program. More performances by ensembles outside the school.

Boggabilla Exchange

The exchange that has been going for two years was continued with great success. The school held a Mufti day to raise money for the crèche. As well, the proceeds from our senior school dance were directed to the project. Sydney Boys High School has undertaken to fund the utilities costs of the crèche so that Aboriginal women may return to school or TAFE once they have had children. When we visited the crèche it was apparent that it had the secondary benefit of providing employment and training for members of the Boggabilla community. When Boggabilla students came to Sydney we took them to a State of Origin NRL game while on our visit there we had the opportunity of experiencing bush life. The multicultural understanding benefits of these exchanges were noticeable in the feedback from our boys who made the trip to Boggabilla or hosted visiting students.

Rowing trip to Melbourne

From the 7th to the 9th of October the senior rowers visited St Kevin's College in Melbourne. The students were billeted and this provided an opportunity for a development camp in another environment. It allowed students in their final year of rowing to develop their skills on the Yarra. Social and interpersonal skills are important to the success of these exchange visits.

Our context

Enrolment profile

Sydney Boys High School (8137)

Staying On Within the Same School, School Certificate to HSC

SC Year	All Students			SC Entries
	School	District/SEA	State	All Students
1998	96.6	73.6	80.4	179
1999	94.4	81.3	57.2	178
2000	96.1	83.1	57.7	178
2001	96.6	81.1	59.1	178
2002	96.1	88.9	59.5	180

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

Attendance profile

Semester 1 Attendance Rates, Years 7 to 10

Year Num	Girls			Boys			All Students		
	School	SEA	State	School	SEA	State	School	SEA	State
2001	0.0	90.4	90.1	94.6	90.5	89.9	94.6	90.5	90.0
2002	0.0	88.9	89.6	93.8	89.4	89.3	93.8	89.2	89.4
2003	0.0	90.9	90.6	95.6	90.9	90.2	95.6	90.9	90.4
2004	0.0	90.0	90.2	96.2	90.5	90.0	96.2	90.3	90.1

The school has very good rates of attendance.

Semester 1 Attendance Rates, Years 11 and 12

Year	Girls			Boys			All Students		
	School	SEA	State	School	SEA	State	School	SEA	State
2001	0.0	88.4	89.1	90.6	88.3	89.7	90.6	88.3	89.4
2002	0.0	87.7	89.0	89.1	87.4	89.3	89.1	87.5	89.1
2003	0.0	89.5	89.4	91.1	88.1	89.8	91.1	88.8	89.6
2004	0.0	88.3	89.1	93.4	89.2	89.8	93.4	88.8	89.6

Curriculum Patterns

In **Year 7** students study: English, Mathematics, Science, Geography and History, French/German (or Hebrew), Classics, Visual Arts, Music, Design and Technology and PD/Health/PE.

Students in **Year 8** are able to choose two languages from Chinese, Classical Greek, French, German, Hebrew and Latin.

In **Years 9 and 10** students study: English, Mathematics, Science, Geography and History and PD/Health/PE. They select **three elective subjects** from: Architecture -Building Design, Chinese, Classical Greek, Commerce, Design and Technology, Drama, French, German, Hebrew, Latin, Music, Technical Drawing and Visual Arts. Some Stage 5 students are accelerated in various subjects.

Students in **Year 11** do **English Advanced and 10 other units**, choosing from: Extension 1 English, **Mathematics 2 unit**, Mathematics Extension 1, Ancient History, Biology, Business Studies, Chemistry, Chinese, Classical Greek, Economics, Engineering Studies, French, Geography, German, Hebrew, Latin, Legal Studies, Mind and Morality (1-unit), Modern History, Music, PD/Health/PE, Photography (1-unit), Physics, Problem Solving and Communications in Science (1 unit), Software Design and Development and Visual Arts.

In **Year 12** students may elect to do 10 units, including Advanced English and extra choices in Extension History, Extension Languages and Extension 2 courses in English and Mathematics.

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

Parent and Caregiver Involvement and Participation

- Parents are formally represented on the *School Council*, *The Parents and Citizens Association* and the *Sydney High Foundation Inc.*
- Parents and Old Boys have direct representation on a large number of *sub-committees* of the P & C.
- Parents are represented on *The Sports Council* that determines the annual sports budget and formulates policies concerning the conduct of the fourteen sports offered by the school.
- Parents are represented on the *Library Committee* that decides on the disbursements from the *Library Fund*.
- Parents in each year are represented by a *Parent Year Group*. These groups make representations to

the Principal about matters of interest to particular years and about school –related issues.

- The P & C Association, the Sydney High School Old Boys Union, the Sydney High School Foundation Inc. and the School Council are represented on the *Building Fund Advisory Group* that decides on the disbursements from the *Centenary Building Fund*
- Parents/ carers are offered a formal meeting with teachers once each year to discuss their sons' progress, and have the opportunity to arrange additional meetings as required. They have email access to staff.

Financial statement summary

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

Balance brought forward	212 929.49
Global funds	517 039.96
Tied funds	103 858.88
School & community sources	1 118 765.23
Interest	17 175.30
Trust receipts	447 175.12
Canteen	0.00
Total income	2 416 943.98
Expenditure	
Teaching & learning	
Key learning areas	211 745.90
Excursions	230 666.08
Extracurricular dissections	560 029.00
Library	5 863.44
Training & development	2 524.88
Tied funds	77 559.12
Casual relief teachers	78 817.44
Administration & office	257 995.39
School-operated canteen	0.00
Utilities	70 074.75
Maintenance	102 020.56
Trust accounts	422 961.80
Capital programs	182 794.15
Total expenditure	2 203 052.51
Balance carried forward	213 891.47

A full copy of the school's 2004 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school. The statement does not account for the income and expenditure of the **Library Fund**. Parents' donations and interest amounted to \$58,310.46. Disbursements were \$62,071.53. Balance carried forward was \$12,569.65. The **Sydney Boys High School Building Fund**

received donations and interest of \$91,522.07, payments were \$8,788.60, leaving a balance of \$108,824.01.

The carried forward figure of the school's operating account includes:

- Balance of tied funds and trusts- \$117,306.
- Unpaid orders and invoices - \$20,473.
- Unpaid casual salaries - \$42,192.
- Provision for leases (2 years) - \$39,359.64

Voluntary contributions

The School Council set the voluntary contribution figure for 2004 at \$550 for all years 7-12.

About this report

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

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

Mr P. Girdler, P & C Association President
 Mr. Lee Ruth, Sydney High School Foundation
 Prof. John Kaldor, Sydney High school Foundation
 Mr. S. Codey, properties and OH&S representative
 Mr Joseph Waugh, President SBHS School Council
 Mr Mark Livingston, President SHS Old Boys Union
 Ms Marcia Shepherd- Grounds Committee

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

Mr Paul Parks
Chief Education Officer
Bondi

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

Mrs Pamela Peelgrane
School Education Director
Bondi School Education Area

