



# Annual Report 2005

## SYDNEY BOYS HIGH SCHOOL

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### Principal's Message

Sydney Boys High School has provided equal opportunity for gifted boys to achieve excellence in academic, cultural, sporting, civic, leadership and social endeavours, in an environment conducive to learning, teaching and friendship. Since 1883, its pursuit of all round high achievement and the diversity of its students, have characterised its culture. 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 Sports Association in 1913. Entry is via a test for Year 7 and by a selection process for Years 8-12. High 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.

We value our relationships with: the University of Technology, Sydney, Centennial Parklands, Dinghy Solutions, Carl Nielsen Tennis Academy, Lifeline Sydney, Bunnings Warehouse, 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**



**Sydney Boys High School is located right opposite the SCG, Aussie Stadium and Fox Studios.**

### Our Achievements

#### Recent Old Boy Achievements

Stephen Hunt (1998) swam the Strait of Gibraltar in 3 hours 47 minutes to set a new Australian Record for the crossing.

#### Academic Competitions

Vinh Pham was selected as a reserve for the 46th International Olympiad team in Mathematics held in Mexico in July. (He got the blazer but not the aeroplane ticket). Anthony Morris was awarded equal 2nd prize in the UNSW 44th School Mathematics Competition (Junior Division). Thomas Wilson (Yr 8) was awarded a medal for the highest mark in his Year level in the state for the 2005 Australasian Schools Science Competition. SBHS was ranked 6th in Australia in the 14-15 years division of the National Geographic Channel Australian Geography Competition, where Anthony Morris came equal 2nd

in NSW. Steven Guo was 2<sup>nd</sup> in NSW and in the top 8 in Australia in the 16 years and over group. Our team in the Envirothon competition finished second in the state final. Romesh Abeysuriya won a place in the National Youth Science Forum. Julius Macefield and Sam Darcy were the joint winners (year 7/8 boys) of the Whiltam Institute's writing competition "What Matters". Adrian Flores won a medal in the Australian Schools English Writing Competition.

Rezwan Ali (11) won second prize in the secondary division of the '2005 Essay on Korea'. Anthony Morris, Anthony Wan, Kelvin Yu, Raymond Roca (10), Varan Perananthan, Mark Spencer and Jason Wong (9) who won medals for the highest mark in their year in their state in the 2005 Australasian Financial Literacy Assessment.

In the Australian Mathematics Competition (2001-2005) 95% or more of High's 4629 participants, scored at credit level or above. In the Australian Schools Science Competition (2001-2005) more than 50% of 4513 participants scored Distinctions or higher. In the Australian Schools Computer Competition (2001-2005) 79% of 3405 High entrants, gained credits or better. In the Australian Schools English Competition (2001-2005) 82% of 3628 competitors scored credits or higher.

### **Debating**

Over 130 students registered for debating with more than 50 in Year 7. High won Karl Cramp title for the 10<sup>th</sup> time. Labib Rahman, Romesh Abeysuriya and James Morgan, with James Barker as 4<sup>th</sup> speaker, defeated all opponents, including the fancied High No 1 team. The Open team was a fine one, losing just two close debates all year in an otherwise impeccable display of teamwork, intelligence and oracy in Hume Barbour and in GPS Roat Shield competitions. Gabriel McManus, Tom Kaldor and Sriram Srikumar were chosen in the CHS team of 12, while William Clegg was selected in the combined GPS seconds team.

### **Public Speaking**

Tom Kaldor reached the State Final of the Plain English Speaking Award. Kelvin Yu took out 2nd place in the intermediate section of the Eastern Suburbs Public Speaking Competition. John Aclis was awarded 3rd place in the Junior Section of this competition.

### **The Arts**

John Holloway (Yr 12) was selected to perform with the Police Pipes and Drums Band in the Edinburgh Tattoo performed in Sydney in February 2005. Victor Wei (Yr 11) was appointed Senior Drum Major for the Anzac Day Marching Band. James McKay (Yr

10) was selected in the NSW State Schools Instrumental Ensemble. Johnny Lieu played a key role in the Riverside Theatre's production of "Boy Overboard". Kevin Lui and Ryan Phung (12) had their HSC work held back for possible inclusion in Art Express.

### **Chess**

This year High entered five teams in the NSW Junior Chess League competition. Our Opens team (Ronald Yu, Munir Alam, Anthony Chau and Jason Cohn) came second in the state to Knox ahead of Sydney Grammar. Our Junior team came a very close second to Newington in the Metropolitan East region. Declan McCrea-Steele, Derek Trang and Nema Adel won the Junior Division of the Scots College Chess Invitational. Very powerful "Fritz 8" chess software has been installed on the school's computer system and several chess coaching videos are now available in the library.

### **Volleyball**

The big sporting achievement for the year was when Sydney High won both the NSW CHS Volleyball Knockout and the GPS First Grade Volleyball competition and was undefeated for the year. Similarly, our Second Grade finished the year as GPS champions and was also undefeated for the year. Our Under 17's won the NSW State Schools Cup. These successes are the result of five years of building skills capacity through expert coaching by Mr Michael Kay and his coaching staff.

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.

### **Tennis**

Our run of championships in first grade came to an end as High was beaten into second place in the GPS competition by a more consistent Riverview team. Dejan Bodrozic and Brian Ly were selected in the combined GPS team as No.1 and No. 2. Brian held his tournament record in tact. He was never beaten in GPS competition at No2.

### **Rowing**

The first VIII achieved third place at the NSW Schools titles. They also rowed to third in the Riverview Gold Cup. At the Head of the River Regatta, our first VIII achieved 4th place in a time of

6.06.62, our best Head of the River performance since 1994.

At the NSW CHSSA Rowing Championships at Taree our 1st and 2nd VIIIs took out the championship with 1st and 2nd places. In the U-16 quad sculls Sydney Boys 1 won silver medals. Joel Livingston won a bronze in the U-15 single scull. Karl Kruszelnicki and Dominic Grimm won the championship pair final with Alex Tiedgen and Bryan Wrench picking up the bronze. In the championship single scull, Joshua Scharfegger won silver and Dominic Grimm bronze. James Tiedgen and Sandy Cunningham won silver in U-17 double scull. In the championship quad sculls High won silver and bronze. In the U-17 quads High managed a 3<sup>rd</sup>. In the championship double scull Joshua and Mischa won gold medals and Sen Mitsuji and Olivier Delaruelle silver. Likewise in the U-15 double Matthew Ling and Nelson Ridges won from Koeun Na and Joshua Hui. In the championship men's four High crews won gold and silver. Overall, High won 21 places in the state-wide contest.

### **Swimming**

Andrew Reis won a gold medal as a member of a 4 x 50 relay team at the Pacific School games. He was placed 4<sup>th</sup> and 5<sup>th</sup> in his individual 100m and 200m breast stroke events.

### **Basketball**

Cameron Conway was chosen in the combined GPS seconds team – a great acknowledgement of his skills, given that first grade recorded only one win in the GPS season.

### **Association Football**

Participation in football was excellent with 350 boys playing GPS this year. First grade failed to find consistent form all season. Despite this, Sen Mitsuji was selected for the combined CIS football team, our first such representative in well over a decade. First grade competed and won the St. Andrews Plate after two days of intense competition playing five games. A 16s team represented High with pride in the World Friendship games making it to the semi finals and finishing 4th.

### **Rifle Shooting**

Both Chris Budd (Yr 11) and Sanjiv Singarayar (Yr 12) were selected in the combined GPS target rifle shooting team for 2005.

### **Rugby**

In season 2005 High fielded 13 rugby teams, an increase of one team compared to the previous year. The pleasing aspects of this development were a

competitive 1st XV, four 15 year teams and three 13 year teams. We need to keep increasing our player numbers to ensure we can maintain competitive rugby teams. The highlights of the season were the 15 year team's trip to the Gold coast tournament during the winter holidays and our annual visit to The Armidale School.

Pat McDonnell was selected in the combined GPS 2nd XV, our first such representative for many years. Tom Mainprize was chosen as reserve for the 3rd XV. Daniel Thomas was selected in the CHS 2nd XV and went on to represent in the state shadow squad.

### **Athletics**

The 120th Annual AAGPS Athletics Championships was the showcase for some great performances by our athletes. Most notably were the number of personal bests achieved by most athletes. Some exceptional results were Frank Jin jumping a huge PB to place 2nd in his U16 long jump; Joel Ninyo placing 3rd in his opens shot put; Dakshika Gunaratne running into 2nd place in his U16 hurdles to break the school record as well as coming second in the U16's long jump; Gehan Karunaratne coming second in U15's long jump and James Barker unlucky not to snatch a victory in his U17 1500m. The U14 relay team produced an outstanding run to come 2nd with the team consisting of Lachlan Street, Joel Livingstone, Nelson Ridges, and Joshua Hui.

### **Fencing**

Our under 15 fencers placed third in the state finals competition. Yu Lin, Amadeus Klocker, Patrick Duffy and Michael Sin were awarded the Bronze Medal for 'Schools League 2005 Individual Performance'.

### **Sailing**

At CHS Simon Cradock and David Clayton gained places in their divisions of the Laser championships. Phillip Kurts (Yr 8) was selected in the NSW team to compete in the Sabot National Sailing Championships.

### **AFL**

Quan Nguyen was selected for Sydney East to play AFL: football in the Sydney AFL championships for juniors.

### **Cross Country**

James Barker and Paul Watzlaff (U17s) and Edward Ovidia and Jeremy James in the U18s represented the region at State All Schools. James Barker made the state team for cross country to run at the nationals.

# Key evaluations

## Educational and management practice

### Feedback On Student Progress

In 2005 feedback to students continued to be a priority. Teachers constructed informative assessment rubrics. The initiative by the English Department of practice essays for seniors was taken up enthusiastically by the boys. Student presented lunch time tutorials helped to consolidate senior science concepts.

### Outcomes Reporting

The junior school reporting booklet was amended with the addition of another profile outcome descriptor category – “Well developed”. The booklet format was extended to reporting for Years 11 and 12.

## Curriculum

### Learning Enhancement Policy

The ‘top six’ strategy implemented in the Science department appeared to have immediate results. In the HSC in 2005 both chemistry and physics earned the highest number of band 6 results ever. The process will be replicated in 2006 and taken up by other departments. Practice essay writing was implemented for Year 12 students in Advanced English and the effort was appreciated by students. By the 2006 HSC improved results should be noticeable.

### NSW Model of Pedagogy

Departments in 2005 worked on aligning their pedagogy closely to their agreed assessment tasks. Rubrics were devised in several areas to help students grasp the higher cognitive demands of band 6 performance.

## Other programs

### Two Sports Afternoons

The two sports afternoons continued to be a success as an administrative arrangement and helped spread the coaching expertise around. Difficulties in staffing one afternoon meant that the implementation of the full plan to divide the school had to be delayed.

### Rowing Program Restructured

The implementation of a coaching program for Year 7 as soon as they arrive at the school has led to increased numbers in term 4 rowing, 2005. Improved delivery of coaching through coaching mentoring

with Michael Doyle as coach of coaches and Mark Prater mentoring junior coaching, as well as the provision of the rowing program through email to all coaches has led to greater consistency in coaching. The introduction of the two sports afternoons has led to increased quality through reduced coach to crew ratios and greater access to higher quality equipment and more cost effective use of resources. Continued involvement of Old Boys as coaches has made possible the delivery of a quality and time-intensive program.

### Student Awards Scheme

The Honour Board for the names of the School Trophy students was made and erected in the Great Hall. All names of award winners were engraved on it. The Awards Scheme continues to thrive in the senior school as the table below suggests, however increased categories and qualifying standards introduced this year may have inhibited Year 7 boys responding to the challenge. The Scheme will be promoted widely in Years 7 and 8 to clarify pathways to achievement of the increased participation benchmarks set.

Student Awards Scheme						
Year	Bronze	Silver	Gold	Special	Plaque	Trophy
2005	63	88	79	51	43	22
2004	139	100	84	59	28	3
2003	104	109	81	36	5	12
2002	138	104	48	17	23	7
2001	142	41	27	21	8	5

### Boggabilla Exchange

High continued its links with the school and development of the relationship of the previous two years. This year members of the school executive and The Principal evaluated the excursion and assessed how our school could benefit and assist the Boggabilla Central School and both school communities. Billeting by our students in Sydney as well as the visit by 20 students proved a valuable educational experience for all.

### Melbourne High Rowing Exchange

Our school continues to developing links with a similar school in Melbourne for Year 10 students so that students will continue with rowing. It is a dual exchange with a visit from Melbourne High in February and a return visit in December by our students. It has helped to forge social and sporting links for the students of both schools.

## Outdoor Education

The camping program was restructured in 2001 to encompass a 4-year development of selected skills and to provide increasing challenges in particular disciplines as well as diversity of outdoor experiences. Students were awarded certificates for successful completion of the entire program and a category was added to the Student Awards Scheme to reflect full participation in camp activities.

For 2005 the camp administration was divided into two stages under the supervision of a Camping Coordinator for each stage. This strategy reduced the attendance commitment required by teacher-supervisors and maintained strong administrative coordination. Given the maximum possible attendance is 180 for each academic year, the participation rate in 2005 was very pleasing. The camps are enjoyable, educational but not repetitious. The emphasis at the completion of the junior stage is on articulating into the formal Duke of Edinburgh scheme to earn a recognised credential by continued participation in the program in the senior school. More efforts will be made to increase senior participation in outdoor education during 2006.

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

## Occupational Health and Safety

The school has developed a more effective culture of identifying and reporting hazards or unsafe working practices. The school's intranet has a click on link to a reporting proforma that allows rapid reporting of OH & S issues or incidents. During 2005 the committee:

- Continued quarterly meetings and reported its activities at staff meetings
- Maintained regular site inspections
- Reviewed in detail the DET OH & S *Self Assessment Guidelines*
- Involved Head Teachers in safety assessment issues in their departments
- Commissioned a professional risk assessment report on the school grounds and sporting facilities

- Acted upon some recommendations from the professional report in respect of: speed signage, speed humps, supervision roster for pedestrian crossing on sports afternoons on Cleveland Street
- Held an evacuation drill and modified the Evacuation Plan to facilitate rapid entry onto Moore Park West and faster identification of any missing students.

## School Marketing and Promotion

The school held two days marketing the school this year. Due to the change of date of the Selective Schools Test, the combined Orientation – Open day in late November could not remain. The Open Day was moved to coincide with the first week of term 4 when an inaugural Summer Sports Assembly was held for sports commencing competition in term 4 – cricket and basketball. The traditional Orientation day was maintained but restricted to a 3pm to 7pm format.

The Open Day format was revamped as a morning format to accommodate a wider participation by teachers and students in various activities, as well as to showcase afternoon sports and stage 4 lessons. A new promotional brochure was designed, printed and distributed for the occasion.

Activities included: a typing competition, English 'documentaries', a computer lesson, a laboratory demonstration, debating, a cadet display, a literary circles quiz, showing French films, an archaeological activity and science displays. Sports were featured with Wallarugby, volleyball, sailing, tennis, fencing and rowing on show. The senior stage band played in the Great Hall. The Multicultural Food Fair in the McDonald Wing courtyard was again a favourite of visitors. Guided tours were well patronised and visitors stopped to view various CDs and DVDs that were being played on TV screens set up in corridors.

The school commenced work on a promotional DVD to replace the CD produced in 2001. Several segments were completed but much remains to be done to see this project through.

A 30-second advertisement was created to promote the school and was converted to 16 mm film. Original music by student Anthony Chau was added. The movie advertisement was shown before the screening of *Charlie and the Chocolate Factory* at multiple sessions at two Eastern suburbs theatres during term three holidays to reach the Year 2 to Year 5 audience and their parents. Infomercial articles were placed in the Wentworth Courier for seasonal promotion of the school as a desirable alternative to private education in the eastern suburbs.

## Student performance

### HSC High Achievers

Congratulations to the twenty seven students who were placed on the HSC All-round Achievers List for achieving the highest band in courses totalling 10 or more units: Nicholas Bull, Xingyu Cai, Anthony Chau, Ha-Sang Chung, Damitha Fonseka, James Kang, Shaheen Kumar, Tajinder Kumar, Gabriel McManus, Benjamin Nham, Viraj Patel, Jason Phung, Omar Salem, Manusha Samaraweera, Anik Sarkar, Mitchell Seow, Victor Sirinopakul, Mischa Steen, Atif Syed, Mitchell Taylor, Philip Tian, Philip Tripp, Jim Tsao, Tom Wei, Paul Wong, Ronald Yu, Zhong Zhang. Congratulations to our scholarship winners: Frank Cai (Bachelor of Philosophy ANU), Alan Dam (Actuarial Studies, UNSW), Simon Cradock (Bachelor of Accounting UTS) and the late Mitchell Seow.

### HSC Results Analysis

Frank Cai was 4<sup>th</sup> in extension 2 mathematics and 7<sup>th</sup> in extension 1. Alan Dam came 5<sup>th</sup> in extension 1 mathematics. Vinh Pham was 7<sup>th</sup> in 2-unit mathematics. Omar Salem earned 5<sup>th</sup> in English Extension 1. Tom Wei ranked 6<sup>th</sup> in Business Studies. Kaivan Vaidya (Year 11) was 6<sup>th</sup> in Geography and 10<sup>th</sup> in 2 unit mathematics.

In comparison to other leading boys' schools, High's results were excellent in mathematics, strong in physics and chemistry, good in economics but weak in all three English courses. Our participation in LOTE, visual arts and music courses at HSC level was comparatively small. Our school is adjusting steadily to the changed pedagogy and assessment regimes of the 'new' HSC. New programs and teaching strategies are designed to raise the standard of our results and to bring up the lower achievers towards our benchmark mid band 5 achievement level. Literacy standards at the band 5-6 cusp need to be raised further as do the written responses of band 4 performers.

High achieved its target for band 6 within the range 450-500 (488). In state terms the course average for band 6 is 8.9% and 13,338 students earned Band 6. The average band award per student was 2.18. The growth in band 6 awards is depicted in the table below. In each of the years 2002-2005 our band 6 percentage growth has exceeded state percentage growth. In 2005 our band 6 growth was 1.2 (state 1.03). We assume that every one of our students is capable of at least one band 6 course performance.

## Band 6 Growth

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

Overall, Advanced English performance maintained a positive trend despite the pressure of an increased cohort in 2005. At the top end of English Advanced results our HSC class averages were very pleasing with consistently high levels of student achievement. In both Extension 1 and 2 courses there were pleasing individual results particularly in the former with one student achieving 5<sup>th</sup> in the State. However, there is still much work that needs to be done in all three English Courses to address the lethargic performance of students at the lower end. Our focus for 2006 in all three Courses is to raise the quality of student writing. Strategies to achieve the latter include increased writing opportunities, establishing mentoring groups together with targeted literacy intervention for those students needing additional support.

HSC results in creative arts 2005 were very good with 100% band six in Visual arts and 3.4 above the high state mean in Music, Course 2. However, the small numbers of applicants enrolled are less than there should be. Through acceleration and compacting the curriculum in stages 4 and 5 it is envisaged more students will be able to follow through with their creative endeavours without the pressures of the rigour of their final year.

The number of candidates in 2005 HSC Engineering Studies was 15. The class achieved 2 band 6 awards, which is down on previous years. More emphasis will be placed on mastery of core principles in the preliminary course to ensure students are able to deal with a broad range of possible problems. In Software Design and Development the approach taken was to cover the course content more succinctly and not to expand too far beyond the course requirements. Thus, students were engaged in a more thorough coverage and revision of syllabus content and less emphasis on the practical component (Major project). As a result, there was a considerable increase in the Band 6 candidates in 2005. There were 11 candidates sitting the course. 37% achieved a Band 6 whilst 55% achieved a Band 5. Only 7% of the state candidature achieved Band 6 and 25% achieved Band 5 in 2005.

In UAI terms, software design had high value added for the students who did it.

### University Admission Index Results

Our top UAIs Benjamin Nham and Jim Tsao received 99.95. The UAI Estimator Program downloaded all actual HSC results and actual UAIs from students were listed alongside calculated ones. At least 142 students received UAIs of 90 or more. We have information on 190 university offers. High averaged 90.4 UAI with a significantly increased candidature. Maintaining high UAI averages with very high cohort numbers will be one of our major challenges over the next few years. The table of UAIs is reproduced below, followed by the calculated UAI averages and standard deviations.

#### Received or Calculated UAIs

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	75.96	24	7	16
2005	202	33	65	45	70.99	20	11	28

#### Average Calculated UAIs

Year	Year 12	Average UAI	Standard deviation
2001	177	90.19	12.21
2002	180	91.86	9.04
2003	187	91.33	10.39
2004	187	92.68	8.29
2005	201	90.4	12.34

### Destinations

Students again favoured commercial undergraduate courses (49), followed by engineering (29), law (27), science (26), health sciences (24) and Arts (21). There were 5 students offered places in architecture. Several students gained entry to interstate or overseas universities. The table below sets out the universities and numbers of students who were took up places there.

Destinations	2005	2004	2003	2002
UNSW	79	61	80	76
Sydney	71	66	51	58
UTS	13	20	15	11
Macquarie	7	16	14	15
ANU	4	8	2	1
UWS	8	5	5	9
Other	5	5	6	8
Total	187	181	173	178

### School Certificate Tests

	Band	School Band 6 Number	School Band 6 Percent	State Band 6 Percent
<b>Mathematics</b>				
2002	6	134	76.14	6.10
2003	6	128	71.11	5.52
2004	6	148	81.76	5.55
2005	6	<b>160</b>	<b>88.39</b>	<b>7.28</b>
<b>Average</b>			<b>79.35</b>	<b>6.11</b>
<b>English</b>				
2002	6	34	19.32	<b>6.30</b>
2003	6	41	22.78	4.56
2004	6	<b>77</b>	<b>42.54</b>	5.89
2005	6	46	25.41	6.20
<b>Average</b>			<b>27.51</b>	<b>5.74</b>
<b>Science</b>				
2002	6	40	22.73	2.98
2003	6	59	32.78	3.44
2004	6	74	40.88	5.27
2005	6	<b>90</b>	<b>49.45</b>	<b>6.05</b>
<b>Average</b>			<b>36.46</b>	<b>4.44</b>
<b>History</b>				
2002	6	39	22.16	2.56
2003	6	43	23.89	4.79
2004	6	76	41.98	5.49
2005	6	<b>93</b>	<b>51.38</b>	<b>6.04</b>
<b>Average</b>			<b>34.85</b>	<b>4.72</b>
<b>Geography</b>				
2002	6	17	9.66	<b>5.07</b>
2003	6	67	37.22	3.95
2004	6	54	29.83	4.23
2005	6	<b>75</b>	41.43	3.92
<b>Average</b>			<b>29.54</b>	<b>4.29</b>

School Certificate grades in the creative arts maintained a distribution skewed towards the higher end, reflecting the creative ability of the students. In 2005 there were 50% of students awarded grade B or better in the School Certificate for PDHPE. As students become more familiar with the practical assessment procedures this figure should improve.

A four year skill development profile was begun with Year 7, similar to the physical fitness profile that has

been running since 1999. Students and PE teachers will be able to track the skill development from Year 7 through to Year 10.

The physical fitness level of our students continues to improve over time. At the end of Year 10 the mean fitness level appears to centre in the low to mid 60%. In 2006 there will be an increased emphasis on the 1.6k run. Two extra runs at the beginning of Terms 2 and 3 which will be recorded, acting as a motivator for student improvement through the year.

In Mathematics, Science and History our School Certificate test results are the best they have ever been. The table below sets out the last four years of results with columns representing school band 6 numbers, the school percentage of students gaining band 6 and the corresponding percentage of students in the state earning band 6. The averages are calculated for 4 years only to give consistency across Key Learning Areas. Value added data from basic Skills Test to School Certificate Test are positive overall.

## Our targets

### Progress on 2005 targets

#### Target 1. Improved Quality of Pedagogy

The stage 5 mathematics program was written and implemented. New texts with CDs were issued in various courses. It was hoped that easier access to homework set by teachers would result from students having copies downloaded at home. This was true in some cases, but in many others the issue became home access to the family computer. In stage 5 commerce the texts did not satisfy the needs of gifted learners. Use of the CDs for homework tasks was infrequent. Additional tasks had to be devised to complement the 'extension' work on the CD.

The major aim of saving students transporting heavy text books home each day was not met. In some cases students could leave their textbooks at school, but most needed to use them at home, particularly when a PC was not available. Until multiple terminals are available in homes so that sustained nightly access is possible, CDs of textbooks may not have the impact that they appeared they might have.

The stage 4 and 5 English programs were evaluated and re-written, along with stage 6 assessment protocols. An ongoing process of evaluation and refinement of these programs will occur through 2006.

The new booklet form senior report with outcomes statements was implemented without any problems.

Stage 5 students in music and visual arts were prepared for the possibility of subject acceleration in 2006.

#### Target 2. Better Cohesion in our Student Welfare Programs

With the absence on leave of the Head Teacher Student Welfare, the development of the *Student Monitoring and Support Policy* was postponed. The *Character Education Program* was again evaluated and modified in the light of values education developments emanating from Canberra.

Year 10 students completed jig-calc in class time. The Careers Website was included in the research requirements for all Year 12 students during semester 1. The careers Adviser had personal interviews with each Year 12 student. The Principal discussed career profiles with all Year 12 students individually. There were more students with an informed understanding of post secondary options and a personal education plan of how to achieve their vocational goals.

More widespread use by staff of all strategies for making students responsible for their progress was evidenced by the increased use of monitoring strategies, principally course progress warning letters and follow up procedures.

#### Target 3. More Structured Professional Learning

Syllabus implementation in the form of department cooperative programming attracted most funding (\$12k). Training in the use of ICT for teaching and learning absorbed \$11k. Resources spent on quality teaching were \$7.7k. Welfare and equity programming cost \$5k. There was evidence that more programs and teaching units showing evidence of explicit adaptation of elements of the NSW Model of Pedagogy. There was more frequent use of ICT skills and assets in teaching and learning experiences. There is clearer evidence in teaching programs and units of work of differentiation for gifted learners and compaction strategies. More work has to be done to embed the principles of Quality Teaching but the school has moved forward in its outcomes and expertise in the area.

#### Target 4. Higher Quality Teaching / Learning Environments

A networked PC on every teacher's desk and a memory stick were provided. Teachers are accessing the school network via the staff portal. Most teachers



accessing network data from their desks and moving files from home PCs to school.

Networkable photocopiers were acquired for departments and the main office. The history photocopier was re-located. Shelving was installed and the sheet music storage was relocated. The retaining wall was constructed. More data projection usage does occur in science laboratories and increased access to internet sites for research is occurring.

However, the Commonwealth sports infrastructure funding has not yet been approved. The Deed of Licence has not yet been finalised. The tennis courts remain undeveloped. Room 402 is not yet completed.

### **Target 5. Improved Delivery of Co-curricular Programs**

The participation rates for GPS teams were encouraging, particularly in winter sports. More rowers and cricketers are needed. Seniors are participating in GPS competition teams. More students were involved in debating training and competition debates.

Debating flourished in 2005 with great participation and organisation. Public Speaking was separated from debating administration to be a discipline in its own right. More refinement of the

There were some administrative and management problems in the performance music program. A change to 3 music teachers was seen as desirable by the Principal along with increased department responsibility. The position of Music Program co-ordinator was abolished. Music tutors operating in the school were to be employees of the school and not independent providers. Many parents and students were upset by these changes. In 2006 the new arrangements will be consolidated to reduce anxiety about a reduction in the program..

## **Targets for 2006**

### **Target 1: Develop and Implement the Literacy and Numeracy Plan**

Strategies to achieve this target include:

- Developing and publishing a Literacy and Numeracy Plan 2006-2009
- Providing structured feedback loops in the form of practice essays in several courses, with an accompanying process of written comments, review and resubmission

- Developing and publishing rubrics for teacher and student assessment for writing tasks in multiple courses in stage 6
- Targeting individual underperforming students and providing workshops and mentoring to improve their literacy in examination situations
- Administering the diagnostic literacy test to Year 7 to ascertain individuals in need of assistance
- Offering a structured series of mathematics enrichment activities to our able mathematics students in Years 7-10
- Targeting mathematics students in Years 7-10 for assistance with algebra.

Our success will be measured by:

- Students reaching band 6 targets set for the HSC
- Increased production of writing samples by students, including texts for assessment or school publications
- Continued participation of up to 100 students in problem solving mathematics competitions
- Good competition results and No band 4 School Certificate mathematics results
- A reduction in UAIs below 80.

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

Strategies to achieve this target include:

- Setting up classrooms to promote blended delivery of the curriculum through ICT integration in teaching
- Continuing to adapt our curriculum offerings to meet the needs of gifted learners through increased accelerative or enrichment options
- Providing access to resources and professional learning to build teacher capacity to implement the Quality Teaching agenda
- Providing quality on site facilities for tennis, cricket practice and basketball

Our success will be measured by:

- Increased student participation in structured acceleration interventions
- Registration of a least 50 Individual Learning Plans for subject acceleration

- An increased proportion of staff members accessing professional learning opportunities
- Evidence of more teaching units incorporating information and communication technology being delivered to students.
- Completion of the tennis courts redevelopment and contracting the management of the courts to a Professional Operator
- Completion of the cricket nets and outdoor playing area
- Completion of the additional two outdoor basketball courts
- Completion of the first stage of the Sir Roden Cutler VC Memorial Gates project

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

Strategies to achieve this target include:

- Modifying our outcomes based reporting booklet for all years to reflect literal grades
- Providing information on reports about access to further comparative information
- Expanding emailing of *High Notes* to parents
- Updating and expanding the school website with additional pages and links
- Trialling *Moodle* software for students and teachers to access files or text on the network
- Producing *The Record* by the end of 2006
- Accessing SMART data across departments
- Installing and monitoring surveillance cameras to protect equipment and deter inappropriate behaviour.
- Monitoring attendance using Student ID cards for Years 10-12 and electronic recording.

Our success will be measured by:

- Reports produced with A-E outcomes levels and statements concerning access to additional comparative information
- Email becomes the accepted form of receiving *High Notes* among parents
- The school website is kept current and is expanded in content and service

- *Moodle* software is used by a pilot group of teachers to post assignments, discussion notes and feedback to students
- A timely publication of *The Record* for 2006
- SMART data is interpreted and used by staff.
- Fewer incidents of malfunctioning hardware are reported and there are reduced instances of damage to network equipment.

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

Strategies to achieve this target include:

- Investigating a middle years strategy to provide earlier and stronger connections with school culture
- Developing a framework for a *School Within A School* administrative and pedagogical structure
- Providing flexible elective opportunities at the Year 9 - Year 10 interface
- Establishing a school charities and service structure for juniors and seniors
- Developing a *Transition Plan* for Year 6 into 7 to facilitate learning and social acceptance

Our success will be measured by:

- Very high attendance and retention rates
- Very low suspension and drop out rates
- UAI average rising
- Increased satisfaction with the curriculum as expressed in surveys and focus groups
- Increased participation in school activities
- Implementation of structural divisions for Years 7-9 and Years 10-12

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

Strategies to achieve this target include:

- Developing a *Sports Development Plan 2007-9*
- Publishing the *Student Attendance and Progress Monitoring Policy*
- Developing and publishing *Student Leadership Roles*

- Continuing to involve parents and old boys in the P & C sub-committees that manage the various co-curricular activities
- Developing the chess and public speaking programs
- Holding a convocation of stakeholders from the wider school community to discuss future directions for the school
- Informing parents better about our programs
- Marketing the school in the eastern suburbs

Our success will be measured by:

- The publication and implementation of the *Sports Development Plan 2007-2009*
- Improved understanding among staff of the purpose and variety of interventions in the *Student Attendance and Progress Monitoring Policy*
- Greater awareness by students of the student leadership roles available in the school
- Trends upwards in participation rates in debating, music performance, chess and public speaking
- Evidence of enhanced community satisfaction with the sports and co-curricular programs offered by the school
- Raised profile for the school as a result of marketing and promotion efforts.

## Our context

### Enrolment profile

#### Staying On Within the Same School, School Certificate to HSC

SC Year	All Students			SC Entries
	School	SEG	State	All Students
1999	94.4	92.9	57.2	178
2000	96.1	82.5	57.7	178
2001	96.6	81.2	59.1	178
2002	96.1	80.0	59.5	180
2003	95.0	80.2	61.0	180

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	Boys			All Students		
	School	Region	State	School	Region	State
2002	93.8	90.5	89.3	93.8	90.4	89.4
2003	95.6	91.5	90.2	95.6	91.5	90.4
2004	96.2	91.4	90.0	96.2	91.4	90.1
2005	95.5	91.3	89.7	95.5	91.4	89.9

The school has very good rates of attendance.

### Semester 1 Attendance Rates, Years 11 and 12

Year	Boys			All Students		
	School	Region	State	School	Region	State
2002	89.1	89.4	89.3	89.1	89.2	89.1
2003	91.1	89.9	89.8	91.1	90.0	89.6
2004	93.4	90.4	89.8	93.4	90.1	89.5
2005	93.3	90.3	89.7	93.3	90.2	89.5

## Curriculum Patterns

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

In **Year 8** in addition to the core subjects, students are able to choose two languages from Chinese, Classical Greek, French, German, Latin and Hebrew. In **Years 9 and 10** students study: English, Mathematics, Science, Geography and History and PD/Health/PE. 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 2 *unit* courses: Ancient History, Biology, Business Studies, Chemistry, Chinese, Classical Greek, Economics, Engineering Studies, French, Geography, German, Hebrew, Latin, Legal Studies, Mathematics, Modern History, Music (Course 1 or 2), PD/Health/PE, Physics, Software Design and Development and Visual Arts. **One unit courses offered are:** extension 1 English, extension 1 mathematics, photography problem solving and communications in science, and mind and morality. [Students need to apply and be accepted for these last two university developed courses.] 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 (Philosophy, Cosmology, and Comparative Literature) are available for students who qualify for them.

## Parent and Caregiver Involvement

Parents are formally represented on the *Sydney Boys School Council*, *The Parents and Citizens Association*, its various subcommittees and the *Sydney High School Foundation Inc.*

- Parents are represented on *The Sports Council* that determines the annual sports budget and formulates policies concerning the conduct of the fourteen sports offered by the school.
- Parents in each year are represented by a *Parent Year Group*. These groups make representations to the Principal about matters of interest to particular years and about school-related issues.

## Financial Statement Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, buildings and major maintenance. A full copy of the school's 2005 financial statement is tabled at the annual general meetings of the School Council and the P & C. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary:	30/11/2005
<b>Income</b>	<b>\$</b>
Balance brought forward	213 891.47
Global funds	583 205.10
Tied funds	98 872.97
School & community sources	1 235 952.89
Interest	17 617.23
Trust receipts	449 939.51
Canteen	0.00
<b>Total income</b>	<b>2 599 479.17</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	228 605.16
Excursions	258 491.10
Extracurricular dissections	564 992.98
Library	4 416.45
Training & development	2 374.58
Tied funds	103 270.03
Casual relief teachers	54 670.08
Administration & office	354 836.02
School-operated canteen	0.00
Utilities	107 373.38
Maintenance	70 198.92
Trust accounts	416 725.37
Capital programs	158 882.19
<b>Total expenditure</b>	<b>2 324 836.26</b>
<b>Balance carried forward</b>	<b>274 642.91</b>

The statement does not account for the income and expenditure of the **Library Fund**. Parents' donations and interest amounted to \$51324.21. Disbursements

were \$28703.49. Balance carried forward was \$35190.37. The **Sydney Boys High School Building Fund** received donations and interest of \$142180.48, payments were zero, leaving a balance of \$251,004.49.

The carried forward figure of the school's operating account includes: Balance of tied funds and trusts-\$146123.12; Unpaid orders and invoices - \$57,577; Unpaid casual salaries - \$14856; Provision for leases - \$25000

## Voluntary Contributions

The School Council set the voluntary contribution figure for 2005 at \$585 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:

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

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

**Mr Doug Cole**  
**Chief Education Officer**  
**Bondi**

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

**Mrs Pamela Peelgrane**  
**School Education Director**  
**Bondi School Education Area**

