

# Birrong Boys High School Annual Report



2018



8213

## Introduction

The Annual Report for **2018** 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.

Darren Stevens

Principal

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## 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 PBL 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 achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

When we undertake the rigorous process of self evaluation we use a variety of evidence to ensure an accuracy of self reporting. We have evidence to show growth in all areas of learning, teaching and leading although this growth may not be significant enough, in some instances, to move us into a higher category of achievement.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Students develop the skills and knowledge necessary to succeed in our changing world

### Purpose

Students will achieve educational outcomes that are a true reflection of their ability, develop confidence and capacity in literacy and numeracy, through the delivery of a flexible, high quality curriculum, assessment and feedback. As responsible and resilient future focused learners, students will engage with learning opportunities and continue to develop the skills that will enable them to adapt with the our changing world and flourish as creative global citizens.

### Overall summary of progress

Significant steps in the achievement of this Strategic Direction have been taken particularly in the key areas of Literacy and Numeracy. Our whole school timetable structures have been changed to accommodate student needs in these areas. Specific lessons in Literacy and Numeracy have been structured, designed and delivered to meet the specific, identified needs of Stage 4 students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A higher percentage of students will exhibit growth above expectations in literacy	Literacy and Numeracy Coordinators \$20 800	Our key strategies in Literacy and Numeracy had an effect size for 49% of students of above 0.4, one year's growth, and 20% of students displayed two years growth or more, an effect size of 0.8.
A higher percentage of students will exhibit growth above expectations in numeracy	School Funded Wellbeing DP \$138 140	Positive Wellbeing entries on SENTRAL outstripped negative entries indicative of higher levels of engagement and resilience, this was particularly evident with our Year 10 and 11 cohorts.
Wellbeing data reflects higher levels of student engagement and resilience.	School Funded Wellbeing Coordinator	STEM projects ranged across all KLA's in 2018.
Increased student participation in leadership programs and enhanced quality of STEM projects as a result of the development of a wider range of interpersonal skills including creativity and a greater awareness of their role within our society.	\$8 888 STEM resources/equipment \$10 000	

### Next Steps

Literacy and Numeracy will continue to receive specific focus at the Stage 4 level, both Literacy and Numeracy will utilise Best Start whereby data will be used to map students against the progressions and inform staff of the key areas of focus in order to improve student skills in these key areas. Our focus for 2019 in the area of Literacy will include interpreting inferences, literal comprehension and word choices in texts. Within our Learning Hub we will focus on supporting identified individual student needs.

## Strategic Direction 2

Evidence-based teaching strategies are used within a culture of collaborative learning

### Purpose

Teachers will work collaboratively to provide high quality learning opportunities through the implementation of evidence based practices. Through a thorough analysis of a broad range of available data, pre and post testing, teachers will continue to develop programs, evaluate and reflect with the aim of continual student improvement. All staff will actively contribute to our professional learning community to ensure that pedagogical practice is aimed at ensuring the maximisation of achievement of educational outcomes for all students.

### Overall summary of progress

In 2018 all staff received a one period allowance to their teaching load to enable them to fully participate in lesson study. Within the structures of lesson study all staff worked within small groups to co construct, deliver and observe the lessons of peers with the focus on the practices of explicit teaching. In preparation for the Visible Learning Foundation day all staff undertook targeted PL in key areas of Visible Learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher PDP's are aligned to School Plan and D of E strategic plan 2018–2022	Lesson Study \$109 427	All staff, throughout 2018, have undergone a thorough process through all stages of their PDP, whereby it is aligned to their personal professional goals, faculty goals and school plan.
Effective strategies for differentiation practices that challenge and engage are evident in learning settings	School funded Teaching and Learning Coordinator \$8 888	Staff have worked collaboratively to embed effective strategies for differentiation to challenge and engage all students.
The majority of classes will exhibit an effect size greater than 0.4	School funded Learning Support Team Coordinator \$8 888	All staff have a thorough understanding of effect size and utilise it throughout the year to ensure they have a firm understanding of the impact of their classroom delivery and moderate teaching programs and practices accordingly.
Assessment strategies reflect the principle of high expectations		
All staff work contribute to our collaborative professional learning community		

### Next Steps

In 2019, with a focus on continual improvement and collective efficacy we will continue with our plan to fully implement Visible Learning as our platform for teaching and learning. We will commence 2019 with the Visible Learning Foundation Day and all members of our Leadership Team will attend the Visible Learning Symposium. Significant funds will be dedicated to professional learning as we embed the practices of Visible Learning into all areas of teaching and learning.

## Strategic Direction 3

Leaders are instructional in their commitment to a school-wide culture of high expectations

### Purpose

All leaders will display a strong commitment to continuing to cultivate a culture of high expectations where all members of the school community share responsibility for the development of all students. With a sustained focus on engagement, learning, achievement and wellbeing, all leaders will ensure that quality programs are developed, delivered, resourced and supported to ensure the strategic vision of the school community is achieved.

### Overall summary of progress

All leaders at our school continue with the focus on high expectations for all students and across all areas of teaching and learning as well as wellbeing. Our Learning Support Team leader ensures that support is available to meet the needs of all students, our Wellbeing Coordinator has similarly high expectations of the delivery of quality PBL lessons and all leaders, Principal, DP's and HT's are instructional in their practices particularly those involving the observation of lessons.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Instructional leadership is visible within all KLA's and all Teams from all leaders  Leadership capacity is enhanced in greater levels of collaboration, self reflection and higher expectations  Management systems, structures, resources and processes are regularly reviewed and evaluated in alignment with student learning outcomes.	School funded leadership  \$17 776	The goal of Instructional Leadership dominating leadership practices at our school is still a goal but has not yet become evident across all leadership levels at our school. While Instructional Leadership is evident at the senior executive level it is still to be fully embedded at all levels of leadership. All leaders, however, have the highest of expectations of students and staff  across all areas of our school and work tirelessly to ensure high expectations are evident in each area of their responsibility.

### Next Steps

In 2019 quality PL around the key area of Instructional Leadership will be delivered to all members of the leadership team and leadership responsibilities will be distributed accordingly.

All members of the leadership team will contribute significantly to a variety of aspects of our Visible Learning journey.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2 708	All ATSI students have a detailed ILP developed in consultation with the student and their family. Funding is also used to celebrate Aboriginal culture and to ensure that all members of our community have a deep understanding of and respect for the culture and beliefs of the first Australians.
<b>English language proficiency</b>	\$124 297	This funding is largely for the employment of our ESL teaching staff. Additional to our 0.8 allocation of ESL Teacher our school has sourced a variety of staff who contribute to the specific needs of students with learning needs arising from their status as EALD students. A comprehensive sharing of responsibility across the whole school has ensured that the learning, social and wellbeing needs of these students is met at the highest level.
<b>Low level adjustment for disability</b>	\$253 263	This funding is largely for the employment of our Learning and Support Staff. Our Learning Support Team is supervised by a school funded coordinator, we have funded an increase in our LaST entitlement from 1.7 –3.0 and have funded the employment of two SLSO's to support the learning needs of identified groups and individuals. We have also funded a fully resourced Learning Hub to ensure the needs of these young men are adequately met. Our team ensures that achievement data is regularly identified and mapped against student achievement to plan for future progress.
<b>Socio-economic background</b>	\$547 150	This initiative receives the greatest proportion of funding at BBHS. The largest item of expenditure here is on our staffing. It is used to employ additional people. to meet the needs of our young people. We have continued to ensure that our staffing needs best meet the curriculum offerings and choices of our students, this is particularly evident in the TAS KLA. We have also fully funded a DP to ensure wellbeing need are met, a Wellbeing Coordinator, a Teaching and Learning Coordinator, a Learning Support Team Coordinator and a Transition Coordinator.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	354	366	341	380
Girls	0	0	0	0

There were 380 students enrolled at Birrong Boys High School in 2018, compared to 342 in 2017 an increase of 39 students or 12%.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.4	90.3	92.5	87
8	83.4	90.3	86.9	79.7
9	83.5	83.8	86.6	76.1
10	81.1	78.3	83.3	79.8
11	77.1	86.6	79.2	77.1
12	79	84.3	86.2	80.4
All Years	82.5	85.5	86.1	80.2
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

At BBHS we have developed a whole school approach to the issue of attendance whereby all staff take ownership of this important aspect of school life. Responsibility for attendance begins at the start of the school day when roll call teachers are the initial point of contact for students in regards to their attendance, all staff mark rolls diligently as partial day as well as full day attendance is prioritised. As the leader of the attendance team, DP Ms Scott holds fortnightly attendance meetings with Year Advisers who manage issues of non attendance. Monitoring and support systems incorporate contact with parents and carers through our text messaging system, early intervention

strategies and involvement of the Home School Liaison Officer.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	2	2
TAFE entry	4	0	5
University Entry	0	0	90
Other	6	4	3
Unknown	0	0	0

In 2018, at Birrong Boys High School, 43 students attempted 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 18 students of the 20 that applied to university (90% of the 20 students) were offered a place at university;

There were 26 students (60.5 %) that completed the ATAR based HSC course and 17 students (39.5 %) completing the Non ATAR based HSC course.

There were 12 students (28%) who achieved the Record of Achievement (ROA).

There were 23 (53.5%) students that included in their course of study one VET / TVET course, and 6 (14%) students attempted two or more VET subjects within their course of studies.

There were 29 students (67.5 %) of the whole cohort who completed at least two VET / TVET course.

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

- .Retail (8)
- .Construction (20)
- .Information Process and Technology (4)
- .Food Technology (4)

### ATAR Based HSC Students

.26 students completed the academic ATAR based HSC pathway;

.20 students successfully fulfilled all requirements and received an ATAR and applied to university;



.18 students of the 20 that applied to university (90% of the 20 students) were offered a place at university;

.Courses enrolled in include: Construction Management, Business / Commerce, Marketing, Accounting, Interior Design, Accounting, Engineering, Psychology, Social Sciences, Health Sciences, Music, Education, Criminology, Policing, Nursing, Graphic Design, and Design Management. There were several new courses applied to;

.One of our students were offered an early entry place at University on the basis of extra-curricular activities;

.There has been an increase in the number of students undertaking extracurricular activities both in school and outside;

.Ten students were made offers into particular university courses based on school recommendation;

.There were 10 students were made early offers into courses;

.One Non ATAR student was offered an early place at a Tertiary Institution for Music Teaching;

.University offers made to students were from: UTS, WSU, Macquarie University, Australian Catholic University (ACU), Sydney University, Notre Dame, MIT, SIBT and the Think Group (Torrens University);

.Offers were made through UAC and directly;

.The other two students who were not offered university places have obtained apprenticeships in the Building industry.

### **NON ATAR Based HSC Students**

.There were 16 of the 17 NON ATAR students ( 94%) that completed a VET/TVET subject for the HSC

.Two students are employed in Plumbing, one in automotive, two in building, and one in retail. These students are all enrolled in TAFE and have apprenticeships/traineeships.

### **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, IPT and Food Technology. There were 67.5 % of Year 12 students who undertook vocational training through their study.

\*NOTE:

.The percentages in the above table are based on the number of students within the two separate groups, ATAR and NON ATAR based.

### **Year 12 students undertaking vocational or trade training**

At Birrong Boys High School students have the opportunity to undertake the following VET frameworks: Construction, Hospitality and Retail Services , 72% of Year 12 students undertook vocational training through their study compared to 65% from the previous year. Our Retail student received an award from the Vocational Education Training presented by Public Schools Ultimo NSW and the Rotary Club of Padstow.

### **Year 12 students attaining HSC or equivalent vocational education qualification**

All students who attempted the HSC were successful in attaining this qualification.

## **Workforce information**

### **Workforce composition**

<b>Position</b>	<b>FTE*</b>
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	22.6
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	6.38
Other Positions	1

\*Full Time Equivalent

In 2018 no indigenous staff members were employed by the school.

### **Teacher qualifications**

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	18

## Professional learning and teacher accreditation

Professional learning at Birrong Boys High school is seen as an essential part of the school as it is a fundamental factor to the implementation of the school plan and our core of teaching and learning. All teaching staff have a Performance and Development Plan, which sets out their professional goals and professional learning, aligned to the Australian Professional Standards for teachers. Staff Development Days were conducted at the beginning of terms 1, 2 and 3 and staff also participated in Teacher Professional Learning during staff and team meetings throughout the year. Teacher Professional Learning sessions covered included Curriculum, ALARM, SCOUT, HSC and NAPLAN result analysis, Quality Teaching Framework, Child Protection, Wellbeing Framework, Australian Standards for teachers, accreditation, Project Based Learning/Lesson Study, Positive Behaviour for Learning, Code of Conduct and Technology.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	458,670
<b>Revenue</b>	5,834,970
Appropriation	5,742,081
Sale of Goods and Services	32,754
Grants and Contributions	52,809
Gain and Loss	0
Other Revenue	3,925
Investment Income	3,401
<b>Expenses</b>	-5,539,674
Recurrent Expenses	-5,539,674
Employee Related	-5,084,300
Operating Expenses	-455,374
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	295,297
<b>Balance Carried Forward</b>	753,967

As well as regular meetings of our Finance Team, all members of our school executive team have input into the financial management of our school's allocated resources. As our school has been earmarked for significant capital works we have been reluctant to expend a great deal of resources into the areas of building and maintenance and have focused our resourcing in the areas of technology in support of teaching and learning, as well as staffing to best support the learning needs of all students.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
<b>Base Total</b>	4,401,482
Base Per Capita	65,939
Base Location	0
Other Base	4,335,543
<b>Equity Total</b>	927,418
Equity Aboriginal	2,708
Equity Socio economic	547,150
Equity Language	124,297
Equity Disability	253,263
<b>Targeted Total</b>	48,555
<b>Other Total</b>	155,942
<b>Grand Total</b>	5,533,397

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's 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.

## School performance

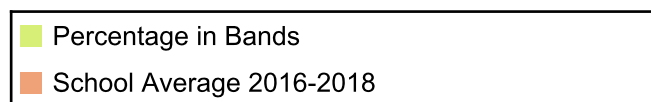
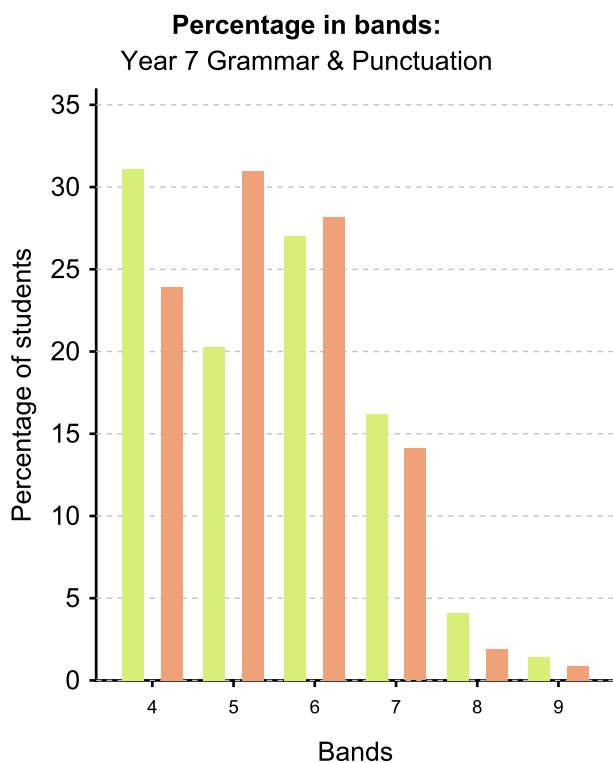
### NAPLAN

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 understandings demonstrated in these assessments.

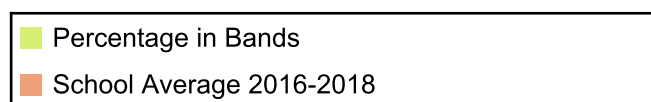
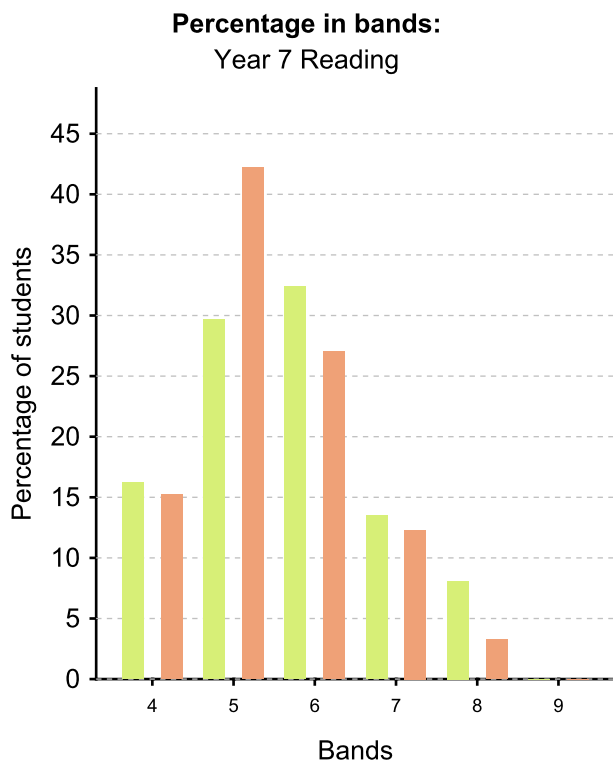
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 BBHS was one of the schools who began their NAPLAN examinations online. Our school experienced few issues in this transition and worked hard to overcome this potential obstacle. Whilst we continue to have a proportion of students achieving at levels below state average we have made some headway and have a higher representation of students achieving Band 6 than we have previously seen.

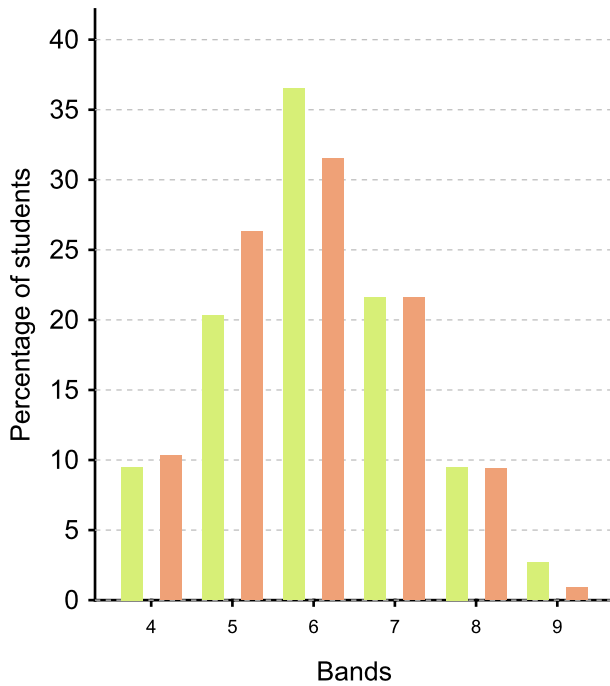


Band	4	5	6	7	8	9
Percentage of students	31.1	20.3	27.0	16.2	4.1	1.4
School avg 2016-2018	23.9	31	28.2	14.1	1.9	0.9



Band	4	5	6	7	8	9
Percentage of students	16.2	29.7	32.4	13.5	8.1	0.0
School avg 2016-2018	15.2	42.2	27	12.3	3.3	0

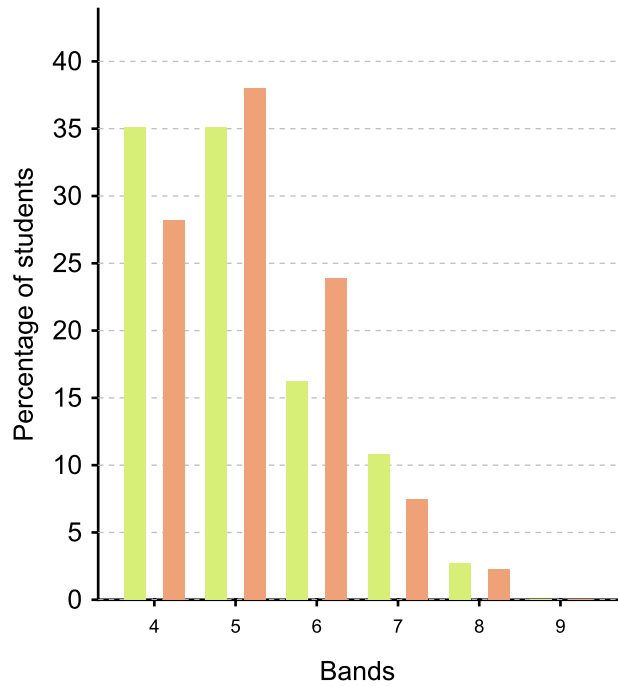
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	9.5	20.3	36.5	21.6	9.5	2.7
School avg 2016-2018	10.3	26.3	31.5	21.6	9.4	0.9

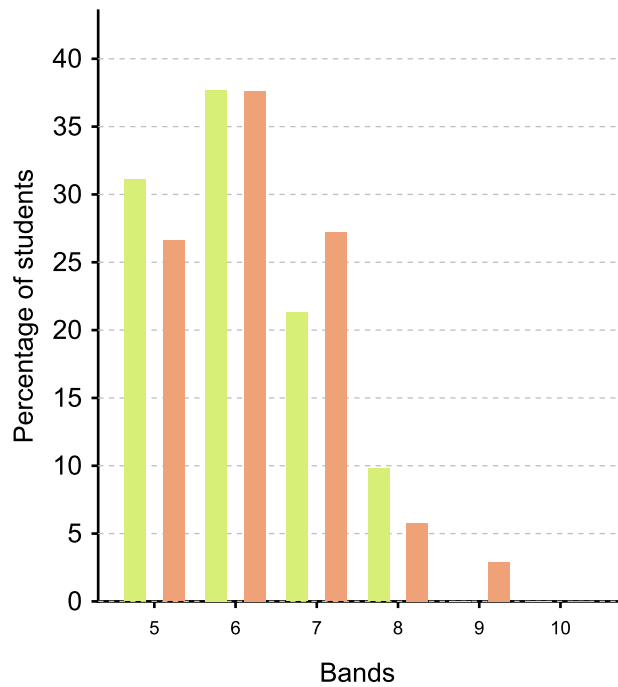
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	35.1	35.1	16.2	10.8	2.7	0.0
School avg 2016-2018	28.2	38	23.9	7.5	2.3	0

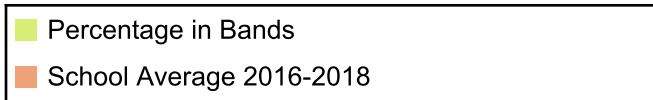
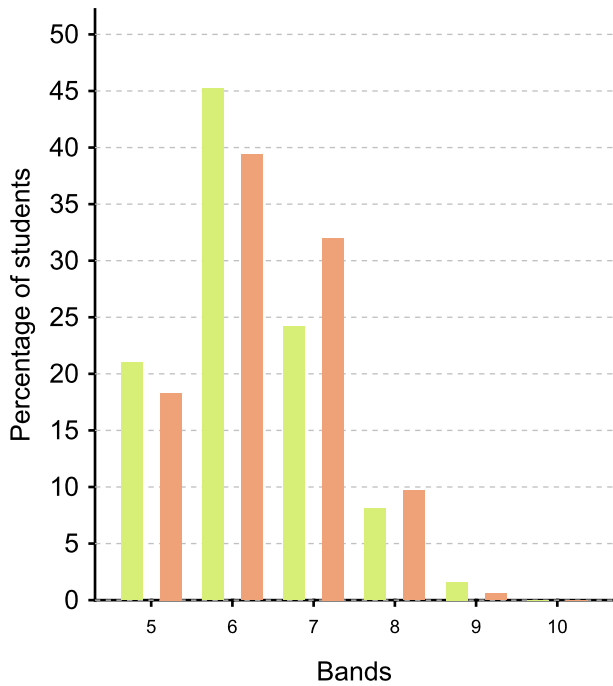
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

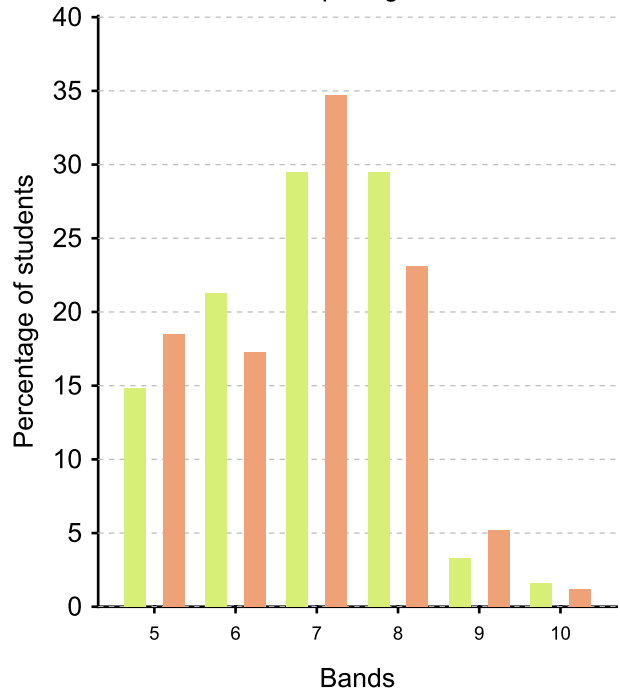
Band	5	6	7	8	9	10
Percentage of students	31.1	37.7	21.3	9.8	0.0	0.0
School avg 2016-2018	26.6	37.6	27.2	5.8	2.9	0

**Percentage in bands:**  
Year 9 Reading



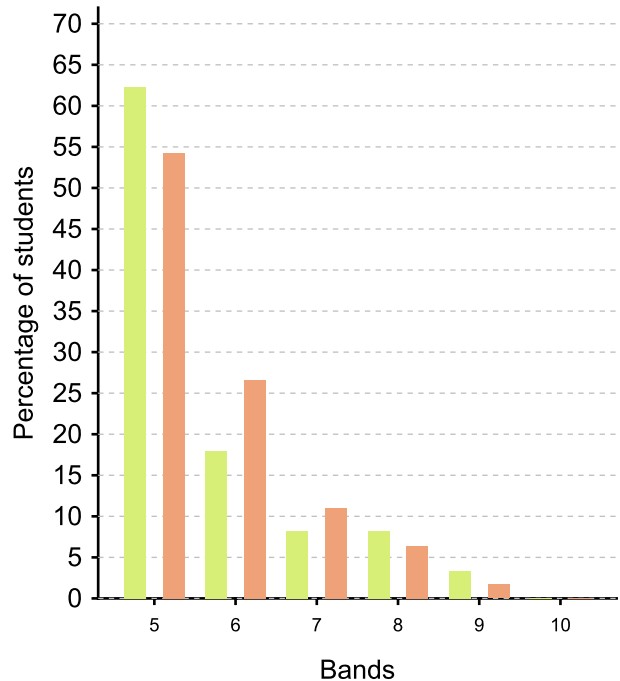
Band	5	6	7	8	9	10
Percentage of students	21.0	45.2	24.2	8.1	1.6	0.0
School avg 2016-2018	18.3	39.4	32	9.7	0.6	0

**Percentage in bands:**  
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	14.8	21.3	29.5	29.5	3.3	1.6
School avg 2016-2018	18.5	17.3	34.7	23.1	5.2	1.2

**Percentage in bands:**  
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	62.3	18.0	8.2	8.2	3.3	0.0
School avg 2016-2018	54.3	26.6	11	6.4	1.7	0

## NAPLAN–Numeracy 2018

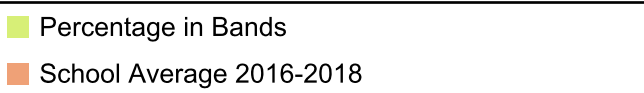
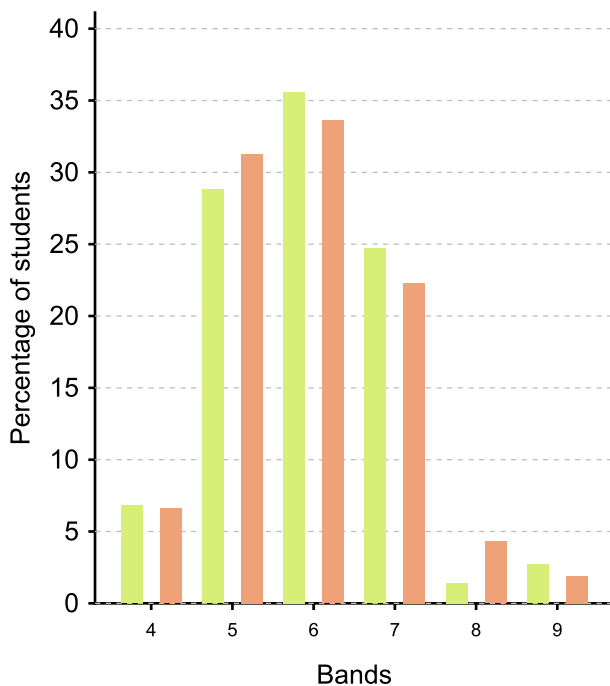
### Year 7 Numeracy

There has been an increase in the percentage of students in Bands 6 and 7 compared to the previous school average. This has created a reduction in the percentage of students in Bands 8 and 5. In Year 7, 93% of students have achieved at or above the minimum standard for Numeracy.

### Year 9 Numeracy

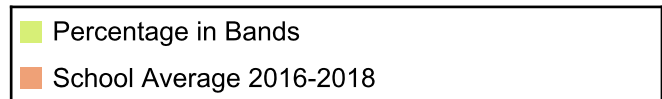
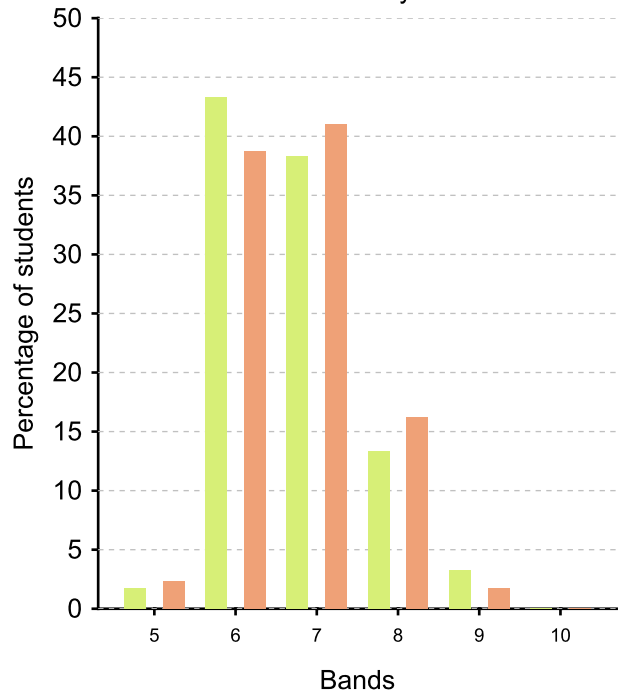
There has been an increase in the percentage of students in Band 6 compared to the previous school average. This has created a reduction in the percentage of students in Bands 7 and 8. In Year 9, 98% of students have achieved at or above the minimum standard for Numeracy.

Percentage in bands:  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	6.8	28.8	35.6	24.7	1.4	2.7
School avg 2016-2018	6.6	31.3	33.6	22.3	4.3	1.9

Percentage in bands:  
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	1.7	43.3	38.3	13.3	3.3	0.0
School avg 2016-2018	2.3	38.7	41	16.2	1.7	0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

There has been an increase in the percentage of students who have achieved band 9 in Year 7 and Year 9 Numeracy.

## Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

### HSC Mathematics

There has been a significant reduction in the school average for Mathematics General 2 compared to the previous school average.

### Business Studies

In 2018, 17 students completed the Business Studies 2 unit course. 76.47% of students got a mark over 50 in the HSC exam. The HSC marks ranged from 31 to 88. There were 4 students in the HSC exam who scored below 51.

### Retail Services

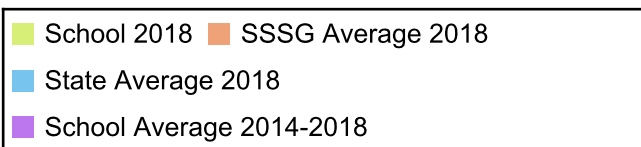
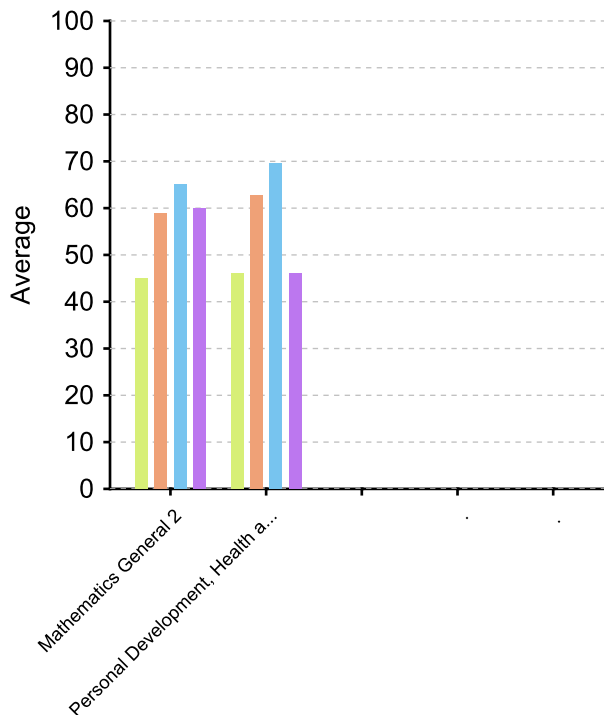
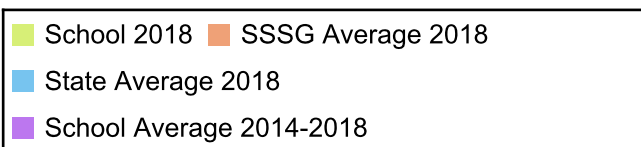
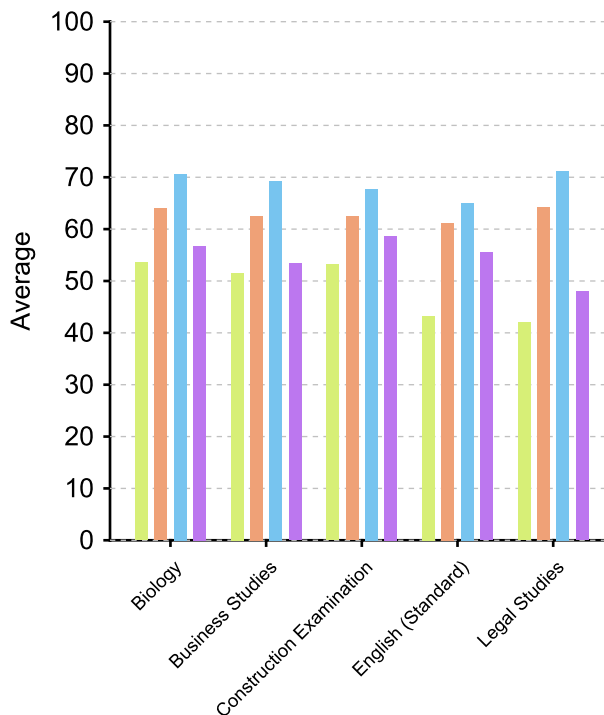
In 2018, 7 students completed the 2 unit Retail HSC course. Only 6 students sat the HSC exam, 50% of the students received a score over 50. (16.66% of the students were placed in band 4).

### Legal Studies

In 2018, 10 students completed the 2 unit HSC Legal studies course, 60% of students had a score of 50 or above in the HSC.

### Modern History

In 2018, 8 students completed the HSC course, Five students, (62.5%) got marks of 50 and above.



Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	53.6	64.0	70.7	56.8

Business Studies	51.5	62.5	69.3	53.4
Construction Examination	53.2	62.4	67.8	58.7
English (Standard)	43.2	61.2	65.0	55.5
Legal Studies	42.0	64.2	71.2	48.0
Mathematics General 2	45.0	58.8	65.1	59.9
Personal Development, Health and Physical Education	46.1	62.7	69.5	46.0

## Parent/caregiver, student, teacher satisfaction

Each Year schools are required to seek the opinions of parents, students and teachers about the school. Their responses for 2018 are presented below.

In Birrong Boys High School, 184 students completed the Tell Them From Me Survey, which included ten measures of student engagement alongside the five drivers of student outcomes. Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Below are some of the findings from Tell Them From Me survey:

### Social-Emotional Outcomes

40% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Government norm for this category is 42%.

18% of students were confident of their skills but did not find classes challenging. The NSW Government norm for this category is 11%.

35% of students were not confident of their skills and found English, Maths or Science challenging. The NSW Government norm for this category is 40%.

15% of students lacked confidence in their skills and did not feel they were challenged. The NSW Government norm for this category is 7%.

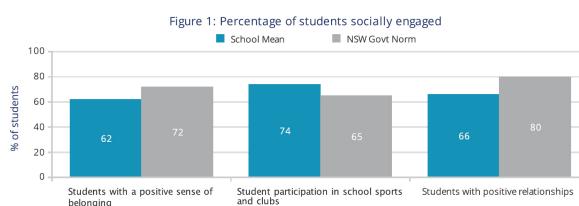
Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.

The Figure below shows the percentage of students in Birrong Boys High School that were socially engaged compared with NSW Government norms for students at

the year levels assessed in this school.

Parents have continued to feel they are welcomed when they visit the school, they are able to easily speak with their son's teachers, Year Advisors, Careers Advisor Counsellor, Deputy Principal, Principal and to any other staff at any time permissible. Parents have had many formal opportunities to connect with the school and the teachers as partners in the education of their child, including Open Day, year 7 and 12 meet the teacher afternoons and Parent Teacher Night. Parents also have indicated that the administrative staff are helpful when they have a question or problem. Parents responses also stated that if there were concerns with their son's behaviour at school, the teachers would inform them immediately and the appropriate action is taken, and that their son feels safe at school. Parents attendance at the P & C and the Parent Meetings have increased with a stronger cooperation between the parent's and the school community. Many parents responded positively to the continuation of the school free homework centre. Parents also are impressed with the availability of teaching resources available to their child, in particular in technology, sport and overall teaching resources.

Teachers indicated that the professional learning they received in 2018 had a substantial advantage to teaching and learning, including improved teaching strategies including using ALARM, explicit teaching strategies and deeper understanding of wellbeing issues. Teachers believe that there is a commitment within the school community to strengthen and deliver on school learning priorities with a focus learning intentions and success criteria, that there is a positive, respectful relationship among students and staff, promoting wellbeing and ensuring good conditions for student learning. The school actively collects and uses information to support student's successful transitions and that the school has systematic policies, programs and processes to identify and address student learning needs.



## Policy requirements

### 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 were two Aboriginal students, two Torres Strait Islander students enrolled at Birrong Boys' High School in 2018.



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 2018, 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 and anti-racism education

Birrong Boys High school has students from many cultural backgrounds, with a range of languages, with the majority of Arabic and Pacific Islander backgrounds, who continually share and learn from each other. The students have learnt to respect and understand cultural and religious differences, which promotes a harmony in the classroom and playground. The values of respect and understanding, tolerance and inclusion underpin all aspects of our teaching and learning and complement the rich diversity of our students population. Our parent partnership continues to be maintained through the use of interpreters within the school and access by qualified interpreters in person or on the phone as appropriate. Interpreters are used in meetings with the Principal, Deputies, school counsellor and at parent teacher events. Our Community Liaison Officer has been working extremely hard to connect our school with the wider community, through regular information days, providing all our parents with vital information, also by inviting guests from various organisations to provide additional support for parents and their children's learning. Our Anti-racism contact officer is fully trained to the Department of Education standards and continues to promote understanding of department policies. There have been no reported complaints of racism by students or staff over the last twelve months. The students demonstrate a pride of belonging at Birrong Boys High School celebrating cultural diversity and representing each nationality represented in our school.

### Other school programs

#### POSITIVE BEHAVIOUR for LEARNING

Positive behaviour for Learning (PBL) is the foundation of our wellbeing policy. Our PBL policy assists in establishing a stimulating and engaging learning environment in Birrong Boys High School. The three core values of our school are Learn, Be Safe and Show Respect.

In 2018, the Anti-bullying policy was revised and refined to create a safe and respectful environment that is conducive to successful learning. Students were engaged through PBL lessons to enhance the understanding and implementation of our policy. Birrong Boys High school participated in the 2018 National Day of Action Against

### Bullying and Violence.

To enhance our behaviour management practices, the PBL team conducted a number of workshops for our colleagues to maximise student engagement in the classroom. Behaviour management strategies were evaluated to ensure our students were empowered with skills and strategies to manage and resolve conflict, thus encouraging all students to become resilient capable learners. PBL lessons were further utilised to confirm consistency in communicating our wellbeing policy to students. The PBL team works closely with head teachers to monitor the attendance and learning experience of our students. Throughout the year, PBL success assemblies were held to acknowledge the achievements of our students. Students received Principal, Year Adviser and Attendance awards.

The school's Positive Behaviour for Learning framework is fundamental to ensuring our school is a safe and happy place where all students have equal opportunities to reach their full potential. In 2019, we strive to further enhance student engagement, learning and achievement at Birrong Boys High School.

#### PROJECT BASED LEARNING

In 2016 we introduced Project Based Learning (PBL) with Year 7. 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 develop the skills to succeed in a changing world which aligns with our Strategic Direction 1. It also gave students the opportunity to develop a sense of collaborative learning, which also supports the schools Strategic Direction 2.

The project that students worked on dealt with current issues, that allowed students to think independently and work autonomously during the lesson. Through the KLA's of English, History, Science, TAS and Language, students looked at various projects.

#### *Year 7.1-Digital Storybook*

Student created a story about defining moments learned from their own life. Through writing narratives, scripts, multiple cycles of critique, students developed their story and discovered something new about themselves and others in the process. Students collected images, record voice overs, created their own musical piece and use iMovie to produce their final film.

#### *7.2-Bullying*

Student created an awareness campaign in relation to Bullying. They looked at what bullying is and the effects it has on people, visual and language techniques used to create successful advertisements. Through reading various real life stories of bullying, creating their own advertisements and multiple cycles of critique, students developed their campaign and discovered something

new about themselves and others in the process. Students created logos, slogans and characters to use in an anti-bullying print advertisement as well as a 1 minute commercial.

### **7.3–Olympic Games**

*Students looked at the history of the ancient Olympics, why they were created and the events that were held.*

*Through reading various research activities, you will create your own campaign to promote your city (Sparta, Thessaloniki, Athens, Argos & Delphi). This will include:*

- A picture book about your city
- An iMovie that showcases your city
- An advertisement promoting your city in the Olympics

## **TRANSITION**

It was a busy school year for the students at Birrong Boys High School. They have been fortunate to participate in various internal and external workshops in the 2018 school year. The Careers and Transition Team (CAT) met fortnightly to determine the needs of our 'at risk students' and developed Individual Transition Plans (ITPs) to support their educational and career pathways. As Transition Adviser, I was able to support our Strategic Directions by implementing various programs resulting in our students become better equipped as 21st Century learners. This was only possible with the collaboration of the executive, teaching staff and outside providers. We have continued our collaborative relationship with The ASPIRE team at the UNSW who have provided fabulous and engaging learning opportunities for our boys.

### **Year 7, 8 & 9–Career Programs**

Year 7 & 8 enjoyed a wonderful 'Uni For a Day and TASTER Day' at the UNSW under the supervision of their Year Advisers. The Year 7 appreciated their time at the Sydney Observatory and an internal workshop on Aspiring to become a University Student. Year 9 students were active participants of the Career Scene Investigation (CSI) program where the UNSW students presented our boys with a role play on the events of a crash scene. Students identified the different careers that come together for such an event and they were placed into industry groups such as engineering, medical, business and environmental teams for the purpose of problem solving and finding solutions for the future. They presented their solutions in front of their peers and UNSW students in an auditorium. These programs aim to aspire our boys to choose a university pathway, expose them to the variety of courses and to identify the required 21st Century Skills of networking, problem solving, critical thinking, collaboration, communication and self management.

### **Year 10–Connect Conference**

Selected students attended a three day CONNECT conference at the UNSW where our students had the

great opportunity to network with a wide range of industry groups to support their career pathway choices. These three days were jam packed with activities that included informative sessions from NESA on HSC subject selection, guest speakers with interesting career pathway journeys. They were placed in career focused groups and visited relevant workplaces such law firms for our future lawyers and the City of Sydney for our engineers. This provided them with real life experiences in their career choices and they were able to network with students from across the state of NSW including regional areas. They were able to listen to the different professionals who highlighted the importance of the 21st Century transferrable skills that employers are looking for. The boys were very impressed with the program and made great connections.

### **Mentoring**

Following this, we worked collaboratively with the University of NSW where these selected Year 10 students participated in an online mentoring program. Students from the University of NSW gave up their free time to mentor our boys via video link. The boys were placed in groups of four, were able to work collaboratively on different tasks and were given the opportunity to ask the university students meaningful questions about university life and their career journeys. They also had the opportunity to create plans for their own future careers. We were fortunate to be part of the pilot group for this program and with our feedback this program is currently being modified for continuous improvement purposes. Again the students reinforced the importance of the transferrable skills of collaboration, networking and self management.

### **Construction Work**

After completing the career pathway surveys and individual transition plans with Year 10 students it became obvious that many of our boys required a white card. This allowed them to complete work experience in the areas of construction and general labouring and to find part time work during the holidays. Working with these students and their families was fulfilling to ensure they met the requirements to enrol in this course.

### **Subject Selection**

The Careers and Transition Team (CAT) worked effectively with the senior executive, teaching staff, outside organisations, students and their families to ensure our students transitioned smoothly into the 2019 Preliminary courses. This process involved valuable information for students and parents from the Careers and Transition Advisers on ATAR specifics and the different pathways available at University, College and TAFE. They attended several Subject Selection events, completed Career Pathway Surveys and finalised All My Own Work modules. This was highly successful and the students have provided positive feedback on the support they received by the CAT team.

### **Year 11 & 12–Degrees To Work**

Year 11 & 12 students had the opportunity to attend the

most amazing and beneficial program by linking them to businesses in the CBD. The 'Degrees to Work' program was held at Clifford Chance which is a large global law firm. This was an exceptional "hands on" experience as the boys engaged with various executives who have travelled the globe in their positions and they were able to listen to their career journey stories and discuss their own career pathway plans. This experience enabled the boys to chat with the executives over lunch. The message for the boys was to study hard, to follow their passions and gain the academic qualifications required for their future careers. The strongest message overall was to develop their transferrable skills by working part time, taking on leadership responsibilities at school or volunteering at community events as this makes them more employable in the future. This was also a pilot program, which was created based on our feedback from previous workshops and programs. We will continue to work with the ASPIRE team on providing our boys with these career opportunities.

### ***Mentoring***

Selected Year 11 students also participated in an online mentoring session with students from the University. In this program they were teamed up with a student from the University of NSW to discuss their career pathways for the purpose of obtaining a greater understanding of university life and to identify the wide range of options on offer. They also used this time to set educational and career goals.

### ***Year 12 Career Pathways***

We worked extremely hard with the Year 12 cohort throughout the year and this effort was highly rewarded as many of our students successfully enrolled in a wide range of courses. As the Transition Adviser, I was able to connect with the Year 12 students during roll call where we created Individual Transition Plans and provided the students with up to date career information. This process allowed us to work collaboratively on their future pathways as we discussed these plans with the students, guardians, career adviser, senior executive and the relevant outside providers. We visited classrooms to discuss stress management, ATAR requirements and the importance of time management. Term 4 was extremely busy discussing the different courses/pathways available, arranging interviews with the Careers Adviser, preparing references and completing EAS forms to support their entry into university. This collaborative approach was pivotal in ensuring the students achieved the academic outcomes to meet their future course requirements which led to a smooth transition into their chosen pathway.

### ***Work Experience***

The Year 10 boys were offered the opportunity to attend work experience in the final weeks of Term 4. We had some great successes such as Abdurrahman Jasim who completed a week of experience in a Migration Law Firm. He received a great progress report and is currently aiming to complete a law degree to become a lawyer. I would also like to congratulate

Hammam Huwait on his successful work experience placement at Clifford Chance at a global law firm in Circular Quay. This placement has been instrumental in guiding Hammam towards his future career choice. He initially wanted to do an accounting degree but after experiencing the role of a Corporate Lawyer he now wants to study Law at the University of NSW or Sydney University. He has proudly represented Birrong Boys as he received a glowing report highlighting his immaculate dress code, enthusiasm, punctuality and eagerness to learn. He has been invited to do work experience for the next two years. They have also invited him to apply for a paralegal position once he enrolls in a Law degree. We would like to thank Jane McCormick from Clifford Chance and Jane Artup from ASPIRE for supporting Hammam during his work experience.

I would also like to thank the Principal, Deputies, Year Advisers, Students and Parents for their support in organising and implementing these engaging programs. A special thanks to the ASPIRE team – Jane Artup, Ada Yeung and Brad Golledge who have provided these amazing transition and career opportunities for our boys. Brad is an enthusiastic and dedicated Project Officer who is extremely popular with our students. His dynamic approach has contributed to our boys living up to the school motto 'From Each His Best' and for we thank him sincerely.

As the Transition Adviser it is my aim to build stronger collaborative relationships with outside providers, parents and students in the 2019 school year which will lead to invaluable career opportunities for our students. This will ensure our students are workplace ready and become active 21st Century learners. We have recently enrolled in the Fast Forward Program at Western Sydney University which will further support our students to aspire to attend university in the future.