

Birrong Boys' High School Annual School Report 2014



School context statement

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 338 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 classified as PSFP which provides additional resources to meet these needs. 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 (Positive Behaviour Interventions and Support) 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. We maintain a constant focus on quality teaching and learning for both mainstream and support 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.

Principal's message

The 2014 Annual Report provides information to our whole school community about our achievements during 2014 and our future goals for 2015 and beyond. This report is a thorough and accurate result of a whole school evaluation process.

Established in 1958 Birrong Boys High School has a strong tradition of providing a quality education for boys with an emphasis on academic rigour, sporting excellence and the arts. The whole school community is active in our goal of transforming our boys into fine young men who actively contribute, in a positive manner, to the wider community.

Our school structures meaningful educational programs aimed at maximising the achievement of course outcomes and to challenge our students to become creative, independent learners.

Our school works closely within our community for the advancement of our students and to consolidate further ties with feeder Primary Schools, Parents and Cultural groups.

Birrong Boys motto 'From Each His Best' encourages all students to strive to fulfil their potential in academic, sporting and artistic fields whilst being mindful that our school and the wider community has the highest of expectations of our boys.

P & C and/or School Council message

Parents have once again been active this year in educating our boys through a range of activities including parent meetings twice a term, parent and teacher evenings, subject information forums, workshops and selection committees.



Student Representative's message

The year 2014 of the SRC team at Birrong Boys' High School has been outstanding.

SRC stands for student representative council. This is made up of a group of students in a school who are willing to help other students, school and community by presenting ideas, helping to raise funds for a cause and other services that will benefit whole school and community. The SRC also informs its peers of any type of important information which affects the student body.



The purpose of being an SRC student is to teach students how the school works by making right decisions that are made to changes. Being in the SRC team also gives the students opportunity to make decisions and other skills that help later in



life.

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 Ribbons Day and Open Day for the primary school visits. The SRC boys had the opportunity to enhance their leadership skills further by participating in the regional SRC Leadership Meeting at East Hills Girls' High School along with other 15 high schools.

I was also privileged to receive the 2014 School Citizenship Award in recognition of my work to



improve the needs of students at school and trying my best by following the school motto- **From each his best.** Our other SRC member Ameer Harris (Year 10) also had the chance of becoming one of the finalists in the Youth Week Writing competition at Bankstown.

SRC has been making decisions on raising funds for the boys' toilet to improve its look. Fundraising has taken a lot of SRC's time this year with charities but the boys have shown great commitment by working tirelessly.

In conclusion being involved in the SRC team is one of the most important steps in gaining the skill it takes to be a leader who is caring and respectful not only in school but in adult life in the community. Each student at Birrong Boys' High School has the opportunity to be involved and it is an honour for every student at school to represent themselves and their peers by having good influences and a great passion. Finally I would like to thank the SRC boys for their support, hard work, commitment and excellent team work to make this year a big success.

Errol Blas (Year 11)

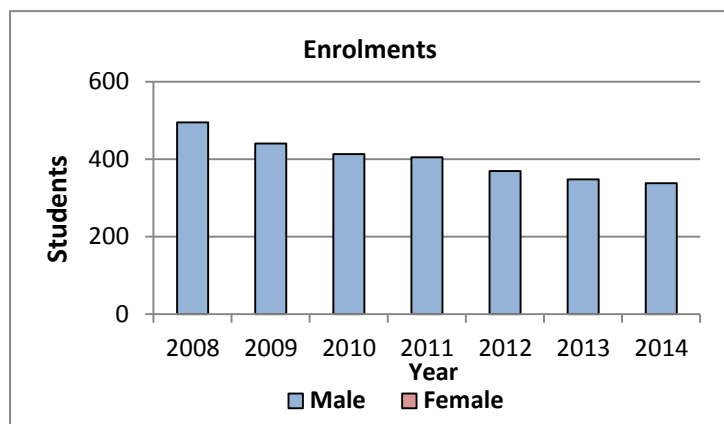
SRC President

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

| Gender | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------|------|------|------|------|------|------|------|
| Male | 495 | 441 | 414 | 405 | 370 | 348 | 338 |
| Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

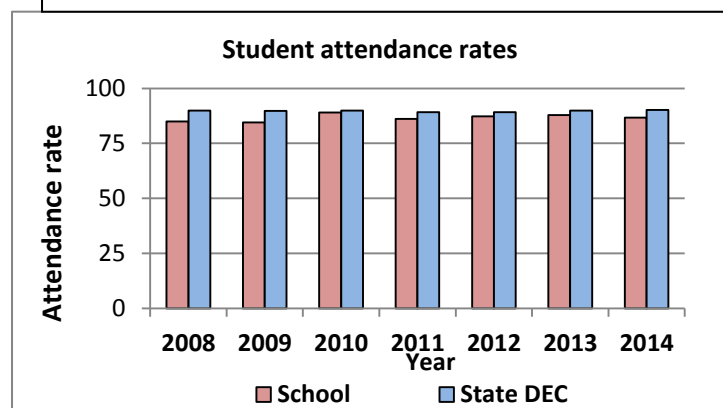


Note: Enrolments for central schools are for 7-12.

Student attendance profile

| | Year | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|-----------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | | | | | | |
| School | 7 | | 87.5 | 93.6 | 90.1 | 93.7 | 92.1 | 93.2 |
| | 8 | | 85.2 | 88.6 | 89.9 | 90.5 | 90.9 | 88.0 |
| | 9 | | 86.0 | 87.2 | 86.1 | 88.1 | 91.8 | 86.3 |
| | 10 | | 82.2 | 87.1 | 82.6 | 82.3 | 83.6 | 89.5 |
| | 11 | | 84.3 | 89.7 | 78.8 | 81.9 | 81.5 | 79.6 |
| | 12 | | 81.1 | 87.4 | 90.1 | 86.7 | 87.9 | 86.0 |
| | Total | 84.9 | 84.6 | 89.1 | 86.1 | 87.3 | 87.8 | 86.7 |
| State DEC | 7 | | 92.3 | 92.6 | 92.5 | 92.4 | 93.2 | 93.3 |
| | 8 | | 90.0 | 90.5 | 90.1 | 90.1 | 90.9 | 91.1 |
| | 9 | | 88.8 | 89.1 | 88.8 | 88.7 | 89.4 | 89.7 |
| | 10 | | 88.7 | 88.3 | 87.1 | 87.0 | 87.7 | 88.1 |
| | 11 | | 89.4 | 89.1 | 87.6 | 87.6 | 88.3 | 88.8 |
| | 12 | | 89.4 | 89.8 | 89.2 | 89.3 | 90.1 | 90.3 |
| | Total | 89.9 | 89.7 | 89.9 | 89.2 | 89.1 | 89.9 | 90.2 |

Note: Attendance rates for central schools are for 7-12.



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 alone 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

| Post-school destinations | Year 10 | Year 11 | Year 12 |
|--------------------------|---------|---------|---------|
| | % | % | % |
| seeking employment | 0 | 0 | 2 |
| employment | 5 | 9 | 12 |
| TAFE entry | 2 | 4 | 41 |
| university entry | 0 | 0 | 45 |
| other | 0 | 0 | 0 |
| unknown | 0 | 0 | 0 |

At Birrong Boys' High School, 39 students completed the HSC course. The school has offered a flexible program to enable students to complete either the academic or Non ATAR based program of study. There were 12 students (34.76%) who completed the non ATAR based course and included in their course of study at least one to three VET/TVET courses, and 29 students (74.35%) of the whole cohort completed at least one VET/TVET course. There were 27 students (69.24%) completing the ATAR based HSC course.

TVET/VET Courses available to students included:

- Hospitality
- Retail
- Construction
- Information Technology
- Automotive

Non ATAR Based HSC Students

- All 12 (100%) of the non ATAR based students completed one VET/TVET subject for the HSC.
- One student is employed in plumbing and enrolled in TAFE.
- One student has an apprenticeship in mechanics (Toyota) and is enrolled in TAFE.
- Four students are enrolled in Private Colleges, studying Business.
- One student is enrolled in TAFE studying IT.
- One student is enrolled in CAD drafting at TAFE.
- Two students are employed, both working in retail.
- Two students we couldn't contact.

ATAR Based HSC Students

- 27 students completed the academic ATAR based HSC pathway.
- 12 students (**44.5% of the 27 students**) were offered a place at university (state average around 30%).
- There was an increase in the number of students gaining a place at university from the **2013 cohort**.
- Our international student did not accept his offer as he was overseas.
- Courses enrolled in include: Construction Management (2), IT (2), Science (1), Sport Development (1), Business/Commerce (2), Arts (1), Policing (2), Engineering (1).
- Two students were made offers into particular university courses based on school recommendation schemes.
- No students were made early offers into courses.

- University offers made to students were from: UTS, UWS, UNSW, University of Sydney, Macquarie University, Notre Dame. Offers were made through UAC and directly from the institution.
- The other 16 students who were not offered university places have enrolled in Private Colleges and TAFE:

Courses including: Frontline Management, Accounting, Auto Mechanics, CAD Drafting, Computing and a variety of Construction/Building based courses

Other private colleges include: Think Group, ACBC and ABA.

Overall, there was a slight decrease in the number of students entering university (44.5%), however, they still managed to be above the regional average (regional average is around 20%). All students were made offers to either University, Private Colleges and TAFE or are working. An increased number of students chose alternative education pathways and providers.

Year 12 students undertaking vocational or trade training

Birrong Boys High School offers a wide range of Vocational Education and Training 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, Hospitality, Retail services and Sports Coaching, 76% of Year 12 students undertook vocational training through their study compared to 73% from the previous year.



Year 12 students attaining HSC or equivalent Vocational educational qualification

Thirty students of the thirty one (97%) of Year 12 students attained an HSC or equivalent vocational educational qualification in 2014.

Workforce information

It is a requirement that the 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 |
| Head Teachers | 6 |
| Classroom Teacher(s) | 31 |
| Learning and Support Teacher(s) | 2 |
| Teacher Librarian | 1 |
| Teacher of ESL | 1 |
| School Counsellor | 1 |
| School Administrative & Support | 6 |
| Total | 51 |

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

In 2014 no indigenous staff members were employed by the school.

Teacher qualifications

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

The teaching staff at Birrong Boys High School are highly qualified in their subject areas. The staff members have also shown a high commitment to ensuring that student teachers and newly trained teachers are supported through quality training and professional development.

| Qualifications | % of staff |
|-----------------------|-------------------|
| Degree or Diploma | 100 |
| Postgraduate | 18 |

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.

Professional learning plans, aligned to the National Professional Teaching Standards, which formed part of the Teacher Assessment and Review Schedules (TARS) are developed by all staff.

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 DEC. The annual Executive conference was held to plan and implement key priorities aligned with the DEC goals. 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 quality teaching, child protection, anaphylaxis, Welfare, and technology.

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

Beginning Teachers

Beginning teachers have been supported by utilising the funding granted under Great Teaching, Inspired Learning. This support has been provided in a number of ways.

- Our first year teacher was provided with a reduced teaching load in order to focus on classroom management and programming, understanding school and departmental policies and to commence the accreditation process.
- This teacher was also allocated some periods of team teaching and support with an experienced teacher in order to gain skills and strategies that could be utilised in their own classroom.
- All beginning teachers are supported by their faculty Head Teacher and Beginning Teacher Mentor in the accreditation process and BOS policies. They also provide mentoring for beginning teachers when issues arise.
- Beginning teachers are provided with opportunities to attend professional learning including Early Career Teacher Course by the NSW Teachers Federation, Effective Teaching Strategies and Classroom Management by the NSW Teachers Federation and Seeking Accreditation at Proficient Level by DEC.

Financial summary

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

| | |
|--------------------------------|------------|
| Date of financial summary | 30/11/2014 |
| Income | \$ |
| Balance brought forward | 855082.57 |
| Global funds | 346751.45 |
| Tied funds | 601965.63 |
| School & community sources | 80169.36 |
| Interest | 27309.20 |
| Trust receipts | 1952.20 |
| Canteen | 0.00 |
| Total income | 1913230.41 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 75845.30 |
| Excursions | 10826.86 |
| Extracurricular dissections | 30135.56 |
| Library | 1507.78 |
| Training & development | 1374.78 |
| Tied funds | 349670.30 |
| Casual relief teachers | 92832.42 |
| Administration & office | 118291.01 |
| School-operated canteen | 0.00 |
| Utilities | 83643.97 |
| Maintenance | 44294.93 |
| Trust accounts | 2869.84 |
| Capital programs | 0.00 |
| Total expenditure | 811292.75 |
| Balance carried forward | 1101937.66 |

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

At Birrong Boys High School we aim to provide a varied curriculum with opportunities for students to excel in many different areas. The school has a strong tradition of participation in sporting activities, the arts and in many other areas in partnership with the community.

Academic achievements

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 understandings demonstrated in these assessments.

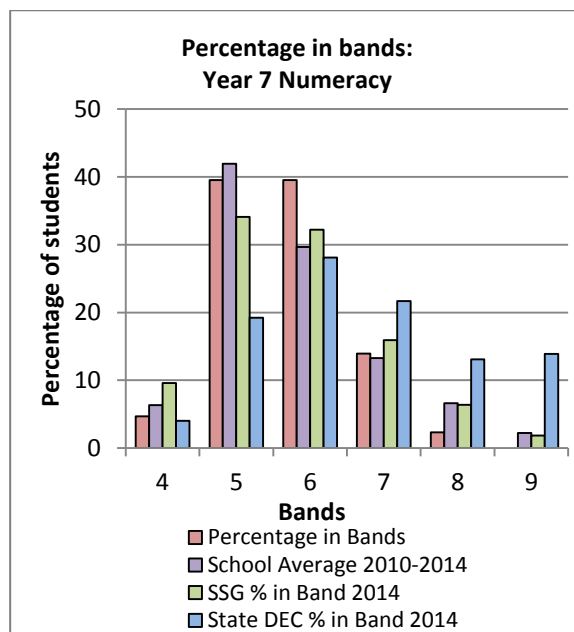
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

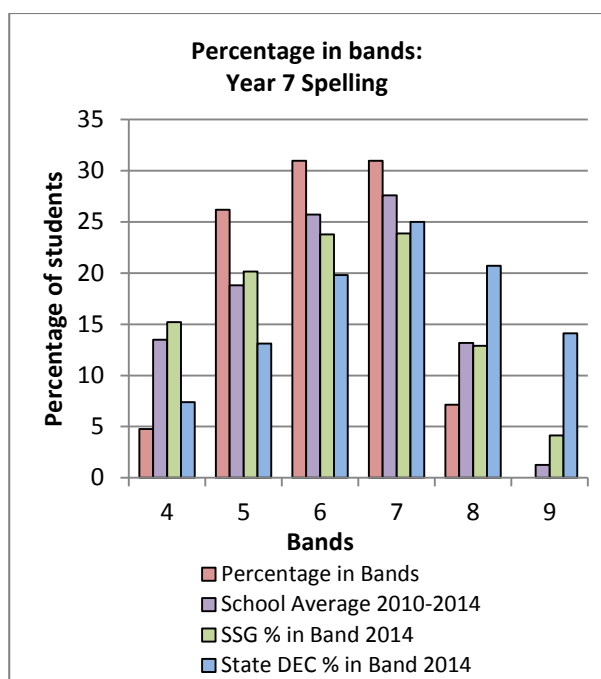
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation).



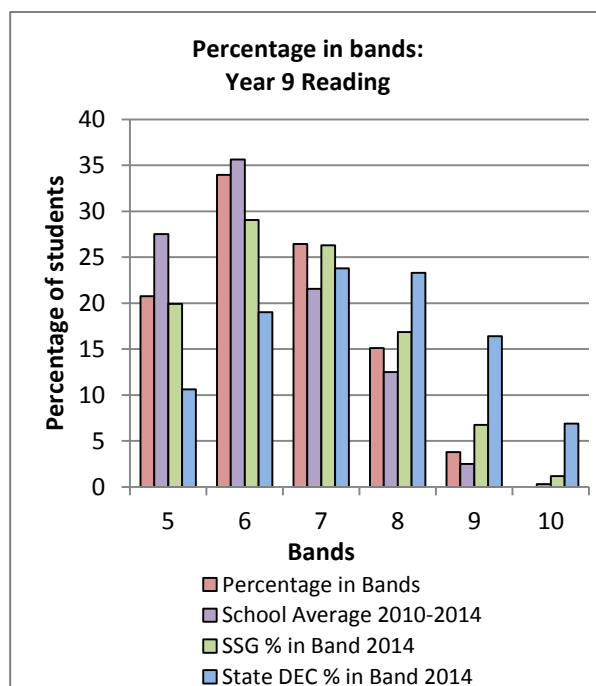
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



Year 7, 2014 spelling saw a significant improvement in the number of students in bands 6 and 7. While in Reading, Writing, Grammar and Punctuation the majority were placed in the middle bands.

NAPLAN Year 7 – Numeracy

NAPLAN tests are reported over 6 bands, the lowest being 4 and the highest 9. In 2014 the majority of students gained results in the lower bands, however there was a decrease in the percentage of students achieving in the lowest bands when compared to previous years.

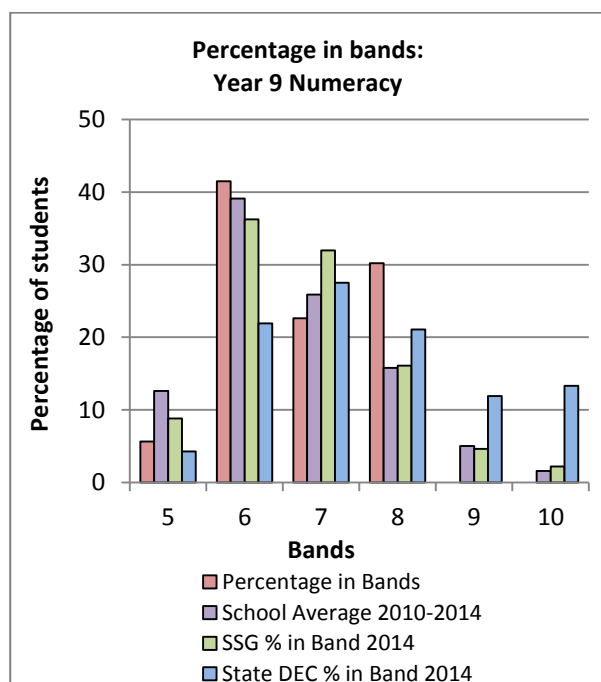


There was a decrease in year 9 reading in 2104 in bands 5 with 20.8% compared to school average 2010-2014 of 27.5% and band 6 with 34% compared to 35.6% school average 2010-2014. In year 9 reading an increase in bands 7 of 26.4% compared to 21.6% for the school average 2010-2014, with band 8 (15.%) compared to 12.5% of school average between 2010 and 2014 and band 9 3.8% compared to 2.5% of school average 2010-2014.

Year 9 (Compared to the state)

| | (NSWDEC) | BBHS |
|----------|----------|-------|
| Reading | 38.7% | 50.6% |
| Writing | 21.3% | 31.8% |
| Spelling | 33.5% | 24.6% |
| Grammar | 23.8% | 29.8% |
| Numeracy | 48.8% | 44.4% |

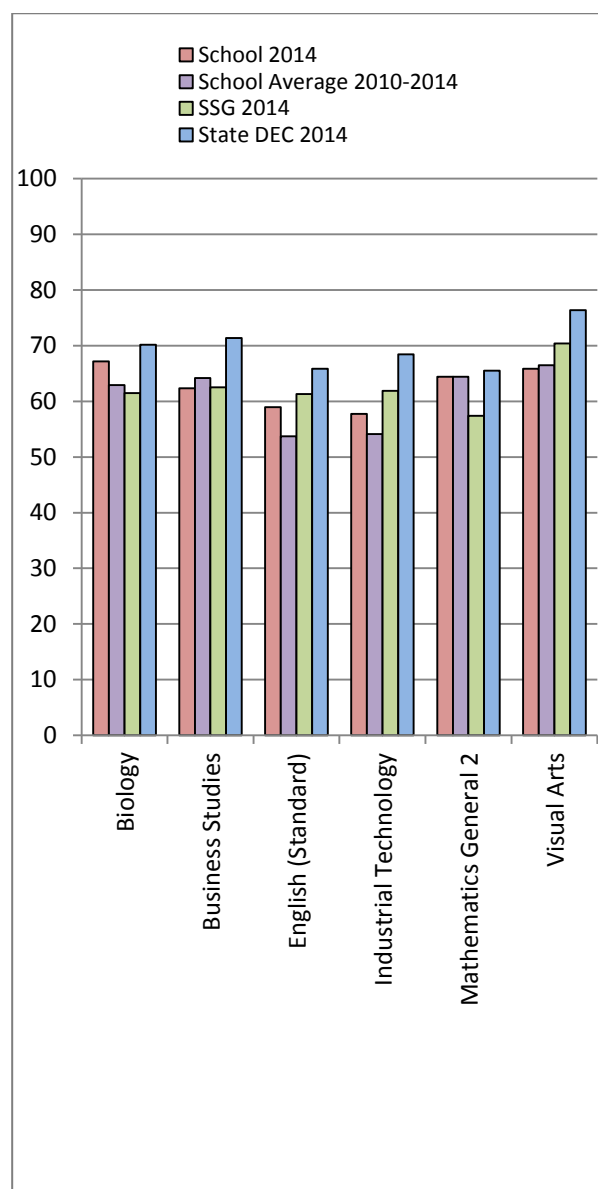
NAPLAN Year 9 - Numeracy

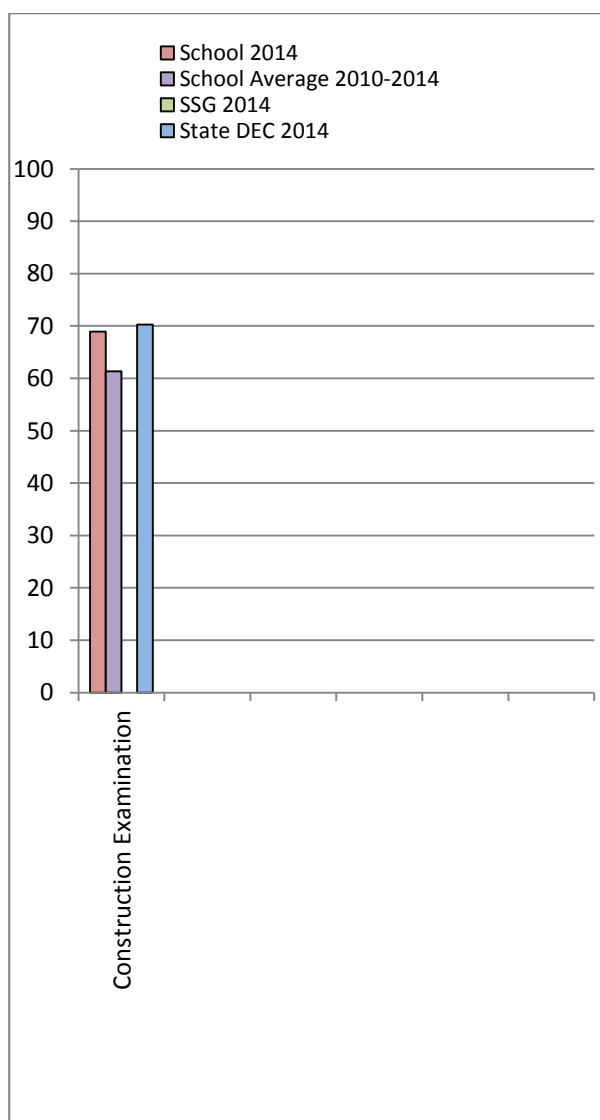


Results for year 9 Numeracy indicate a decrease in the lower band with 5.7% of students achieving band 5 compared to 12.6% school average 2010-2014. Most significantly the increase in band 8, 30.2% of students in 2014 achieved band 8 compared to 15.8% for the school average 2010-2014.

Higher School Certificate (HSC)

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





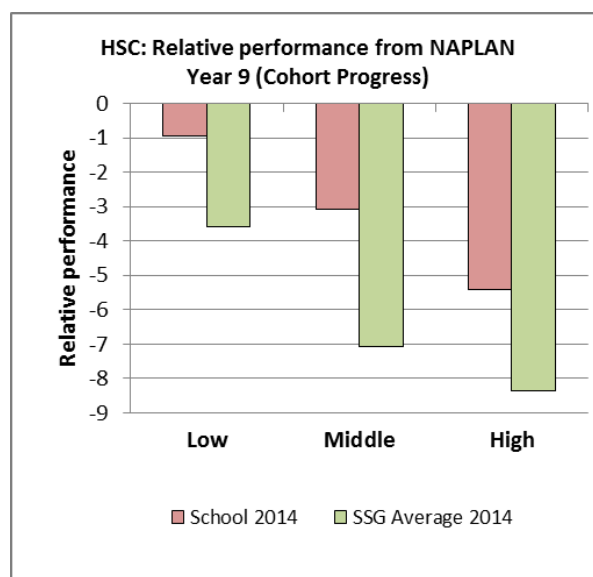
39 students sat for the Higher School Certificate in 2014, one band 6 was achieved in Mathematics and five band 5s were achieved across a variety of subjects including Biology, Business Studies, Chemistry, Mathematics and Physics.

| Course | School 2014 | School Average 2010-2014 | SSG 2014 | State DEC 2014 |
|--------------------------|-------------|--------------------------|----------|----------------|
| Biology | 67.2 | 62.9 | 61.5 | 70.2 |
| Business Studies | 62.4 | 64.2 | 62.5 | 71.4 |
| English (Standard) | 59.0 | 53.7 | 61.3 | 65.9 |
| Industrial Technology | 57.7 | 54.1 | 61.9 | 68.4 |
| Mathematics General 2 | 64.4 | 64.4 | 57.4 | 65.5 |
| Visual Arts | 65.9 | 66.5 | 70.4 | 76.4 |
| Construction Examination | 68.9 | 61.4 | N/A | 70.3 |

HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)

| Performance Band | Low | Middle | High |
|------------------|------|--------|------|
| School 2014 | -0.9 | -3.1 | -5.4 |
| SSG Average 2014 | -3.6 | -7.1 | -8.4 |

Note: By definition, the State average relative performance is zero



Sport

2014 was another significant year at Birrong Boys' High School. It was one where we celebrated some great team successes and individuals reaching great heights.

- Jesse Hutabarat (year 11) once again excelled in the sport of swimming. Jesse qualifies for the CHS swimming championships in the 200m, 400m and 800m freestyle events. He achieved a bronze medal in the 800m on his way to being crowned the 2014 sportsman of the year at Birrong Boys' High School.



- A number of other students were successful in representing the Bankstown zone across arrange of sports. Jihad Kouwaider, Feliciano Mounगतonga, and Bai Sauturaga represented U15's rugby league. Khaled Tamer represented the opens rugby league.
- The opens boys' rugby league squad reached the regional final of the University Shield suffering a narrow loss to Fairfield High School.
- The year 7 futsal team won the Bankstown zone gala day event in a very spirited performance.
- The course of sports coaching saw students contribute positively to a range of community events. Six students officiated at the PSSA CHS swimming champion and were a credit to their school.

Other achievements

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Aboriginal education is a crucial part of a student's learning in Australia. Aboriginal education is incorporated in all subject areas as a mandatory component of each course. Historical, social and cultural aspects of Aboriginal life are areas of study which are covered, in particular through the coursework involved in History, Geography, Visual Arts and Music. There was one Aboriginal student and one Torres Strait Islander student enrolled at Birrong Boys' High School in 2014.

These students had individual learning plans developed to provide each student with the opportunity to involve themselves in all aspects of school life and extra-curricular activities.

In 2014, we continued to improve the Outdoor Learning Area, which had a native and cultural garden. This has also allowed students of other cultural backgrounds to be exposed to the Aboriginal culture.

Multicultural education and anti-racism

Birrong Boys' High School celebrates the fact that staff and students come from approximately 30 different cultural groups. Multicultural Education is in the curriculum in all subject areas. Events held during the year provide opportunities to bring these cultures together in celebration and mutual learning of other cultures.

The staff and students of Birrong Boys' High School hosted our 3rd Annual Community Breakfast on 18 March 2014. The breakfast provided staff and students the opportunity to share some of the positive and major achievements of 2013 and to build community links. The school's executive team along with over 40 guests from local primary and high schools and the local area joined the school in the celebrations.

On Thursday 12 June, two senior students Hussein Bahmad (ambassador and senior prefect) and Paulo Tomasi (Prefect) spent the day at Beverly Hills Girls' High School. Hussein and Paulo received an invitation from the leadership team at the girls' school to participate in the school's multicultural day. During the day, Paulo and Hussein joined students from other schools in a discussion about multiculturalism and how it affects young people in society today.

In June, Birrong Boys' High School worked collaboratively with Birrong Girls' High School to put together a display of performances and school presentations for our local primary schools. Among the array of talent and presentations, our Pacific Islander students performed the 'Hakka', and three African students put on a fantastic drumming show.

The display consisted of a range of performances and school presentations. The Pacific Islander students put together a number of performances including a Hakka. The visiting students enjoyed an African and an Arabic drumming performance. Other students performed guitar solos and song items. Once again the cultural diversity of the school was celebrated in a range of musical items.



On Tuesday 22 July, Birrong Boys' High School hosted our second annual Ramadan Iftar Dinner. The Iftar was held at the school's common room and staff, students and guests enjoyed a buffet of tasty choices especially prepared by the staff and students. This yearly event, which celebrates the holy month of Ramadan, brought our diverse and rich school community together in a peaceful, inviting and relaxed environment. It was great to see special guests like our local MP, Ms Barbara Perry and our Education Director, Ms Jan Green, along with a number of local principals, DEC consultants and university celebrating the event with the Birrong Community.



On Tuesday 25 November 2014, our school hosted a Multicultural Day celebration, our first in many years. The day consisted of performances, food from a variety of cultural backgrounds in addition to fun activities. The highlight of the day was not only celebrating our multicultural aspect, but our school harmony as well. It was an opportunity to bring our diverse and rich community together in a peaceful, relaxed and inviting environment. Staff, students, parents and a number of local principals joined us on the day for a performance assembly from students from Birrong Boys' High School as well as neighbouring primary and high schools.



English as a Second Language

Birrong Boys' High School is a multicultural institution with staff and students from approximately 40 cultures. The biggest cohort speaks Arabic. The recently arrived ESL students are supported in Years 7, 8, 9 and 10 through parallel ESL English classes taught entirely by an ESL teacher. There is one Year 11 and one Year 12 Stage 6 class where Preliminary and Higher School Certificate English (ESL) courses are offered. Year 11 students are further supported through Fundamentals of English course. The School Experience Transition (SET) Program provides potential ESL students from Intensive English Centres (IEC) the opportunity to experience school life here at Birrong Boys' High School for five days prior to enrolling.

A number of newly arrived International Students come with high needs. International students worked very closely with their co-ordinator and any welfare issues were promptly addressed. Their attendance and academic progress have been closely monitored and guardians contacted when necessary. Contact details have been regularly updated and any issues either within or beyond school have been resolved quickly. The co-ordinator worked with subject teachers to monitor the progress of international students. An orientation booklet was developed to assist new international students to adapt to their new school and its processes.

Expert ESL teacher assisted in building professional capacity in effective ESL pedagogy. Staff have an increased awareness of the use of ESL scales and how to modify content, resources and assessment tasks specifically designed to cater for ESL students' needs. This course allows ESL students the opportunity to engage and respond to a variety of texts that are appropriate to their level of language. The students studying

this course will be able to develop language competence and confidence through small group interaction and intensive guidance and support. In the junior years there are parallel ESL/English classes. These smaller class groups give ESL students the opportunity to learn and develop their language skills in a non-threatening environment. Parallel ESL/English classes aim to develop students' ability to function effectively in English in a wide range of social and learning contexts at school. Language and literacy skills are developed through specific reading and writing programs. ESL students benefit from the positive and supportive environment of these small ESL classes. 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.



Welfare Report 2014

Positive Behaviour in Schools (PBIS)

Complementing the Glasser training of most staff, PBIS has become an important component of our Welfare system. The school PBIS team was formed in the latter part of 2010 and the required training undertaken. Under the guidance of a coach, the team undertook

considerable groundwork with staff, parents and students in 2011. PBIS has been given the acronym BOB (Best of Birrong) so that our students can easily identify with our revised school rules (Learn, Be safe, Show Respect) and BOB was officially launched in 2012. Under this system expectations for student behaviour are defined and effective behavioural support is implemented consistently by staff. Importantly, appropriate student behaviour is explicitly taught. While positive behaviours are publicly acknowledged, it is made clear that problem behaviours have consequences. Student behaviour is monitored and staff receive regular feedback so that effective behavioural support strategies can be implemented at the school-wide, specific setting, classroom and individual student level. Effective behavioural support strategies are thereby designed to meet the needs of all students.

Rock and Water

The program supports young people to develop self-awareness and self-discipline through physical exercise. The aim of the program is to support young people in developing body-awareness, emotional - awareness and self-awareness. Each participant is required to keep a journal of their reflections. Students complete a self-directed assignment in order to gain their Rock and Water certificate of Attainment.

Links to Learning

This program started in term 1 with a group of 15, year 10 students. The program is designed to assist young people to remain engaged in their education or transition into further education, training or employment. The program (approved by DET) was run in-school every Thursday and was coordinated through the Arab Council. Three tutors were available to help and support the students in literacy, numeracy, life skills and work skills.

Varied structured activities were organised for the students to consolidate the knowledge and skills addressed through the year. Students completing this program demonstrate a marked improvement in behaviour and school engagement.

Year 7 Mentoring Program

This program provided support to Year 7 students during their mentoring lessons which were held once a fortnight for one hour. Mentors were selected from year 10 students and attended a day of training at the end of 2013 in preparation for the following year. Specific modules undertaken by the classroom teacher, the year 11 mentors and year 7 students were: settling into high school, bullying, conflict resolution, self-esteem, feelings, friendships, communication, motivation and self-esteem. The mentors developed a buddy system with the Year 7 students which helped make the Year 7 transition into high school a more positive one.



Sky High Project

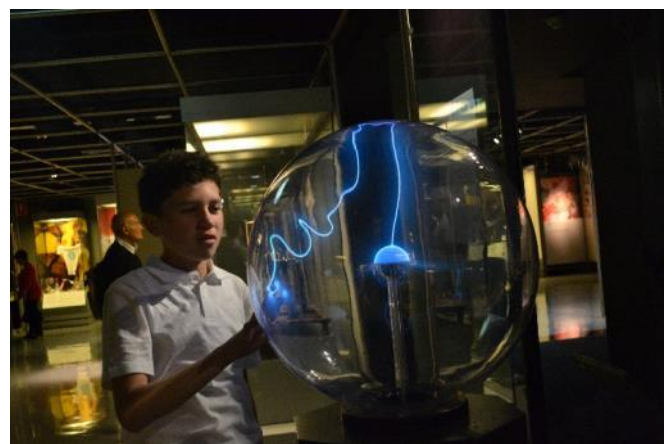
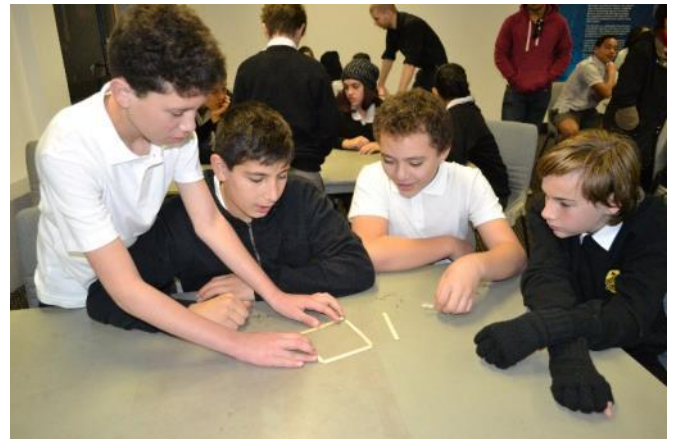
Sky High is an initiative between BBHS, UTS and MTC to engage and mentor year 7 and 8 students in monthly “behind the scenes” excursions to broaden their understanding of education and future career options.



Sky High – Bell Shakespeare Company

Sky High Year 7 students were joined by 7English1 class students for a morning's Shakespeare experience. The students were able

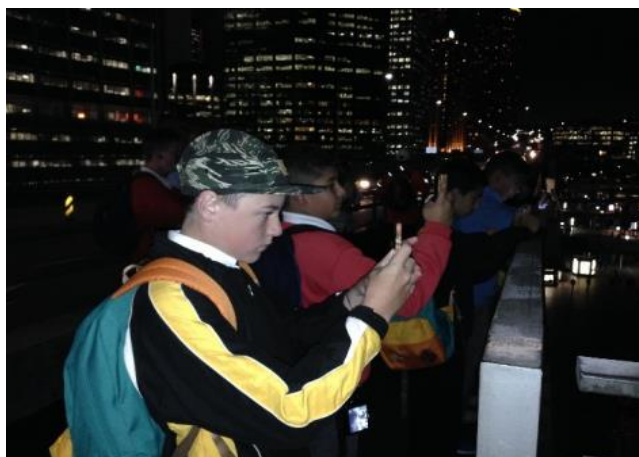
to learn the plot and main themes of Romeo and Juliet through acting and role play.



Sky High Excursions

Students were given the opportunity to visit the Zoo, The Powerhouse Museum, the Opera House, Observatory Hill Weather Station, along with hands on learning with Oz Harvest cooking for the needy and a day/night photography course.





The School "Blaze" Magazine

This annual publication is a literacy strategy for the student editors and also a valuable promotional tool for our school community. Throughout the year, students were dedicated to writing articles, conducting interviews and questionnaires, and sorting photos to be included in this proud and professional publication.

School Environment Report

Our school is committed to promoting sustainability and biodiversity. Classes are directly involved in on site environmental education programs and we have an enthusiastic Environment Team, made up of both students and staff, which has been active around the school for a number of years.



In 2014 we have continued to develop in a number of key areas. Our main focus has been on improving and expanding our herb and vegetable garden, maintaining the bush garden, recycling and landscaping the Year 12 area.

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 supplied with food scraps from the school canteen.

Our bush garden features local plants and is home to birds, lizards and a wide variety of insects. Bankstown Council donates indigenous species each year to sustain biodiversity. Classes from Science and Geography carry out field studies of the local environment in this area.

A major project for 2014 was landscaping the Year 12 area in order to create an attractive and sustainable haven in the school grounds. 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 involved in maintaining the gardens.

Our garden shed is close to completion and plans are underway for a celebration event for all our wonderful environment projects in 2015.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

School priority 1

80% of students achieve or exceed expected growth in NAPLAN literacy and numeracy 7-9.

Progress has been made towards the achievement of this target.

Our achievements included:
59.5% of students exceeded expected growth in NAPLAN reading (Year 7 and 9)

Trend data compared to boys in the SEG shows that we continue to match the trends in all areas and exceed it in Grammar and Punctuation, Data, Measurement, Space and Geometry in both Years 7 and 9. An upward trend in spelling surpassed boys in the SEG.

School priority 2

85% of students attain 85% and above attendance and arrive at school on time.

Progress has been made towards the achievement of this target.

Our achievements included:

Unfortunately we have only been able to achieve 83% of students attaining rate of attendance in excess of our goal of 85%

Attendance will continue to receive whole school attention in the period 2015-2017.

90.25% of attendees arrive to school on time.

School priority 3

Increase student well-being through program development and implementation evident from data.

Progress has been made towards this target.

Our achievements include:

Student well-being programs continuing in 2014 included: Links to Learning; IEA Program through CBCC; MTC Work Solutions; Rock and Water; Future Focus; School Work Play; Music Club; Games Club; IMC Sky High; Mentoring Programs; Homework Centre; Anti-Cyber Bullying workshops; and years 6-7 Transition programs. Year 10-12 Transition Programs continued and included Study Skills, Subject Information and individual student interviews.

Suspension rates have reduced by 4.9% overall. There has been a significant reduction in suspensions for aggression across all year groups Year 9 suspensions have reduced by 19%.

School priority 4

All Aboriginal Students achieve the learning goals in their Individual Learning Plan.

Progress has been made towards this target.

Our achievements included:

Our Aboriginal students achieved an improvement of 20% in 2014

School priority 5

100% of executive staff led school improvement initiatives, and 10% of staff led Professional Learning sessions.

Progress has been made towards this target.

Our achievements include:

Executive and 2 aspiring leaders attended Team Leadership for School Improvement.

22% of staff led professional learning sessions at staff meetings and SDD sessions.

School priority 6

Consolidation of relevant Stage 6 curriculum and appropriate assessment and reporting practices embedded.

Progress has been made towards this target.

Our achievements included:

Implementation of new Content Endorsed Courses (English, Applied Mathematics and Work Studies) completed.

Stage 6 programs have been developed throughout 2014.

Stage 6 courses revised and the current program and the integrated Assessment tasks have been reviewed.

The school published Assessment schedules for all Stage 6 assessments.

In 2014 all HSC courses met the target of 44% of students achieving Band 2 and above - Chemistry, Advanced English, ESL and Retail Services scored above state average with no students in the bottom 2 bands.

In ESL our students showed an overall improvement of 12% on their scaled scores, Mathematics Extension 1 students improved by 7%, Biology students improved by 23%, Construction by 14% and Visual Arts by 1.5%

School planning 2012—2014: progress in 2013

School priority 1

Outcomes from 2012–2014

80% of Year 9 students achieve or exceed expected growth in NAPLAN (Reading).

Evidence of progress towards outcomes in 2014:

Cross Key Learning Area Literacy / Numeracy Team established.

A Literacy/Numeracy Team to ensure implementation of Focus on Reading

Develop targeted intervention program such as MultiLit for students in the bottom two bands.

Continue Peer Tutoring reading program for students in bottom 2 bands.

Continual NAPLAN preparation program for Years 7 and 9

Strategies to achieve these outcomes in 2015:

Cross KLA team to feedback at staff meetings.

School tests and NAPLAN results indicate growth.

Individual Learning Plans used and published for staff.

Data used to inform and improve teaching and learning programs.

School priority 2

Outcomes from 2012–2014

80% of Year 9 students achieve or exceed expected growth in NAPLAN Numeracy.

Evidence of progress towards outcomes in 2013:

Cross KLA Literacy/Numeracy team established team to ensure implementation of Focus on Numeracy.

Team to deliver whole school professional learning.

Train new staff and implement Mathletics Program through mathematics classes.

Counting On and Mathletics embedded into mathematics programs and scope and sequence Years 7–10. Develop Peer Numeracy program for students in bottom 2 bands.

Continued NAPLAN preparation program.

Strategies to achieve these outcomes in 2014:

Cross KLA Literacy/Numeracy Team feedback at staff meetings

School tests and NAPLAN results indicate growth.

Mathletics and Counting On observed in use classroom.

School priority 3

Outcomes from 2012–2014

Student attendance improves with 80% of students achieving 85% attendance rate and 95% of students arrive at school and class on time.

Evidence of progress towards outcomes in 2013:

Attendance policy reviewed.

Parent meetings scheduled.

Recognition of students meeting targets.

Strategies to achieve these outcomes in 2015:

Policy reviewed and published.

Recognition letters sent for attendance above 90%.

Recognition of students arriving on time through DP awards.

School priority 4

Outcomes from 2012–2014

20% of staff and 100% executive actively leading school improvement initiatives.

Evidence of progress towards outcomes in 2013:
Train staff in the Team Leadership for School Improvement program.

Supervise and support staff to implement Team Leadership for school Improvement identified module(s).

Engage in whole school review and planning.

Each executive to implement or continue implementation of whole school initiative relating to priority areas.

Strategies to achieve these outcomes in 2014:

Included in TARS/ EARS documentation

100% attendance at executive conference.

Accountability of initiatives recorded at EARS meeting and Executive meetings.

School priority 5

Outcomes from 2012–2014

70% of students in ATAR strand achieving Band 2 or above in all HSC courses. 6% of students in ATAR strand achieving Band 5/6 in HSC courses.

Evidence of progress towards outcomes in 2013:

Continue non ATAR courses (stream)

Identify students via school based data.

Careers Adviser HT Welfare/Transition interview students and parents providing course counselling/subject selection.

Continue with QT and assessment embedded in programs.

Provide professional development for staff in analysis and use of HSC Smart data.

Analyse HSC band data using SMART data.

Train executive to lead professional learning on data for 2014.

Provide access to university workshops. HSC tutorials, Homework Centre, HSC preparation workshops, Study skills program.

HSC catch-up Sessions.

Strategies to achieve these outcomes in 2014:

QCBA aligned with teaching and learning programs.

Data used to inform teaching and learning program.

Numbers of students attending.

Student Evaluations.

School priority 6

Outcomes from 2012–2014

Implementation of high quality, proactive, student well-being programs.

Evidence of progress towards outcomes in 2013:

Expand student well-being and Engagement programs.

Evaluations including data collection (pre and post) survey.

Student leadership opportunities.

Support and mentor students at risk.

Develop modified teaching and learning program for specific needs.

Induction of new staff into QT framework

Professional development of all staff into school welfare plan (PBIS).

Expansion of PBIS programs to incorporate new focus areas.

Explicit teaching of all students in PBIS standards.

Data collection.

Strategies to achieve these outcomes in 2014:

Programs expanded to meet student needs.

Refugee students are engaged in Community Involvement Programs.

Students in leadership roles.

Fewer welfare referrals for identified students.

All teachers engage in QT and PBIS PL

RISC data

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents indicated that they are welcomed and the school cared about matters related to their son's learning and welfare. Parents are aware that the school has an "open door policy" where staff are happy to discuss any aspects of their child's progress.

Students mostly wanted to achieve the best they can and were aware of the school expectations in particular in terms of behavior and that teachers expect high standards of work from them.

Teachers feel that their professional development is met by the school as they are engaged in staff development programs throughout the year. In this way they can work as a team to create a safe and workable environment.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

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 and school planning committee have determined targets for the school's future development.

| | |
|----------------|----------------------|
| Mr D Stevens | Principal |
| Mr M Derbas | Deputy Principal |
| Ms Abdulmawla | Parent |
| Ms G Tsopanos | Head Teacher English |
| Ms S White | Head Teacher Maths |
| Ms S Sharma | Head Teacher Welfare |
| Mr G Roukanas | Sport Coordinator |
| Ms M Krnjaic | Careers Advisor |
| Ms S Creighton | Teacher |
| Mr P Hobbs | Coordinator Support |
| Ms V Sharma | ESL Teacher |

School contact information

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School Code: 8213

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>