

# Birrong Boys High School Annual Report



2016



8213

## Introduction

The Annual Report for 2016 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

### School contact details

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9644 5200

### Message from the Principal

I take great pride in discussing the success shown by our school during 2016. I must, at this time, give accolades to the staff at our school who work tirelessly in an attempt to maximise the educational outcomes of our boys. Mid way through 2016 we were joined, at Birrong Boys High School, by a new Deputy Principal, Ms Scott. Ms Scott brought with her a depth of experience and expertise that have benefitted our school immeasurably. Ms Scott joined myself, Ms Tsopanos and Mr Derbas in forming a truly committed and hard working senior executive team. In 2016 we were able to create a number of key positions within our school they have become invaluable and have added a dynamic to our team that has benefited all stakeholders. Ms Tsanidis has taken on the role of Teaching and Learning Coordinator with the direct responsibility for our Lesson Study, Curiosity and Powerful learning as well as Project based Learning. The first two responsibilities are aimed at a continual improvement of teacher capacity, Project based learning has been added to our curriculum to instil a number of important values into our students. Mr Mohamed has taken on the role of Wellbeing Coordinator, in this role he accepts responsibility for supervision of our Year Advisers and looks after Positive Behaviour for Learning across the whole school. the implementation of PBL has had immediate and dramatic impact on many areas of the school and will continue to be at the centre of our student welfare.

Throughout 2016 we have focused on a commitment to the three strategic directions as outlined in our School Plan 2015–2017.

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

These directions encompass all aspects of school life and are significant in structuring all programs within our school aimed at enhancing the educational and life opportunities of all our boys.

At the core of our continued success and of our growth as a school has been the increased level of involvement of staff members at a whole school level. A positive environment that exists at our school, the level of support for each other and the willingness to try new things have been a key feature of 2016 at Birrong Boys High School. It is the people; students, staff and community members who continue to make a difference at our school. Community involvement at Birrong Boys High School has continued to grow and added a positive dimension to our school, this is highlighted through the development of our P and C and our Parent Groups under the coordination of our CLO Ms Harris. We look forward to continued growth in this important area and acknowledge the importance of community involvement.

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

achievements and areas for development.

Darren Stevens

Principal

## School background

### School vision statement

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

### School context

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

#### **For all schools (except those participating in external validation processes):**

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.

This year all staff members were invited to attend a dedicated session where they were able to have input, using evidence, to determine where our school is currently positioned in reference to the elements within the school excellence framework. I am pleased to be able to say that we have made significant progress in all domains of learning, teaching and leading. Within the domain of learning we have progressed from delivering to sustaining and growing in four out of five elements. In the domain of teaching we have progressed from delivering to sustaining and growing in three elements and have maintained our status as sustaining and growing the area of collaborative practice. Within the domain of leadership we have shown similar progress in three out of the five elements. Based on our self assessment it seems quite obvious to all that the key area of focus for us continues to be student achievement.

## Strategic Direction 1

Students are engaged as resilient and responsible 21st century learners

### Purpose

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

### Overall summary of progress

Positive behaviour for Learning has now become the cornerstone of our whole school wellbeing, all Year 8 and 9 students have now completed a project as part of our Project based Learning, our literacy team has mapped the progress of students from Year 7 to Year 8, our wellbeing team is a highly functioning, leading team crucial to the success of our school, our technological capacity is of the highest level.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students will know the values, core beliefs and behaviour expectations of the school community.	The core values of our school, the behavioural expectations of our school community form the basis of all of our efforts in regards to wellbeing, data has indicated that, in all areas of student welfare, there have been significant improvements	\$69 852
All staff will be developed in the theories and values of Positive Behaviour for Learning and will successfully develop and utilize strategies to develop positive relationships with students from a Positive Behaviour for Learning perspective.	All staff have received extensive training in the theory and the practices of Positive behaviour for Learning. This ensures that the whole school community uses a shared language and expectations are universally expected and accepted.	
Effective processes, policies, systems and programs will be in place to support student wellbeing.	Our wellbeing processes have developed to a stage whereby everyone is aware of the flowcharts in place and the systems and programs available to support the welfare needs of all students	\$27 990
The Welfare Team will continually monitor and adapt practices to ensure the welfare needs of all are met.	Whole school data analysis from a range of both external and internal sources has shown the success of this team in areas ranging from suspension data, attendance, truancy as well as a huge increase in positive wellbeing information.	
100% of Junior students will have participated in Project Based Learning.	At this stage all students in Years 8 and 9 have successfully participated in Project based learning.	\$31 513

### Next Steps

In 2017 the PBL team will continue to develop age appropriate lessons that focus on our core values. In 2017 our core values will be expanded upon and lesson development will breakdown the value into a more detailed focus, for example, the value of respect will be developed further into age appropriate dimensions whereby we will enable stage 6 students to see respect for women as essential for their development as men in our society. Our Project based learning will continue to expand so that all junior students will have participated and benefitted from this by the end of 2017.

## Strategic Direction 2

Teachers are world class leaders in learning

### Purpose

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

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

### Overall summary of progress

All teachers have worked collaboratively throughout 2016 to ensure best teaching practice is evident in all teaching areas. This year we began lesson study as part of our core practice. Here all staff were teamed with colleagues and were observed in their practice in a supportive and collaborative environment. This year we also became a pilot school for curiosity and powerful learning, a program aimed at embedding whole school practices into each classroom. We restructured our Teacher Professional Learning to include this within our regular teaching cycle.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will have created a Performance and Development Plan in consultation with their supervisor and in conjunction with the school plan.	Staff have undertaken a rigorous process within the Performance and Development cycle to develop meaningful plans.	
All staff will regularly visit the classroom of their colleagues and be visited by their colleagues as a culture of openness is developed whereby the sharing of pedagogical success is commonplace.	This year staff have undertaken 4 classroom observations and have been observed by their colleagues 4 times throughout this cycle	\$101 574
Lesson Study and Curiosity and Powerful Learning will be implemented to enhance the capacity of all staff.	All staff have participated in the lesson study and curiosity and powerful learning throughout this year. Feedback has been a focus of PI sessions and its effectiveness has been demonstrated within workshops.	\$14 280
Regular feedback is part of the daily practice within the school.		
The Literacy Team provides all KLA's with explicit learning strategies in line with their programs to improve targeted skills in Years 7, 8 and 9.	Explicit literacy strategies have been embedded in programs for all KLA's	

### Next Steps

In 2017 staff will continue to develop meaningful PDP's under the guidance of their supervisor and in conjunction with faculty goals and our school plan. As a key component of our plans for further growth in terms academic achievement staff will continue with Lesson Study and we will complete the second year of curiosity and powerful learning. In 2017 we will begin to introduce, and over coming years, embed the practices of John Hattie's Visible Learning with it's core focus

of achievement. Plans for 2017 also include dedicated, needs based, literacy and numeracy lessons within the stage 4 curriculum with plans to expand this into stage 5 progressively.

## Strategic Direction 3

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

### Purpose

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

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

### Overall summary of progress

A key component of this strategic direction has been creating greater community involvement which we have achieved progressively in establishing a P&C, a variety of parent groups and we have welcomed the addition of a variety of community groups who have had significant input into learning programs like our homework centre, future focused programs with Universities such as Sky High and Aspire and a variety of welfare initiatives. We have also focused on building stronger links with our local primary schools as well as nearby high schools. All of these goals have been achieved.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All stage 3 students from our feeder primary schools will have had the opportunity to engage in productive and meaningful learning experiences in their respective high schools.	Students from our feeder primary school attended lessons in the high school setting. Additionally, a number of our teachers joined their primary colleagues and delivered lessons to students in preparation for the shift from stage 3 to stage 4.	\$6180
50% of all classroom teachers have had the experience of working with (team teaching, observing, sharing professional dialogue/professional learning or resources) primary school or secondary teachers from another setting.	By the end of 2016 35% of our teachers have experienced shared professional dialogue with our primary colleagues	\$14 200
Authentic partnerships are formed with local business /agencies/ TAFE/ Universities that directly support the school.	Largely due to the skills and hard work of our CLO, a variety of new partnerships have been formed. Existing partnerships with schools, Universities and other agencies have been strengthened.	\$47 808

### Next Steps

In 2017 and beyond our Wellbeing Team will source specific programs that cater to what we see are our greatest needs, we will seek opportunities to enhance leadership potential in our students and we will look to areas where students have self identified needs. We will continue to work on developing stronger bonds with Birrong Public School and others and continue to look for meaningful opportunities for our P&C and Parent groups to have whole school involvement.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All Aboriginal students have an ILP. Targeted projects aimed at developing a greater sense of cultural awareness within our school have been completed and showcased in our community. Our Projects aimed at embedding cultural awareness with stage 4 groups have been completed and showcased at our Warami Festival.	\$ 891
<b>Low level adjustment for disability</b>	A highly functioning Learning Support Team has been developed whereby a LAST and two SLSO's have been fully funded to cater to the needs of students who have been identified as having specific needs. This team works across the whole school to ensure these needs are translated into meaningful differentiation of the curriculum in all KLA's and the achievement of individuals is regularly mapped via pre and post testing.	\$160 910
<b>Socio-economic background</b>	A suitable SLSO has been recruited and timetabled with each year 7 class to cater to the individual needs of students, support their learning and to assist with the phase of transition from Primary to High School. As part of the LST the SLSO provides feedback to staff and parents and assists with the differentiation of curriculum based on the needs of individuals and groups within classes. The wellbeing team has been expanded, led by a DP and a coordinator this team has sourced the most relevant welfare programs to cater to the needs of individuals and groups within the school	\$341 945
<b>Targeted student support for refugees and new arrivals</b>	The creation of the positions of Wellbeing DP, Wellbeing Coordinator and a Wellbeing Team has ensured that this target group is catered for in terms of wellbeing and teaching and learning needs.	\$860

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	348	338	354	366
Girls	0	0	0	0

### Student information

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

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.1	93.2	90.4	90.3
8	90.9	88	83.4	90.3
9	91.8	86.3	83.5	83.8
10	83.6	89.5	81.1	78.3
11	81.5	79.6	77.1	86.6
12	87.9	86	79	84.3
All Years	87.8	86.7	82.5	85.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

The establishment of the revised Positive Behaviour for Learning Team consisting the Wellbeing Deputy Principal, the Wellbeing Coordinator, Year 7 – 12 Year Advisors, the SMS via Sentral and a thorough analysis of the attendance data has proven that these interventions are working and as a result between 2015 and 2016 an increase of 3% attendance has occurred. Year Advisors are tasked to monitor those students whose attendance is below 85% and this regular

monitoring of attendance data has ensured that the school is easily able to identify students with concerning attendance patterns.

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

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

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	1.8	8	4
TAFE entry	0	0	14
University Entry	0	0	57
Other	0	0	0
Unknown	1.8	11.2	10

Of the 34 ATAR based HSC students, **28 (82.4%) students gained a place at University.**

There were 34 students (69.5 %) that completed the ATAR based HSC course and 15 students (30.5 %) completing the Non ATAR based HSC course

The 15 students (30.5 %) who completed the Non ATAR based course included in their course of study at least two to three VET / TVET courses, and 35 students (71.4 %) of the whole cohort completed at least one VET / TVET course.

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

- Retail
- Construction
- Information Process and Technology
- Industrial Technology Timber

### ATAR Based HSC Students

- 34 students completed the academic ATAR based HSC pathway

- 28 students (**82.4% of the 34 students**) were offered a place at university
- There was a **23% increase** in the number of students gaining a place at university from the **2014 cohort**
- Courses enrolled in include: Construction Management, IT, Business / Commerce, Architecture, Accounting, Film, Game Design and Development, Civil Engineering, Criminology, Policing, Social Sciences, Nursing, Graphic Design, Law, Teaching and Design Management. There was an increase in the variety of courses applied to compared to 2015
- Eight students were made offers into particular university courses based on school recommendation, an increase compared to 2015
- Ten students were made early offers into courses, an increase compared to 2015.
- University offers made to students were from: UTS, UWS, Macquarie University, Australian Catholic University (ACU), UNSW, Sydney University, Notre Dame and the Think Group (Torrens University).
- Offers were made through UAC and directly. There was an increase in the variety of universities students had applied to in 2016.
- Two students were offered a place in Business Colleges.
- The other four students who were not offered university places have enrolled in TAFE courses including: Construction, Plumbing and Diesel Mechanics courses.

#### NON ATAR Based HSC Students

- All 15 students ( 100%) of the non ATAR based students completed at least two VET/TVET subject for the HSC
- Two student are employed in Plumbing,
- one student has an apprenticeship as a Heavy Vehicle Mechanic and is enrolled in TAFE
- one student has an apprenticeship as a Carpenter and is enrolled in TAFE
- One student has found a job as a Courier.
- Several students are working in the Retail and Hospitality industries.

### Year 12 students undertaking vocational or trade training

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

At Birrong Boys High School students have the opportunity to undertake the following VET frameworks:

Construction, Retail Services and Sports Coaching, 48% of Year 12 students undertook vocational training through their study compared to 65% from the previous year.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	20.8
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	5.98
Other Positions	5.9

\*Full Time Equivalent

In 2016 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	12

### Professional learning and teacher accreditation

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

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

Staff at Birrong Boys High school have access to

information regarding professional learning courses from a variety of external providers as well as from the DoE. School Development days were conducted at the beginning of Terms 1, 2 and 3 as well as the last day of term 4. In 2016 the school also introduced the Twilight sessions, staff carried out professional learning 3 hours each term after school. All staff actively participated in the school development days on Code of Conduct, curriculum planning, Project Based Learning/Lesson Study, Wellbeing Framework/ behaviour management/Transition, School Excellence Framework, Australian Standards for teachers, school plan, HSC and NAPLAN result analysis, Quality Teaching, Child Protection, Welfare, and Technology.

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

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to November 2015 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>1 150 012.25</b>
Global funds	455 244.15
Tied funds	745 054.46
School & community sources	106 881.05
Interest	17 991.47
Trust receipts	4 279.90
Canteen	0.00
<b>Total income</b>	<b>2 479 463.28</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	62 923.44
Excursions	17 917.15
Extracurricular dissections	43 858.98
Library	1 682.18
Training & development	0.00
Tied funds	1 253 558.10
Short term relief	119 029.86
Administration & office	147 757.39
School-operated canteen	0.00
Utilities	91 420.01
Maintenance	86 684.09
Trust accounts	4 392.90
Capital programs	0.00
<b>Total expenditure</b>	<b>1 829 224.10</b>
<b>Balance carried forward</b>	<b>650 239.18</b>

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

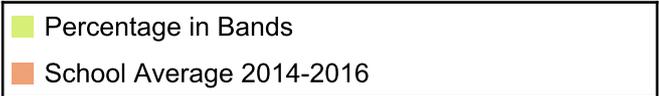
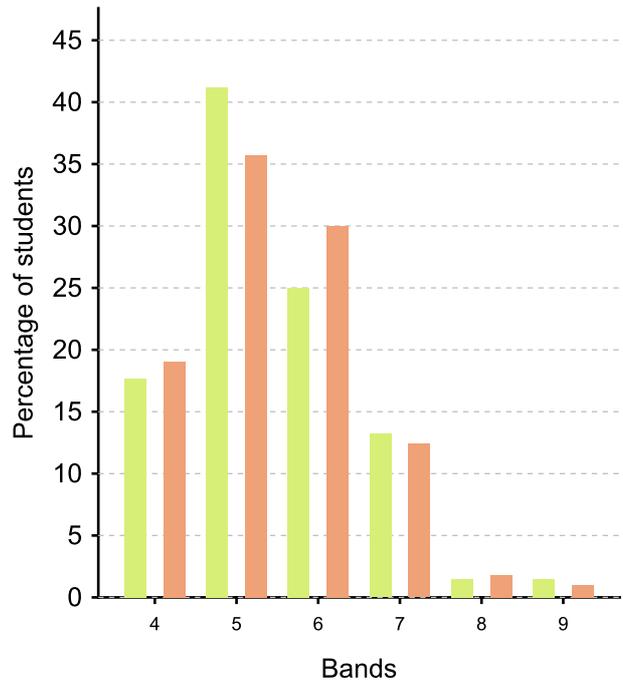
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

There has been a 22.5 per cent increase in the percentage of students in Band 7 and a 4.5 per cent increase in Band 8 in Reading in Year 9 compared to

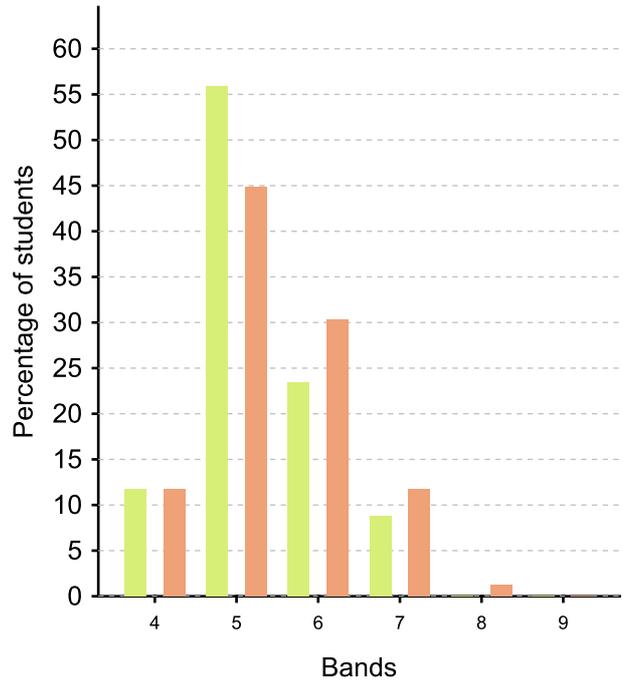
the previous school average.

There was an increase in bands 7 (18.4%) in Year 9 Spelling. There was also an increase (22.8%) in bands 7 in Year 9 Grammar and Punctuation.

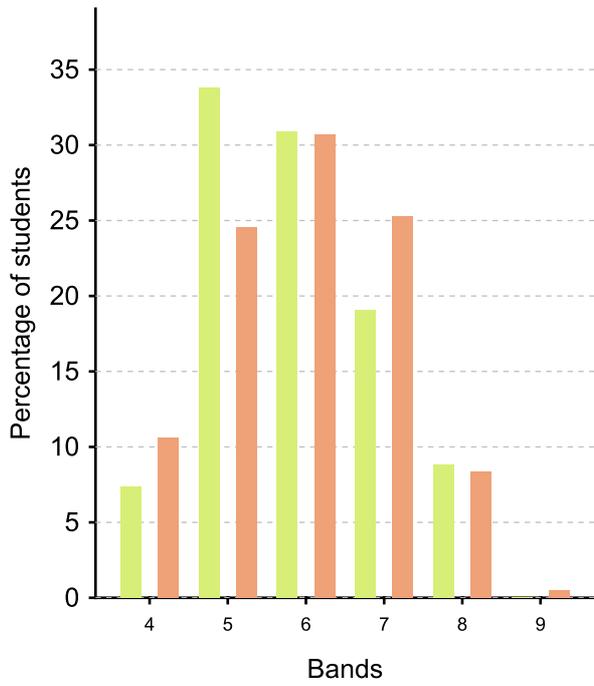
**Percentage in bands:**  
Year 7 Grammar & Punctuation



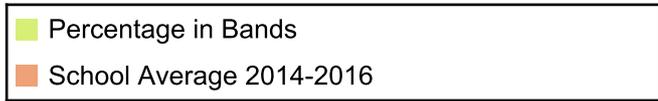
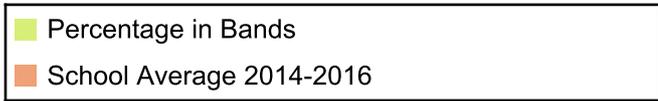
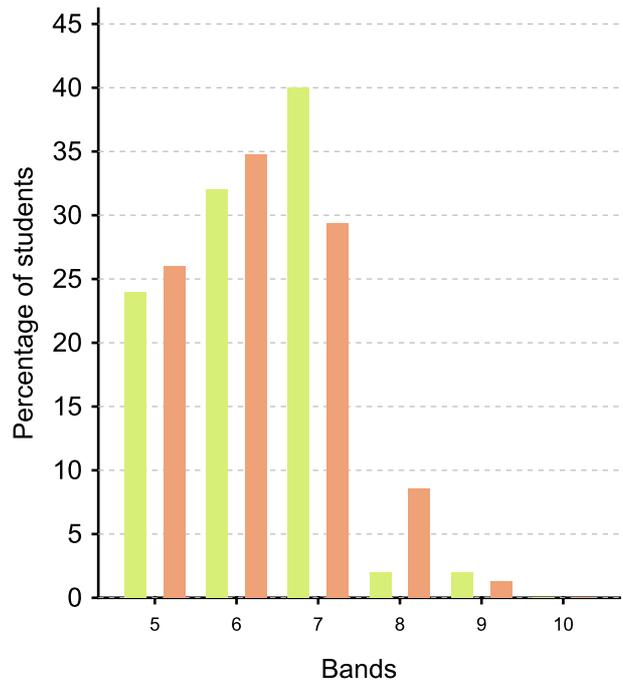
**Percentage in bands:**  
Year 7 Reading



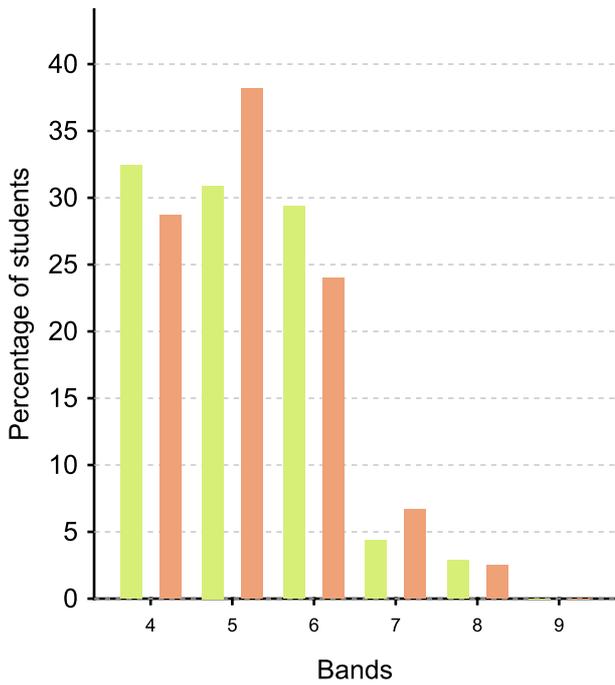
**Percentage in bands:**  
Year 7 Spelling



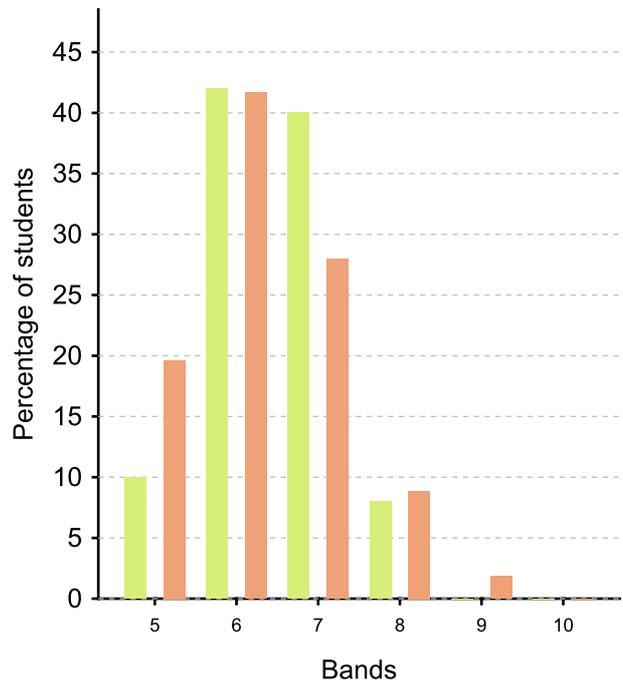
**Percentage in bands:**  
Year 9 Grammar & Punctuation



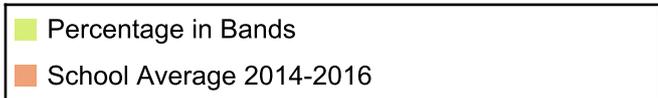
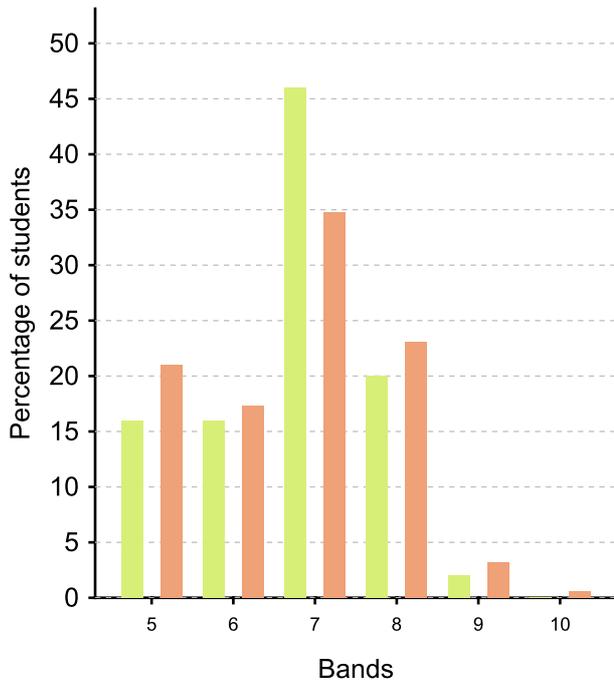
**Percentage in bands:**  
Year 7 Writing



**Percentage in bands:**  
Year 9 Reading



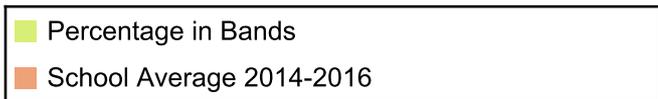
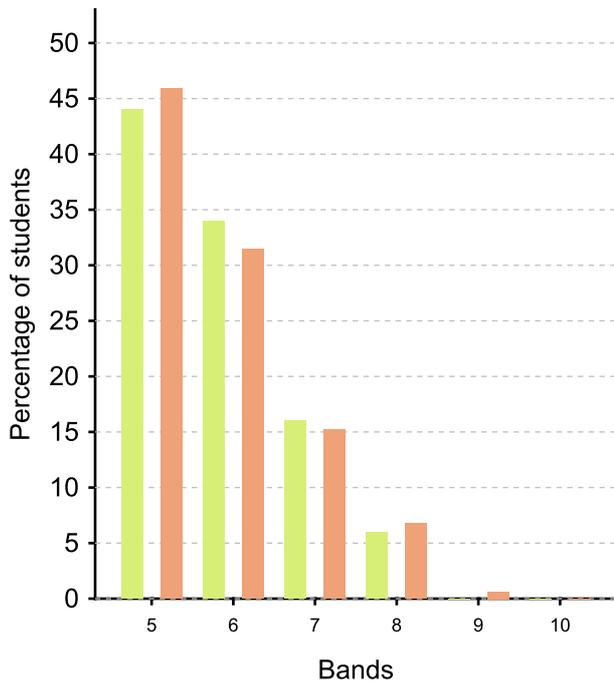
**Percentage in bands:**  
Year 9 Spelling



**Year 9 Numeracy**

There has been a reduction in the percentage of students in Bands 5 and 6 compared to the previous school average. This has created an increase in the percentage of students in Bands 6 and 7. In Year 9, 96% of students have achieved at or above the minimum standard for Numeracy.

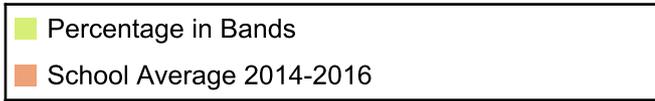
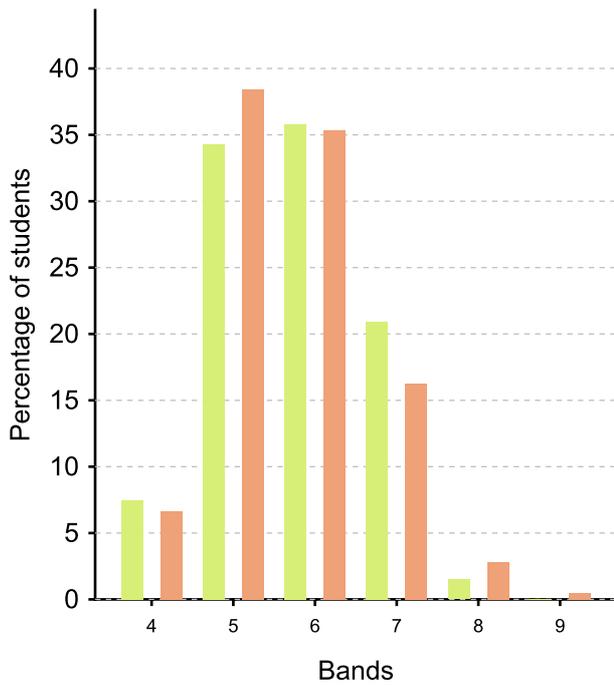
**Percentage in bands:**  
Year 9 Writing



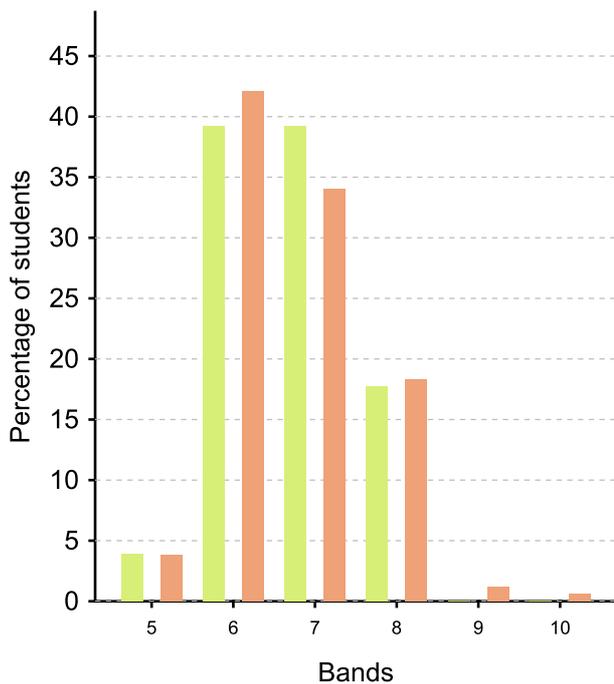
**Year 7 Numeracy**

There has been a reduction in the percentage of students in Band 5 compared to the previous school average. This has created an increase in the percentage of students in Bands 6 and 7. In Year 7, 89% of students have achieved at or above the minimum standard for Numeracy.

**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy

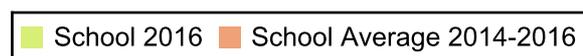
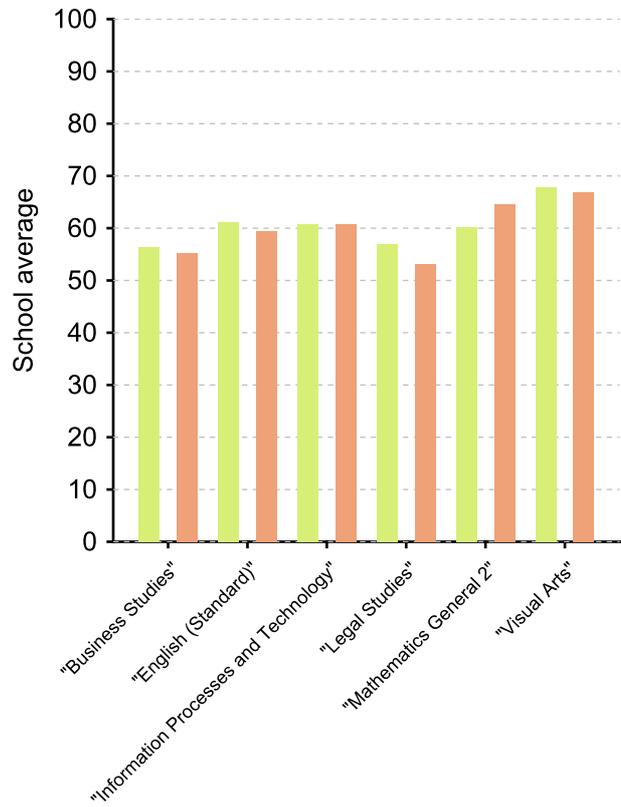


The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

## Higher School Certificate (HSC)

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

In 2016, at Birrong Boys High School, 49 students completed the Higher School Certificate course. The school has offered a flexible program to enable students to complete either the academic ATAR based course or Non ATAR BASED PROGRAM OF STUDY.



## 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 2016 are presented below.

Parents felt welcome when they visited the school, they could easily speak with their son's teachers, and 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 that their son feels safe at school.

Students feel accepted and valued by their peers and by others at school, 84% of the students in this school had a high sense of belonging compared to 69% in the NSW government norm. Students believe that education will benefit them personally and economically, 91% of students valued school outcomes compared to 81% of the NSW government

norm. Students rated effective classroom learning time 7.6 out of 10, the NSW government norm for these is 6.8.

Teachers indicated that the professional learning they received had substantial advantages to teaching and learning, including improved assessment tasks, explicit teaching strategies and deeper understanding of welfare issues. Teachers believe that there is a commitment within the school community to strengthen and deliver on school learning priorities, 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

There were three Aboriginal students enrolled at our school in 2016. To develop better understanding of Aboriginal education we continued to improve the outdoor learning area, which not only had native and cultural plants but also beautiful wall paintings. The school involved an indigenous artist and indigenous gardener to engage our Aboriginal and non-Aboriginal students, sharing their cultural background and stories, in particular the history of the Australian indigenous people and way of life.

### Multicultural and anti-racism education

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

The Department requires every school to have a trained ARCO. Over the past eighteen months, The NSW Department of Education has initiated mandated training for school Anti-Racism Contact Officers (ARCOs) which, on completion provides the ARCO with training accreditation as required by the Department's Anti-Racism Policy.

The ARCO at Birrong Boys High School created a **We are one@birrong** mural, which promotes the ideals of Intercultural understanding. The mural acknowledges the many cultures represented at Birrong Boys High School with positive messages about learning written in over twenty different languages most of which are represented by students in this school.

Birrong Boys High rejects all forms of racism and is

committed to the elimination of racial discrimination including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment. The role of the trained ARCO at Birrong Boys High School is to listen to complaints and advise on the rights and processes that need to be followed. In the past twelve months, the ARCO has not received a single complaint or claim of racist behaviour. Students feel pride that their school is racially tolerant.

## Other school programs

### Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is an integral part of our school. In 2016 PBL was relaunched to further empower teachers and students to establish a positive learning environment in Birrong Boys High School. PBL developmental days were organised for year 7 and 8 students to build positive relationships with students and to enhance their learning experience.

The PBL team conducted a number of workshops for our staff to share classroom management strategies that promote positive behaviour and academic achievement. PBL has aided our school in teaching and communicating classroom expectations to maximise learning in the classroom. A PBL matrix was developed to outline and ensure consistency in communicating our school's key values of Learn, Be safe and Show respect. The PBL matrix will be further utilised in 2017 to improve student engagement, achievement and attendance in our school.

### Project Based Learning

In 2016 we introduced Project Based Learning (PBL) with Year 7 and 8. PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. The introduction of this style of teaching and learning allowed the students to be engaged as resilient and responsible 21st Century learners which aligns with our Strategic Direction 1. It also gave teachers the opportunity to broaden their teaching skills and become world class teachers in learning which also supports the school's 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.

### Digital Storybook

Students 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.

## **Bullying**

Students 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.

## **Bi-iversity**

'Bi-iversity' looks at the bio-diversity and cultural diversity of our local area, Birrong and its surrounding suburbs. Students researched the history of our local area and look at the impact of European settlement on the local Aboriginal communities. They also looked at the plant and eco-systems that are native to the Cumberland Plains. Students also created menus from a variety of cultural backgrounds. This all led to our Exhibition day which involved students from 8.1 and community members.