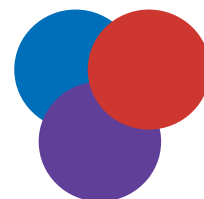


Birrong Boys High School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Birrong Boys High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr Darren Stevens
Principal

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Message from the Principal

It gives me great pride to discuss the achievement of our students and the level of commitment shown by our staff in creating quality learning environments and providing quality learning opportunities. Throughout 2015 the Birrong Boys High School community focused on a thorough commitment to the three strategic directions as outlined in our School Plan 2015-2017. Our strategic directions encompass all aspects of school life and are significant in structuring all programs within our school aimed at enhancing the educational and life opportunities of all our boys. Whilst they may only be three small sentences, they shape the focus and the purpose for all that now happens within our school.

1. Students are engaged as responsible and resilient 21st century learners.
2. Teachers are world class leaders in learning.
3. A high performing school within a community that is inclusive, informed and engaged.

Within this report you will read, in greater detail, about the programs that have been funded to support the achievement of our goals. I will briefly mention a few that have attracted considerable funding and have had significant impact on the teaching and learning at our school.

- In terms of technology, our committee has ensured that our students and staff have access to the latest innovative practice and have ensured that each learning space has interactive whiteboard facilities, throughout 2015 over 40 boards have been installed in classrooms, small learning spaces, conference areas and our school library. In support of this, faculties now have access to class sets of iPads for utilisation within the realm of teaching and learning and all teaching staff access this technology each lesson as well as for administrative purposes.
- Our TAS and Music facilities have received a significant upgrade and our school library has been transformed into a learning hub.
- Project Based Learning has been introduced at Birrong during the 2015 school year and has seen a number of staff members receive a depth of professional development to enable us to embed this across all KLA's. Our Year 8 students participated in a PBL project and feedback has indicated the positive impact this has had on our boy's capacity to accept responsibility for their own learning and to embrace the flexibility provided by this opportunity.

At the core of our continued success and of our growth as a school has been the increased community involvement at Birrong Boys High School. This is highlighted through the development of our P&C and our parent groups under the coordination of our CLO Ms Harris. We look forward to continued growth in this important area and acknowledge the importance of community involvement.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Darren Stevens

Principal

School background

School vision statement

Birrong Boys High School is a diverse and dynamic learning community that engages individuals through equity and excellence in education. Our safe, respectful and supportive school implements programs that enable all students to critically analyse knowledge and become responsible, confident and informed citizens.

School context

Birrong Boys High School is an inclusive school which values every student equally. Our school is situated in the Bankstown area, next to a major rail line linking to the city and regional centres. The student population of 340. Boys from Arabic, Asian and Islander backgrounds form the majority. Consequently school resources focus on literacy to meet the needs of the highly aspirant school community. The school is supported by significant Resource Allocation Model Equity Funding. We welcome students at our school wholeheartedly and celebrate their cultural and language backgrounds. The entire school community is committed to the school's motto "From Each His Best" and the belief that students have a right to learn in a supportive and mutually respected environment. Our parents, staff and students are partners in developing the school as a caring and safe place of learning, where a broad based curriculum emphasises literacy, numeracy, information and communication technology and student engagement. Our highly skilled and motivated teachers deliver quality programs in a stimulating environment. Our school is a PBIS school with our key focus on students being safe and respectful learners.

The balance of experienced and younger staff ensures that all aspects of the school's life remain energetic and vital with a constant focus on quality teaching and learning for all students. At Birrong Boys High School, an extensive range of extra-curricular activities are available including debating, music, athletics, gym fitness and our award winning Environmental Sustainability Program. Students work together to produce and publish an annual magazine, The Blaze. Student leadership opportunities include the Student Representative Council and peer tutoring. Peer mentoring of junior students by older boys eases their transition to high school, supported by a 4- week program of shared learning and culminating in a student showcase. Our Homework Centre and HSC tutorials program offer further opportunities for students to improve their learning and enhance preparation for exams. All students leave the school with a transition plan which includes a resume and applications for University and TAFE.

Self-assessment and school achievements

This year our school undertook self-assessment using the elements of the School Excellence Framework. Our School Development Day in Term 3 dedicated time to a thorough whole school examination of the school plan, a whole school discussion of the school excellence framework and a validation of progress being made according to the expectations identified in the framework.

In the domain of learning, our efforts have focused on a high quality learning culture and wellbeing. The creation of a Positive Behaviour for Learning Team and the work they have done with all students and staff has created a more positive culture both within the classroom and across the school. In general, this has seen our boys relate to peers and teachers in a more positive way. Positive feedback and reward have contributed to the culture of mutual respect that has been established. An increased level of engagement is a positive effect for all members of the school community.

The development of a culture of openness and trust and the collaborative practice amongst staff has been a focus in the domain of teaching. Beginning with the implementation of a small group practice of 'shared stories of pedagogical success' this practice has grown through dedicated Professional Learning time to shared class teams whereby peer observation is embedded. The overall result has been that teachers now work with colleagues in a collaborative process designed to inform best teaching practice. Staff have the opportunity to plan, observe, reflect

and feedback within a culture of mutual trust and respect. Analysis of data has enabled teachers to meet the learning needs of individuals and to bring those with high learning needs to the attention of our Learning Support Team.

In the domain of leading, a key feature has been the building of leadership capacity through the successful implementation of strategies and projects essential to the success of our strategic directions. The development of the roles of Teaching and Learning Coordinator and Wellbeing Coordinator are central to the achievements that we have gained in 2015 and the future success of our school. Other leadership roles have been developed and have added to the foundation of leadership and the consistency of managerial practices across the school.

The combination of the new planning approach and the new funding model has made a major difference to progress within our school. As we progress, this process will lead to further improvements in the three domains outlined here; learning, teaching and leadership, all with the aim ensuring continual improvement.

Strategic Direction 1

Students are engaged as resilient and responsible 21st century learners.

Purpose

Students adopt a greater level of individual responsibility for their learning and behaviour enabling them to participate in all aspects of school life by engaging in a learning environment that has high expectations and focuses on the continual improvement of literacy and numeracy levels.

Students will develop as lifelong learners who are resourceful, empathetic and resilient through the participation in high quality curriculum delivery, assessment and feedback.

Overall summary of progress

Three key areas of this strategic direction are; a focus on Positive Behaviour for Learning as our platform of whole school wellbeing, the introduction and staged implementation of Project Based Learning and the continual development of our technological capacity as a tool for administration and for teaching and learning.

The re-introduction of Positive Behaviour for Learning has had a significant impact on the general level of respect and in the fostering of more harmonious teacher-student relationships. The active approach of our wellbeing coordinator and his team has also had a direct impact in overall discipline referrals and student engagement in the learning process.

Project Based Learning has had a similar impact on student levels of taking responsibility for their own learning as well as adding to the collaborative nature of the teaching process whereby staff work together on the ongoing cycle of planning, implementation and review.

The creation of our Technology Team and the appointment of a Technology coordinator has allowed our school to embrace a variety of technological innovations; firstly for administrative purposes, then as a conduit for the delivery of syllabus content and finally as a tool by which students can be better engaged in the learning process and can embrace the available technology and take responsibility for their own learning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All students will know the values, core beliefs and behaviour expectations of the school community. All staff will be developed in the theories and values of PBIS and will successfully develop and utilize strategies to develop positive	PBL is becoming the cornerstone of student welfare at BBHS, a team has been established and trained, and all staff have undertaken a refresher course.	\$11 240.00

relationships with students from a positive behaviour for learning perspective.		
Effective processes, policies, systems and programs will be in place to support student wellbeing.	Our Welfare Review Team has continually developed process to best support all students.	\$7 500.00
100% of students will have participated in Project Based Learning	Each faculty has developed a Project based learning plan. 30% of Year 8 students have participated inPBL.	\$8 240.00

Next steps

- PBL will continue to develop within the school. Lessons based on our core values of 'Learn, Be Safe and Show Respect' will be developed and delivered at an age appropriate level. The rewards system will be restructured and formal assemblies established within the regular school term structure.
- The work of the Welfare Review Team will continue to be implemented and the roles of staff within this process continually developed.
- All Year 8 students will experience Project Based Learning.

Strategic Direction 2

Teachers are world class leaders in learning.

Purpose

To create a professional learning community where teaching and learning are at the centre. A culture of continuous improvement through professional dialogue and a collaborative and innovative approach to curriculum planning and delivery.

Leadership capacity is enhanced through motivation, support and the provision of leadership opportunities. A culture of high expectations exists where there is commitment to individual and collective learning.

Overall summary of progress

The impact of the classroom teacher as the most significant factor in the academic success of a student has been the driving force behind this strategic direction. Structured professional learning targeting the appropriate stage of a teacher's career has and will continue to drive the push for continual improvement of classroom practice.

Peer coaching was introduced this year as a number of staff were trained in this important coaching process. 100% were provided with the opportunity to work with a coach in an aspect of teaching identified by the individual and targeted with a specific coach.

Professional teams were formed with the specific purpose of collegial discussion, planning, implementing and reviewing via a process of peer observations. All teachers of Year 7 and 60% of all teachers took part in this process throughout 2015.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years).	Progress achieved this year	<\$>
All staff will have created a Performance and Development Plan in consultation with their supervisor and in conjunction with the school plan.	All staff have created a PDP in consultation with their supervisor, the 3 phase cycle was completed.	\$4 120.00
All staff will regularly visit the classroom of their colleagues and be visited by their colleagues as a culture of openness is developed whereby the sharing of pedagogical success is commonplace.	Peer lesson observation began during term 3. The culture of openness has developed and the sharing of lesson planning and delivery has been established within our school.	\$12 360.00

Regular feedback is part of the daily practice within the school.	The importance of quality and timely feedback has been the focus of PL during this year.	
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Next steps

- Since the development of our school plan the Performance and Development Plan has become mandatory for all staff, whilst all staff at our school will continue in this area it will no longer be part of our school plan.
- The Peer Lesson Observations will continue within our regular structures as we adopt 'lesson study' as our method of ensuring that quality teaching is evident in each and every lesson. Throughout 2016 we will implement 'Curiosity and Powerful Learning' as we continue to strive for improvement in the area of teaching and learning.
- Professional Learning sessions focused on the importance of quality feedback will continue.

Strategic Direction 3

A high performing school within a community that is inclusive, informed and engaged.

Purpose

To create experiences which are inclusive, challenging and engaging by using the rich and diverse cultural resources available within the school community. A supportive learning environment will exist through whole school planning and tailored learning opportunities that enhance expectations and achievement within an informed and engaged community.

To develop and maintain positive partnerships with the wider community, including local schools, business and service providers. Stakeholders will contribute positively to all aspects of the school community.

Overall summary of progress

Staff continue to create challenging and engaging environments within their classrooms through tailored learning experiences designed within a team environment via a process of; planning, implementation and evaluation.

Paramount to this strategic direction is the successful involvement of our school community; fellow High Schools, feeder Primary Schools, community groups, parents, industry and institutions of Tertiary education. With this in mind our staff have successfully worked with Primary School students and their teachers in the delivery of quality lessons. We have established close links with a variety of external agencies aimed at continuing the path of academic success with our boys and University presence within our school is now commonplace. The Beyond the Bridge Program and our links with Sydney University's cultural diversity program have been key examples of success in this area.

The recruitment of our CLO and the consolidation of this role has added a dimension to our school and has been successful in the development of a working parent group committed to the success of our school.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All stage 3 students from our feeder primary schools will have had the opportunity to engage in productive and meaningful learning experiences in their respective high schools.	The Year 6-7 coordinator has worked with a variety of team members across Primary and High Schools to establish a variety of programs aimed at creating a smoother transition to High School whilst strengthening the reputation of the school in the wider community.	\$6 180.00
50% of all classroom teachers have had the experience of working with (team teaching, observing, sharing professional dialogue/professional learning or resources)	Staff have successfully collaborated in the process of planning, delivery and evaluation of lessons with Year 6 students to create a 'taste' of High School and evaluate the needs of our incoming cohort.	\$4 120.00

primary school or secondary teachers from another setting.		
Authentic partnerships are formed with local business /agencies/ TAFE/ Universities that directly support the school.	Our welfare team has created a platform by which external agencies will work with our boys to provide a depth of welfare needs as well as explore post school opportunities.	\$19 600.00

Next steps

- Our 'Masterclasses' will include teachers from all KLA's in 2016.
- Analysis of data will inform teaching and learning of our incoming cohort and the level of support that is provided to identify boys within our Year 7 group.
- Deeper links will continue to be established with a variety of institutions such as Sydney University and the 'Cultural Diversity' program.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p><i>Strategic Direction 1</i> All students have an individual learning plan and are making progress in both numeracy and literacy. The attendance of our boys is excellent and is almost ten percent above the average of non-indigenous students. Cultural significance is incorporated in ILP's.</p> <p><i>Strategic Direction 3</i> Local community members have worked on significant projects this year aimed at enhancing cultural awareness and further developing feelings of significant achievement amongst our boys.</p>	\$916.00
English language proficiency funding	<p><i>Strategic direction 2</i> During 2015 we have developed a trained Teaching English Language Learners (TELL) facilitator. As we progress staff will be trained in this program to enhance their ability, improve their skills and understanding.</p> <p><i>Strategic direction 3</i> Our Community Liaison Officer has worked with parent groups to develop an understanding of the demands and requirements of all KLA's as well as an understanding of how parents can monitor student progress.</p>	\$19 528.00
Targeted students support for refugees and new arrivals	<p><i>Strategic direction 1</i> ILP's have been developed for refugee students, progress in numeracy and literacy is closely monitored by the Learning Support Team. Social inclusion programs have targeted these boys to allow for them to fully participate in all aspects of our school whilst enhancing levels of belonging and significance.</p> <p><i>Strategic direction 3</i> Community programs have targeted our boys to ensure they have access to all of society's offerings, to ensure that their culture is included in their education and that their post school opportunities are given consideration throughout all their years of schooling.</p>	\$2 179.00

Socio-economic funding	<p><i>Strategic direction 1</i> In support of engaging our students as 21st century learners, a significant amount of funding has been spent on updating the technology within a variety of key school areas.</p> <p>These can be best described as follows; An upgrade of our school library into a learning hub. An upgrade of facilities and equipment in CAPA A technology upgrade, purchase of new power tools and an upgrade of facilities in TAS Interactive whiteboard technology in all Learning Areas.</p> <p><i>Strategic direction 2</i> A team of Executive teachers were trained in the program, Improving Pedagogy through mentoring. Each of these executive teachers has acted as a mentor for a number of staff members to improve classroom practice.</p> <p><i>Strategic direction 3</i> Our Community Liaison Officer has engaged families with a range of courses aimed at continued involvement with our school. One course has been identified and developed a number of staff who are now employed as SLSO's.</p>	<p>\$20 000.00</p> <p>\$25 000.00</p> <p>\$75 000.00</p> <p>\$312 000.00 (including an additional \$50 000 of school funds)</p> <p>\$3 700.00</p> <p>\$24 000.00</p>
Low level adjustment for disability funding	<p><i>Strategic direction 1</i> Our Learning Support Team has identified students requiring adjustment to teaching and learning programs and has targeted support within classroom structures as well as other strategies.</p>	<p>\$44 313.00</p>
Support for beginning teachers	<p><i>Strategic direction 2</i> As well as a reduction in face to face teaching for our beginning teachers, all were provided with a mentor, the position of Beginning Teacher Coordinator has been established and beginning teachers have been timetabled to team teach with experienced classroom practitioners.</p>	<p>\$17 370.00</p>

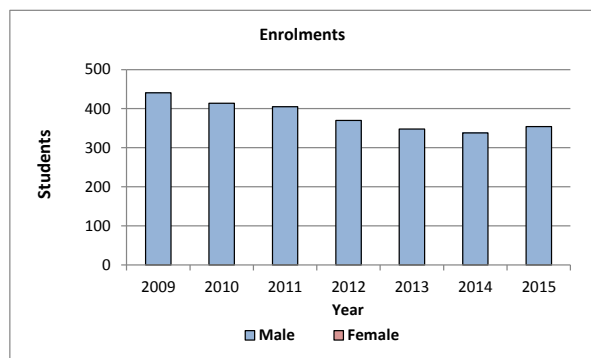
Mandatory and optional reporting requirements

Student information

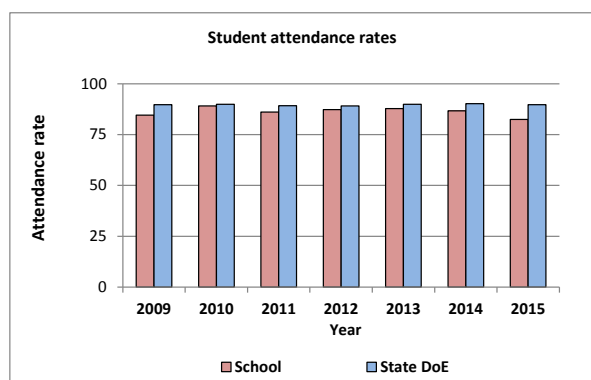
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

	Year	2009	2010	2011	2012	2013	2014	2015
	7	87.5	93.6	90.1	93.7	92.1	93.2	90.4
School	8	85.2	88.6	89.9	90.5	90.9	88.0	83.4
	9	86.0	87.2	86.1	88.1	91.8	86.3	83.5
	10	82.2	87.1	82.6	82.3	83.6	89.5	81.1
	11	84.3	89.7	78.8	81.9	81.5	79.6	77.1
	12	81.1	87.4	90.1	86.7	87.9	86.0	79.0
	Total	84.6	89.1	86.1	87.3	87.8	86.7	82.5
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7



Student attendance profile



Year advisors are tasked to monitor those students whose attendance is below 85% and this regular monitoring of attendance data has ensured that the school is easily able to identify students with concerning attendance patterns.

For those students that have concerning attendance patterns with no improvement, they are referred to the Head Teacher Administration for continued monitoring and the implementation of an individual attendance improvement program.

If after the intervention of the Head Teacher Administration there continues to be attendance concerns, then other members of staff including the Deputy Principal, HSLO and parents will be involved in the development of an individual student attendance program.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment			
employment	1.8	8	5.6
TAFE entry			5.6
university entry			51
other school	16.5	12.9	5.6
apprenticeship	1.8	12.9	3.7
unknown	1.8	11.2	5.6

In 2015, at Birrong Boys High School, 53 students completed the HSC course. The school has offered a flexible program to enable students to complete either the academic ATAR based course or the Non ATAR based program of study. There were 20 students (37.5 %) who completed the Non ATAR based course and included in their course of study at least two to three VET / TVET courses, and 33 students (62 %) of the whole cohort completed at least one VET / TVET course.

There were 32 students (60.5 %) completing the ATAR based HSC course and 21 students (39.5 %) completing the Non ATAR based HSC course.

TVET / VET COURSES available and students chose to study included:

- Retail
- Construction
- Information Technology
- Industrial Technology
- Sport Coaching
- Plumbing

ATAR Based HSC Students

- 32 students completed the academic ATAR based HSC pathway.
- 27 students (**84.5% of the 32 students**) were offered a place at university, a **significant increase from 2014**.
- There was a **24% increase** in the number of students gaining a place at university from the **2014 cohort**.
- Courses enrolled in include: Construction Management, Pharmacy, IT, Business / Commerce (4), Biomedical and Civil Engineering, Criminology, Policing, Biotechnology, Chiropracting, Nursing, Marine Biology, Sport Management and Journalism. There was an increase in the variety of courses applied for compared to 2014.
- Six students were made offers into particular university courses based on school recommendation, an increase compared to 2014.
- Seven students were made early offers into courses, an increase compared to 2014.
- University offers made to students were from: UTS, UWS, University of Newcastle, Macquarie University, Australian Catholic University (ACU), Notre Dame and the University of New England. Offers were made through UAC and directly. There was an increase in the variety of universities that students had applied to in 2014.
- The other five students who were not offered university places have enrolled in TAFE courses including: Transport and Logistics and a variety of Construction / Building based courses.

NON ATAR Based HSC Students

- All 21 students (100%) of the non ATAR based students completed at least two VET/TVET subject for the HSC.
- One student is employed in carpentry and enrolled in TAFE.
- Four students have apprenticeships in the automotive and building field.

Year 12 students undertaking vocational or trade training

Birrong Boys High School offers a wide range of Vocational Education and Training (VET) Courses. These courses play an important role in the development of the social, interpersonal and employment skills that lead our students to participate successfully in our community.

At Birrong Boys High School students have the opportunity to undertake the following VET frameworks: Construction, Retail Services and Sports Coaching, 65% of Year 12 students undertook vocational training through their study compared to 76% from the previous year.

Year 12 students attaining HSC or equivalent vocational educational qualification

Thirty-three students of the thirty-four Year 12 students attained an HSC or equivalent vocational educational qualification in 2015.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	6
Classroom Teacher(s)	27
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administrative & Support Staff	6
Other positions	0
Total	46

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2015 no indigenous staff members were employed by the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

Professional learning and teacher accreditation

Professional Learning is an integral part of the school as it is a key factor to the implementation of the school plan and plays an important aspect of the school's budget.

Performance and Development plans are aligned to the Australian Professional Standards, which formed part of the Performance and Development Plan.

Staff at Birrong Boys High school have access to information regarding professional learning courses from a variety of external providers as well as from the DoE. School Development days were conducted at the beginning of Terms 1, 2 and 3 as well as the last day of term 4. All staff actively participated in the school development days on Code of Conduct, curriculum planning, behavior management, school excellence framework, Australian Standards for teachers, school plan, HSC and NAPLAN result analysis, quality teaching, child protection, Welfare, and technology.

Professional learning is supported and conducted during faculty, staff, executive and committee meetings are held throughout the year.

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	1101937.66
Global funds	338539.52
Tied funds	638353.50
School & community sources	90368.92
Interest	28785.05
Trust receipts	4628.19
Canteen	0.00
Total income	2202612.84
Expenditure	
Teaching & learning	
Key learning areas	70283.84
Excursions	10165.68
Extracurricular dissections	37526.38
Library	1000.77
Training & development	1395.50
Tied funds	504071.83
Casual relief teachers	127021.83
Administration & office	123137.72
School-operated canteen	0.00
Utilities	79414.45
Maintenance	52306.56
Trust accounts	6336.03
Capital programs	39940.00
Total expenditure	1052600.59
Balance carried forward	1150012.25

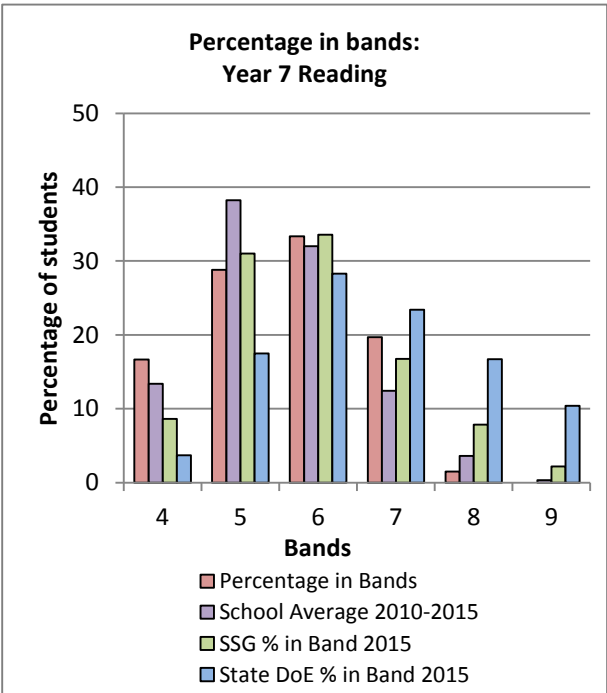
School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understanding demonstrated in these assessments.

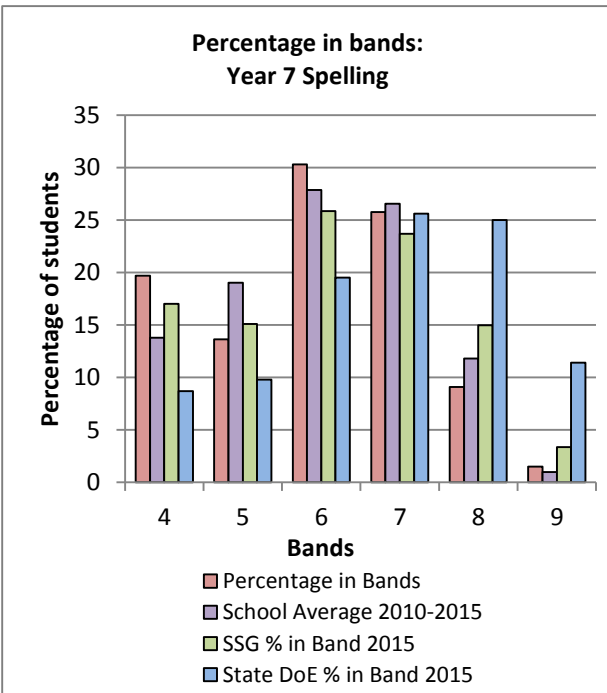
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



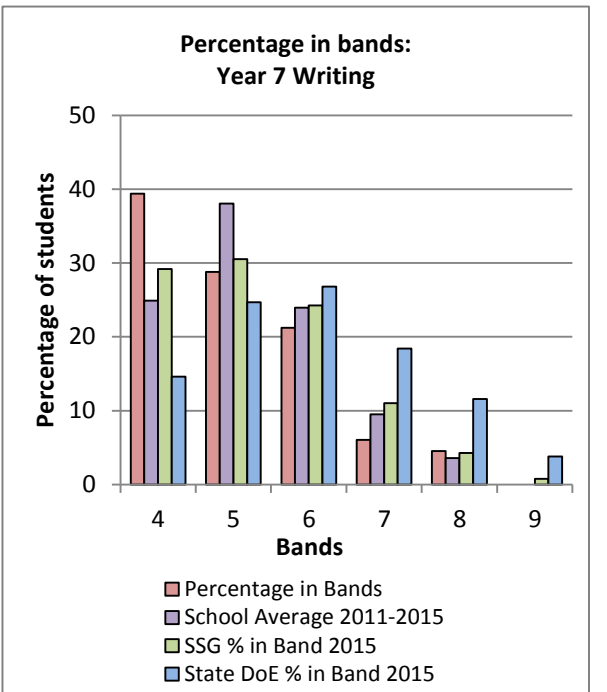
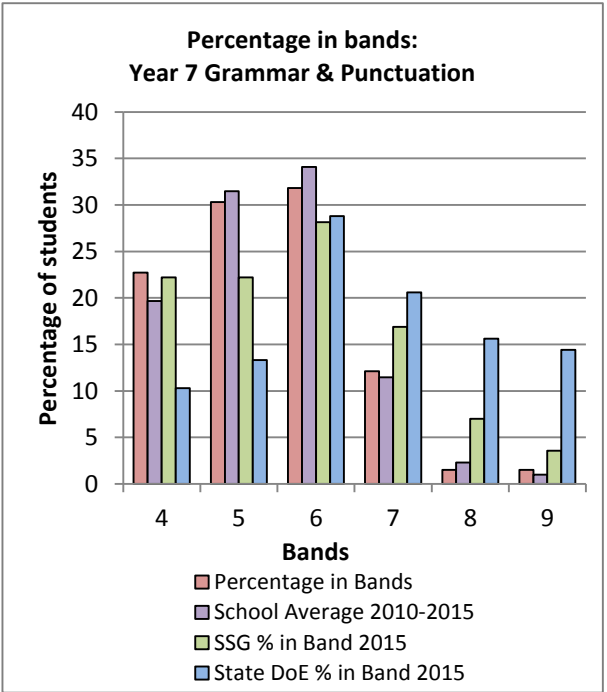
Year 7 Reading

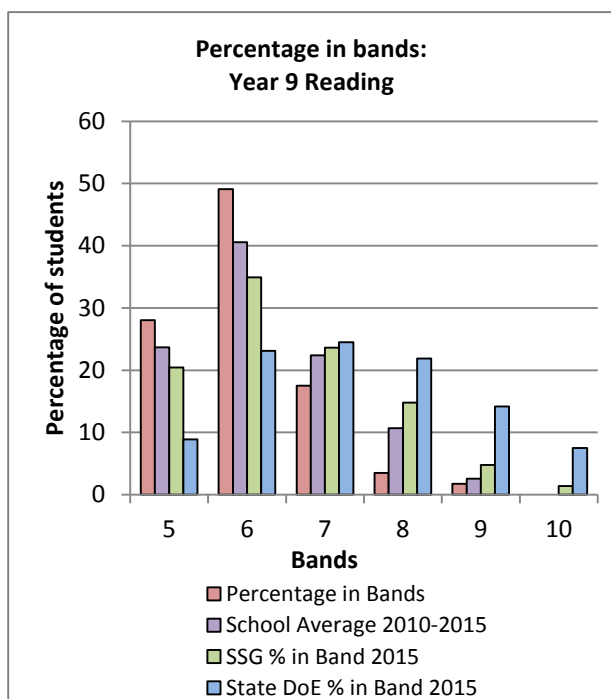
Our student growth (48.3%) was above state average (42.5%).



Year 7 Spelling

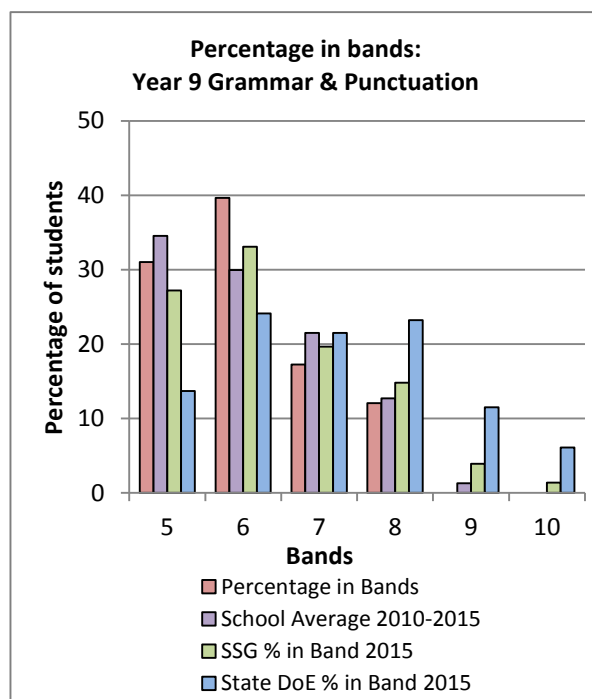
Our student growth (53.2%) was above state average (50.7%).





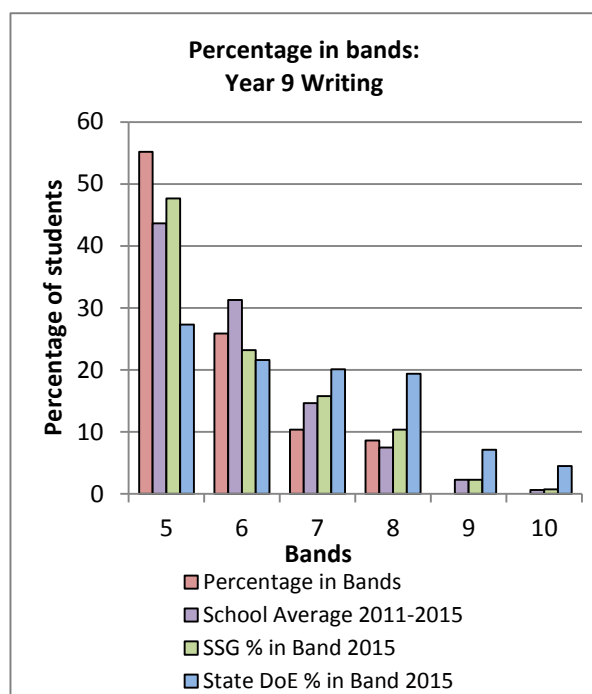
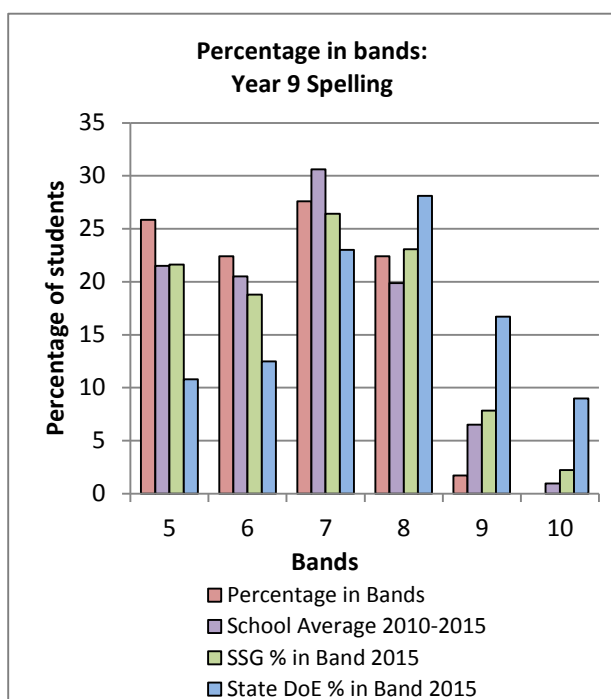
Year 9 Reading

Our student growth was on par with state average.

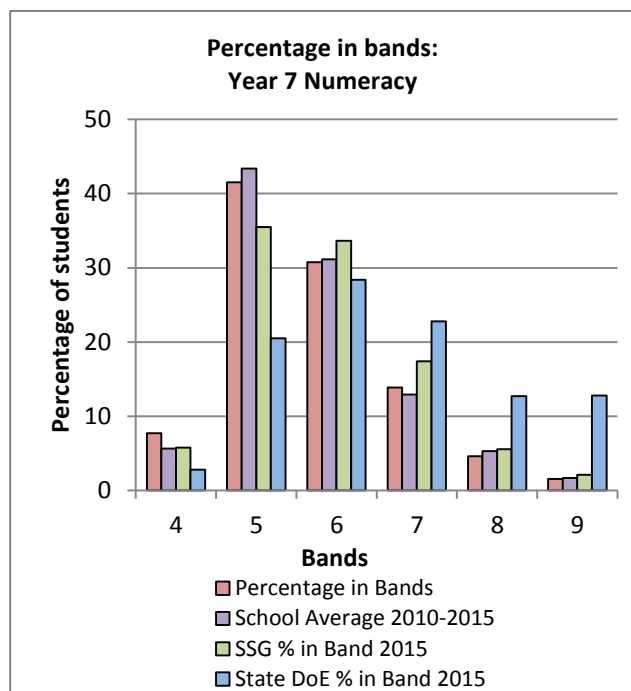


Year 9 Grammar and Punctuation

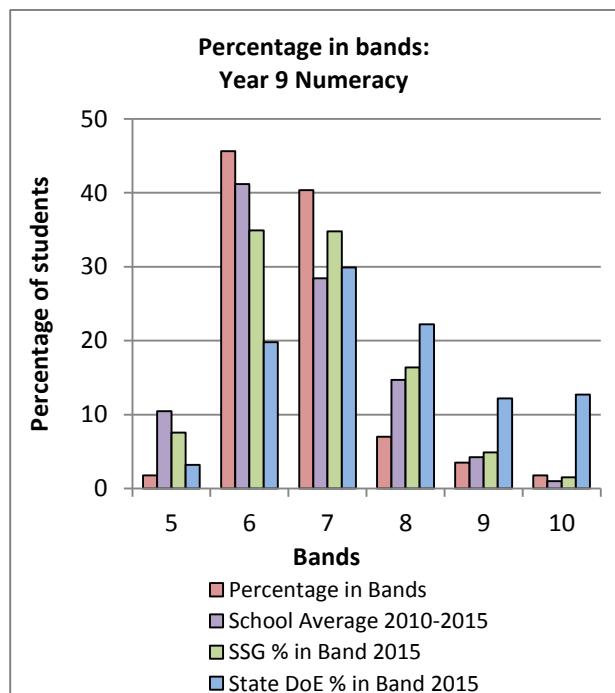
We attained above state average in expected growth
- state: 27.7% Birrong Boys High School: 35.2%.



NAPLAN - Numeracy



There has been a reduction in the percentage of students in Bands 5 and 6 compared to the previous school average. This has created an increase in the percentage of students in Band 7 and Band 9 has remained consistent. Over 90% of students in Year 7 have achieved above the minimum standard for Numeracy.

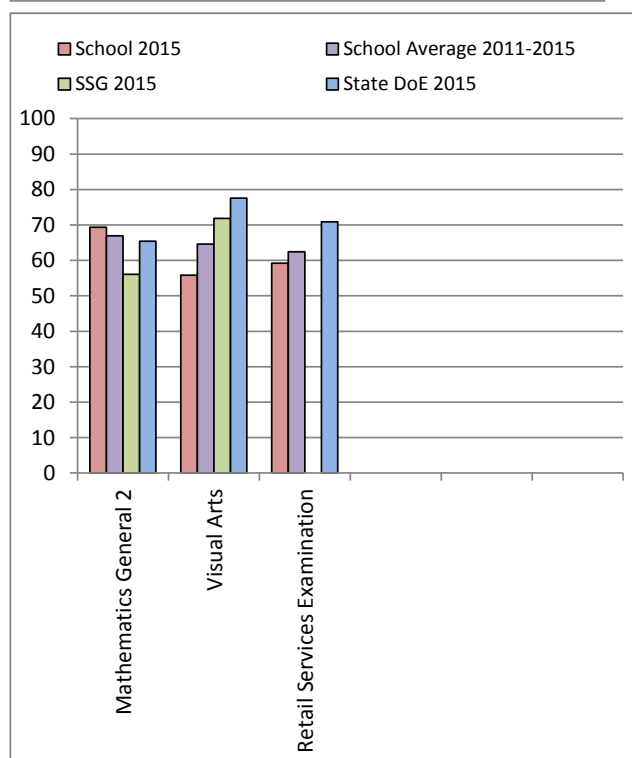
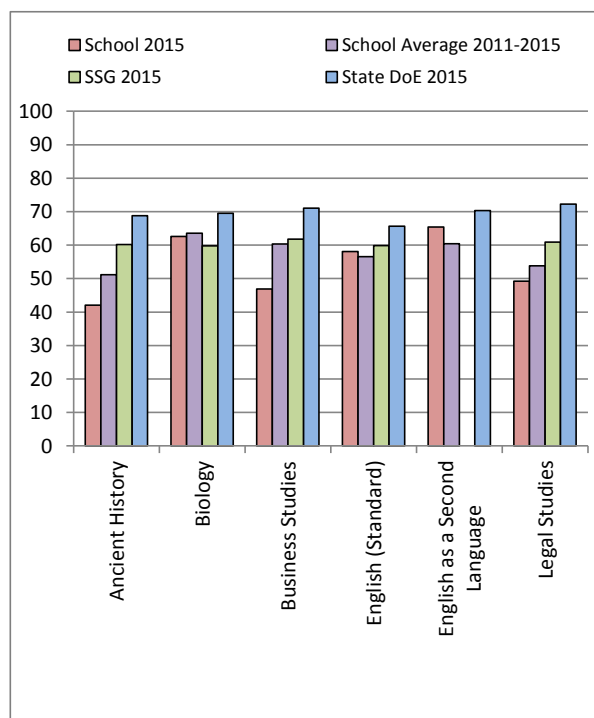


There has been a significant reduction in the percentage of students in Band 5 compared to the previous school average. This has created an increase in the percentage of students in Bands 6

and 7. Band 10 has also seen a slight increase compared to previous years. Nearly 100% of students in Year 9 have achieved above the minimum standard for Numeracy.

Higher School Certificate (HSC)

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



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below. Students feel that what they learn is important and worthwhile and that they are acquiring skills in literacy and numeracy that will help them in life. More importantly, students agreed that teachers clearly explain literacy and numeracy skills and their relevance.

A similar percentage of students felt they learnt important things at school. They believe that school has taught them teamwork, communication, respect and responsibility. There is a consensus among parents that we value the diversity of student's background, and the school's system of evaluating students is very fair. Staff indicated that the professional learning they received had substantial advantages to teaching and learning, including improved assessment tasks, explicit teaching strategies and deeper understanding of welfare issues.

Policy requirements

Aboriginal education

As part of the mandatory component, Aboriginal education plays a crucial part of student's learning at our school. There is one Aboriginal student enrolled at our school in 2015. To develop better understanding of Aboriginal education we initiated to improve the outdoor learning area, which not only had native and cultural plants but also beautiful wall paintings and we named it the Warami Garden (which means "welcome or good to see you" in Aboriginal language).

Multicultural Education and Anti-racism

Birrong Boys High School continues to be a culturally rich and diverse community with many students from a language background other than English. In this environment, students develop an awareness and appreciation of other cultures. Teaching and learning programs across all subject areas present a multicultural focus and encourage students to explore, evaluate and appreciate a wide variety of

texts and learning materials from a range of cultures, including their own. The NSW Quality Teaching Framework area of significance is an important guide to teaching practice in this area. The school has an EAL/D teacher who works in a team teaching across the school with a particular focus on supporting student literacy learning. There is one trained Anti-Racism Contact Officer (ARCO) at Birrong Boys High School. The ARCO is a key role supporting the school's ethos of inclusiveness, respect and a sense of belonging for everyone.

The staff and students of Birrong Boys High School hosted a Community Breakfast in March 2015. The breakfast provided staff and students the opportunity to share the positive and major achievements of 2014 and to build community links.

The recently arrived EAL/D students are supported through team teaching by KLA and EAL/D teachers in targeted Year 7, 8 and 9 English classes while the Year 10 parallel EAL/D English class is taught entirely by an EAL/D teacher. There is one Year 11 and Year 12 Stage 6 class where Preliminary and Higher School Certificate English (ESL) courses are offered. Year 11 students are further supported through a Fundamentals of English course.

It was a welcoming year for International students as there were new students who have joined the Birrong family. We successfully hosted visits by international teachers from Korea and Indonesia under a study tour program. The multicultural diversity of Birrong Boys High School is celebrated regularly and the school is a cohesive place of acceptance where learning for all is valued.

Other school programs

▪ Student leadership

During 2015, the Student Representative Council (SRC) organised and assisted with many activities and events over the course of the year which resulted in us achieving our goal of raising the profile of the SRC. One of the first events we organised was the SRC election. Ballots were counted and we welcomed the largest SRC cohort in recent years of 33 new faces from all year groups. Leadership is also actively promoted as a whole school value. The school encourages and fosters students in developing their leadership capacity, both at school and in the wider community. Students are provided with opportunities to engage in "big picture" issues

and have the full support of the school in their endeavours.

On 5 November 2015 nine schools participated in the SRC leadership meeting hosted by Birrong Boys High School to discuss leadership opportunities and progress of the schools SRC. The meeting ran for half of the day and we were happy to share the successful events and contribution done by SRC.

In Term 1 the SRC ran the barbecues for the Year 6 orientation day and study skills day for Years 10, 11 and 12 and were involved in parent tours around the school. It was quite tiring at times but the SRC representatives carried out their duties with pride and respect.

This year the SRC at Birrong Boys High School has been involved in many different activities within and outside the school. Within the school, these include Footy Colours Day, Legacy Day, Bandana Day, White Ribbon Day and Open Day for the primary school visits.

Birrong Boys High School has broken the record of selling badges on legacy day by raising the highest amount.

We are extremely proud of what the SRC has accomplished this year and we look forward to an even more productive and exciting year ahead with a much more hands-on approach to our job.

■ **Project Based Learning**

In Term 4 we introduced Project Based Learning (PBL) with the Year 9.1 class. PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. The introduction of this style of teaching and learning allowed the students to be engaged as resilient and responsible 21st Century learning which aligns with our Strategic Direction 1. It also gave teachers the opportunity to broaden their teaching skills and become world class teachers in learning which also supports the schools Strategic Direction 2.

The project that students worked on dealt with a current issue, that of Climate Change. Students were placed in groups and were asked the question '*How can I create an environment that uses energy efficient resources to function?*' Through the KLA's of

English, Maths and Science, students looked at climate change, its causes and effect, renewable energy and their own carbon footprint. In their teams, students created a suburb using recycled materials. They carefully thought out what needed to be included in their suburb for it to function on a daily basis as well as the renewable energy sources they needed to include to ensure their suburb was sustainable. Students had to think critically, solve problems, work in teams, create a suburb and make presentations. These skills will help students succeed in the future, both in school and in today's work world.

■ **Achievements in sport**

- Jesse Hutabarat (Swimming) - Zone, Sydney South West Area and CHS representative in 400m and 800m Freestyle.
- Cross Country - the following students qualified for Sydney South West Cross Country Championships: Haider Alkhazaaly, Moggaba Almansoor and Ali Kolka.
- Athletics - the following students qualified for Sydney South West Athletics Championships: Abdul-Rahman Ghanem (13 years discus and shot put), Kerem Benzer (12 years shot put) Khaled Tamer (17 years discus and shot put).
- Juan Andrei Arnade - Bankstown Zone Volleyball Representative at Area championships.
- Bati Koroisau and Khaled Tamer - Bankstown Zone Rugby League representatives at Area championships.

■ **Environmental education and sustainability**

Our school is committed to promoting sustainability and biodiversity. To support these goals both staff and students work together to develop programs that actively involve the whole school community in growing food gardens, maintaining bush habitat and creating inclusive outdoor environments.

The vegetable garden and the bush garden have been maintained by classes in Science and Food Technology as part of learning about the environment through hands on experiences. Produce from the garden is taken home by students, sold to staff or used in the canteen or Food Technology Classes. Students from the Environment Team meet at lunch or recess to water, plant, weed and harvest. The school makes its own fertiliser by using compost and worm farms which are supported by food waste from the school canteen.

The Garden Shed was completed this year and is a most attractive feature and a great asset to the area. Now all tools and equipment are conveniently located next to the vegetable garden. Thanks to Mr Livermore and the many boys who have helped in this construction.

Our bush garden features local plants and is home to birds, lizards and a wide variety of insects. This year Bankstown City Council sent their Bushcare Team to work with students from Year 10 to regenerate the indigenous species zone. They demonstrated weeding techniques and taught students about weed identification. Each year Bankstown City Council donates local plants which are used on Tree Planting Day in July.

On Anzac Day a solemn ceremony took place to plant a Lone Pine tree to commemorate those who have suffered in wars over the centuries.

The opening of the "Warami" Garden was an exciting event in 2015. The name Warami was chosen by the School Representative Council and means "welcome or good to see you" in the Aboriginal language of this area. A former Aboriginal student and some current boys, created a colourful mural in the garden entrance. Many students contributed to making this a welcoming and peaceful haven where special events can be celebrated. The garden beds have been weeded, mulched and planted with hardy native species. In addition, a grant from the Environment Trust was used to purchase 15 Finger Limes and to install a rainwater tank. This will create a "bush foods" zone and be accessed by Food Technology classes as part of their study of native produce. In time, the limes will be harvested and lessons and recipes developed around this unique fruit. The Student Representative Council is also involved in maintaining the gardens.

The involvement of so many students and staff has made 2015 an eventful and successful year for the school environment.