

Birrong Boys High School

Annual Report



2017



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Introduction

The Annual Report for 2017 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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Message from the Principal

It is with great pride that I report on the achievements of our school during 2017. The success of any school is due to the hard work and dedication shown by students, staff and the wider community. In 2017 much of our school success is due to the dedication of a number of hardworking teams. First and foremost the senior executive team has led the way for much whole school improvement. In 2017 we were fortunate to be able to fully fund two extra Deputy Principal roles and I thank Ms Tsopanos and Mr Derbas for their hard work and dedication in these roles. I must also thank and praise our substantive Deputy Principal Ms Cathy Scott whose work ethic is second to none. A number of school funded roles have added a dimension to our school executive and the teams led by Wellbeing Coordinator, Mr Mohamed and Teaching and Learning Coordinator, Ms Tsanidis have had significant impact throughout 2017.

Throughout 2017 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 2017 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

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. We have made significant progress in all domains of learning, teaching and leading. In the domain of teaching we have progressed from delivering to sustaining and growing in the element of Learning and development. Based on our self assessment it seems quite obvious to all that the key area of focus for us continues to be student 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/self–evidence–guide>

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 students in Years 8–10 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 9, 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)	Funds Expended (Resources)	Progress achieved this year
All students will know the values, core beliefs and behaviour expectations of the school community.	\$22 301	The impact of our PBL team continues to grow and have significant, positive effect on all areas of school life. Our core values dominate all behaviour management conversations and underpin all areas of school life.
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.	\$79 636	Positive student/teacher relationships are continually developed as all staff use the language developed by the PBL team in relation to behaviour management and all areas of school life.
Effective processes, policies, systems and programs will be in place to support student wellbeing.	\$79 636	Processes, policies and systems have been developed in support of our students and staff. They are continually developed and reviewed throughout the school year.
The Welfare Team will continually monitor and adapt practices to ensure the welfare needs of all are met.	\$24 026	The Welfare Team has grown to include a variety of personnel that are a true representation of the cross section of our school. They are a significant team who are active and visible in all aspects of school life
100% of Junior students will have participated in Project Based Learning.	\$11 150.50	Project based learning has grown to encompass all KLA's and all junior students across the duration of our plan.

Next Steps

In 2018 the PBL team will continue to develop age appropriate lessons that focus on our core values. In 2018 our core values will be expanded upon and lesson development will breakdown the value into a more detailed focus. Our Project based learning will continue to expand so that STEM projects dominate the Project based Learning landscape in 2018.

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 2017 to ensure best teaching practice is evident in all teaching areas. This year we continued to develop Lesson Study as our key platform for collaborative practice. Here all staff were teamed with colleagues and were observed in their practice in a supportive and collaborative environment. This year we continued as a pilot school for curiosity and powerful learning, a program aimed at embedding whole school practices into each classroom. Here we collaborated with Granville Boys High and Granville South as a community of schools. 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)	Funds Expended (Resources)	Progress achieved this year
All staff will have created a Performance and Development Plan in consultation with their supervisor and in conjunction with the school plan.	\$11 151.50	All staff undergo a thorough process aimed at ensuring their PDP is relevant to themselves, their faculty, the school and the DoE
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.	\$159 272	Regular peer observations formed a significant part of our Professional Learning cycle in 2017
Lesson Study and Curiosity and Powerful Learning will be implemented to enhance the capacity of all staff.	\$104 113 \$9 000	All staff participated in lesson study in 2017, they codeveloped, planned and delivered lessons with peers as well as observing their peer across two separate cycles.
Regular feedback is part of the daily practice within the school.		Workshops on effective feedback have formed part of our TPL cycle where the significance of suitable feedback has been incorporated into our implementation of Visible Learning and a focus on effect size
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.	\$104 113 \$121 326	The Literacy team has ensured that all staff are equipped and resourced in a unified goal of improving whole school literacy levels

Next Steps

In 2018 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. In 2018 we will continue along the Visible Learning journey whereby we incorporate the practices of John Hattie's Visible Learning with it's core focus of achievement. Plans for 2018 also include dedicated, needs based, literacy and numeracy lessons within the stage 4 curriculum.

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)	Funds Expended (Resources)	Progress achieved this year
All stage 3 students from our feeder primary schools will have had the opportunity to engage in productive and meaningful learning experiences in their respective high schools.	\$15 000	Our transition program has ensured a thorough introduction to our school for all incoming students as well as all stage 3 students from feeder primary schools.
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.		Staff regularly work with feeder primary school to develop programs aimed at enhancing the transition process and avoiding the middle years slump
Authentic partnerships are formed with local business /agencies/ TAFE/ Universities that directly support the school.	\$81 673	A number of key, mutually beneficial relationships have been formed, developed and maximised.

Next Steps

In 2018 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2631	All ATSI students have a detailed ILP developed in conjunction with the student and their family. Funding is also utilised to ensure that all members of our school have a deep understanding of and a genuine respect for the culture and beliefs of the first Australians.
Low level adjustment for disability	\$192728	A highly functioning Learning Support Team has been developed whereby Learning Support Team Coordinator, 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.
Socio-economic background	\$602647	This initiative receives the greatest proportion of funding. In 2017 the largest expenditure item, in support of our students, is in the area of staffing. During 2017 we have funded extra staff in the following ways. We have fully funded the employment and the training of an extra TAS teacher to ensure that students receive instruction at the highest level within this popular KLA. We have also funded an extra DP to cater to Wellbeing needs, a Wellbeing Coordinator, a DP to focus on teaching and learning, a T&L Coordinator, as well as additional, expert staff in the KLA's of PD/H/PE, Mathematics and Science. 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.
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	338	354	366	341
Girls	0	0	0	0

There were 369 students enrolled at Birrong Boys High School in 2017, compared to 338 with a slight increase from 2014 to 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.2	90.4	90.3	92.5
8	88	83.4	90.3	86.9
9	86.3	83.5	83.8	86.6
10	89.5	81.1	78.3	83.3
11	79.6	77.1	86.6	79.2
12	86	79	84.3	86.2
All Years	86.7	82.5	85.5	86.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Whole school interventions have improved the school's attendance rate. Between 2015 and 2016 there was a 3% increase in attendance and between 2016 and 2017 a continued increase of 0.6%. Regular Year Advisors meetings are held fortnightly to monitor and support students attendance. Monitoring and support systems incorporate contact with parents and carers through 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	1	1
TAFE entry	0	0	2
University Entry	0	0	89.6
Other	4	8	1
Unknown	6	15	5

At Birrong Boys High School the following VET Courses are available and students chose to study include:

Retail

Construction

Information Process and Technology

Industrial Technology

Hospitality

ATAR Based HSC Students

- 29 students (72.5 %) attempted the academic ATAR based HSC pathway, and successfully completed the course.
- 26 students (**89.6% of the ATAR students**) were offered a place at university, an increase from 2016.
- An additional 4 students, Non ATAR, were offered places into pathway programs for university.
- Courses enrolled include: Construction Management, IT, Business / Commerce, Cyber Security, Accounting, Hospitality, Engineering, Criminology, Policing, Social Sciences, Nursing, Exercise and Sport Science, Teaching and Medical Science. There was a small variation in the types of courses applied to compared to 2016.
- Thirteen students were made offers into particular university courses based on school recommendation.
- Thirteen students were made early offers into courses, an increase compared to 2016.
- University offers made to students were from: UTS, UWS, Macquarie University, Australian Catholic University (ACU), Wollongong University, MIT, 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.
- The other four ATAR students who were not offered university places have enrolled in colleges and are working courses in the following fields: Construction, Plumbing, and Hairdressing.

- Two of our students are deferring University for a year to try some trades including plumbing and hairdressing.
- One student has enrolled at university overseas.

NON ATAR Based HSC Students

- All 11 students (100%) of the non ATAR based students completed at least two VET/TVET subject for the HSC.
- Four of our Non ATAR students were offered a place into University pathways courses.
- Nine students did not fulfill HSC requirements and have received their Rosa.

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 Construction and Retail Services VET frameworks. Two students received Vocational Education awards presented by Public Schools Ultimo NSW, Ruda Al Delaimi for Construction and Hasseb Ahmed for Retail Services.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	6
Classroom Teacher(s)	25.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	6.38
Other Positions	1

*Full Time Equivalent

In 2017 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	0

Professional learning and teacher accreditation

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 Department of Education. 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, Planning, 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.

Early career teachers were well supported through a structured school based induction program, which provided workshops in the school on the school content, the Quality Teaching Framework, Positive Behaviour for Learning, classroom management, DoE policies and procedures and NESAs accreditation processes. Local and regional network meetings, teacher conferences and accreditation workshops provided further opportunities for professional learning.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	650,239
Global funds	190,560
Tied funds	418,078
School & community sources	103,024
Interest	6,804
Trust receipts	78
Canteen	0
Total Receipts	718,544
Payments	
Teaching & learning	
Key Learning Areas	53,408
Excursions	11,828
Extracurricular dissections	11,444
Library	155
Training & Development	0
Tied Funds Payments	570,411
Short Term Relief	57,160
Administration & Office	78,557
Canteen Payments	0
Utilities	51,356
Maintenance	47,048
Trust Payments	78
Capital Programs	0
Total Payments	881,445
Balance carried forward	487,338

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,068,592
Appropriation	1,011,663
Sale of Goods and Services	23,000
Grants and Contributions	33,419
Gain and Loss	0
Other Revenue	0
Investment Income	509
Expenses	-609,922
Recurrent Expenses	-609,922
Employee Related	-314,129
Operating Expenses	-295,793
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	458,670
Balance Carried Forward	458,670

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Faculty budgets and funding submissions are approved by the school's finance committee which is chaired by the principal and comprises the school administration manager, teachers and executive staff. Maintenance costs increased due to ageing infrastructure. Available funds will be directed to support student learning through employment of additional teaching staff and school learning and support officers.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,616,428
Base Per Capita	55,934
Base Location	0
Other Base	4,560,494
Equity Total	887,511
Equity Aboriginal	2,631
Equity Socio economic	602,647
Equity Language	89,505
Equity Disability	192,728
Targeted Total	23,083
Other Total	152,254
Grand Total	5,679,277

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

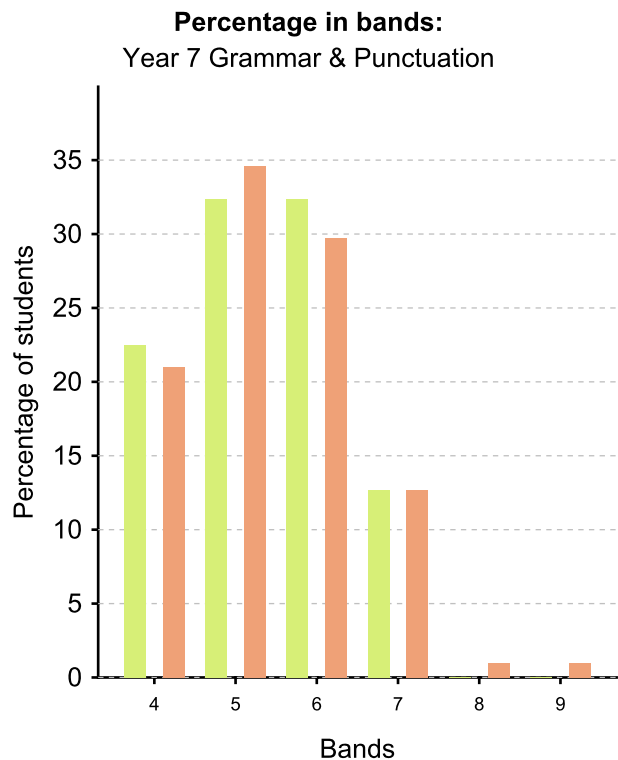
NAPLAN

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.

The average Year 7 literacy scores were below the state average in all areas; however, the percentage of students in higher bands across all areas, except grammar and punctuation, increased. The student growth in Reading was significant and saw an overall 8.1% growth in Band 7 and 8's. Writing also saw an overall growth with an increase of 2% in the higher bands. Spelling had an improvement with an increase of 2% in the higher bands. The one exception to this was our Grammar and Punctuation, our greatest weakness for Year 7, where there was a decrease of 3% in the higher bands.

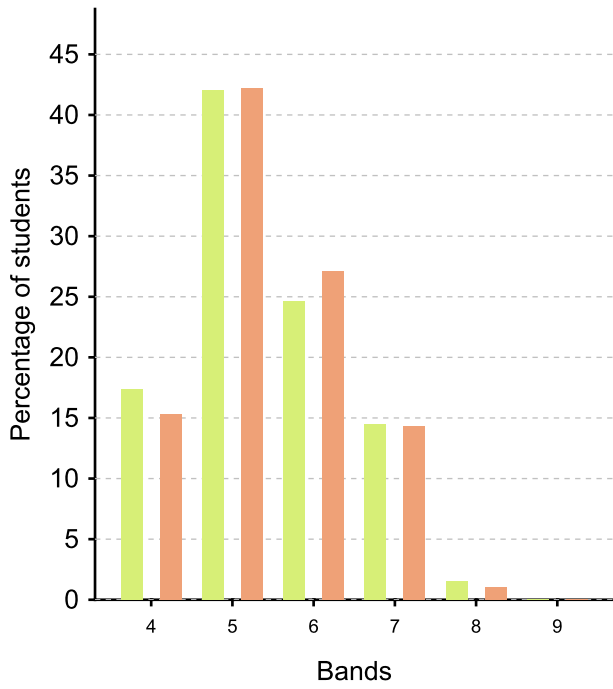
The average Year 9 literacy scores were below the state average in all areas; however, the percentage of students in higher bands across all areas increased. The student growth in Reading saw an overall improvement of 4% in the higher bands. Writing also saw growth with a 1.6% growth of Band 9's. Spelling

had significant improvement in the overall band, with a 7.7% increase in Band 9 and a 1.6% increase in band 10. Grammar and Punctuation showed improvement, with a 2.8% increase in band 8's and a 4.5% increase in band 9's.



Band	4	5	6	7	8	9
Percentage of students	22.5	32.4	32.4	12.7	0.0	0.0
School avg 2015-2017	21.0	34.6	29.7	12.7	1.0	1.0

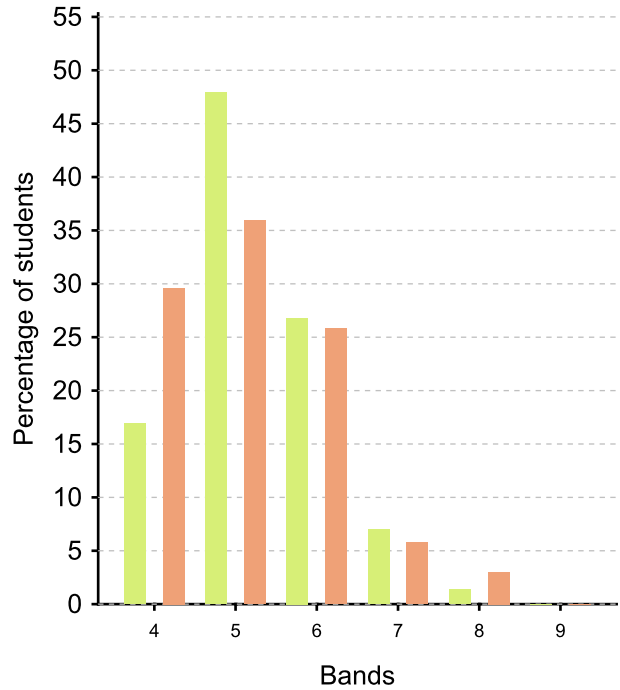
**Percentage in bands:
Year 7 Reading**



Band	4	5	6	7	8	9
Percentage of students	17.4	42.0	24.6	14.5	1.5	0.0
School avg 2015-2017	15.3	42.2	27.1	14.3	1.0	0.0

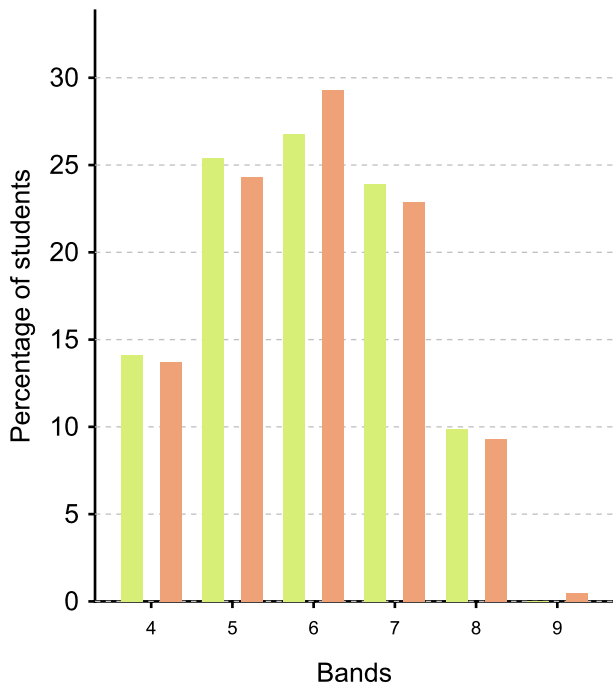
Band	4	5	6	7	8	9
Percentage of students	14.1	25.4	26.8	23.9	9.9	0.0
School avg 2015-2017	13.7	24.3	29.3	22.9	9.3	0.5

**Percentage in bands:
Year 7 Writing**

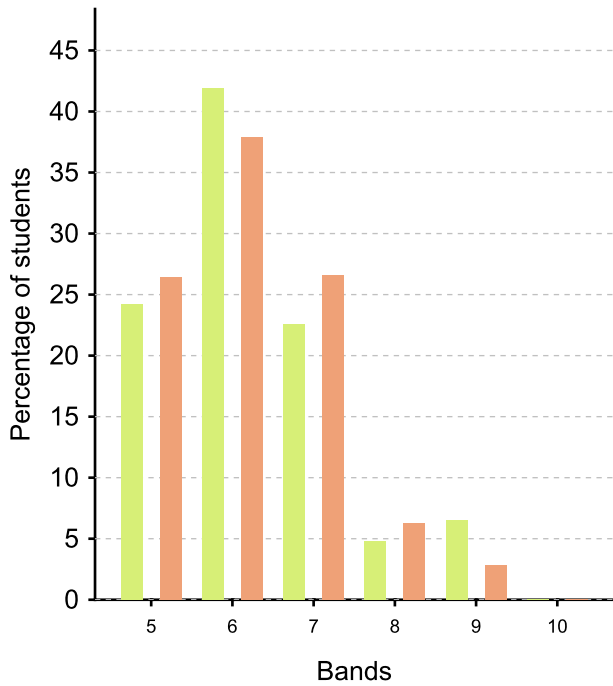


Band	4	5	6	7	8	9
Percentage of students	16.9	47.9	26.8	7.0	1.4	0.0
School avg 2015-2017	29.6	35.9	25.8	5.8	3.0	0.0

**Percentage in bands:
Year 7 Spelling**



Percentage in bands:
Year 9 Grammar & Punctuation

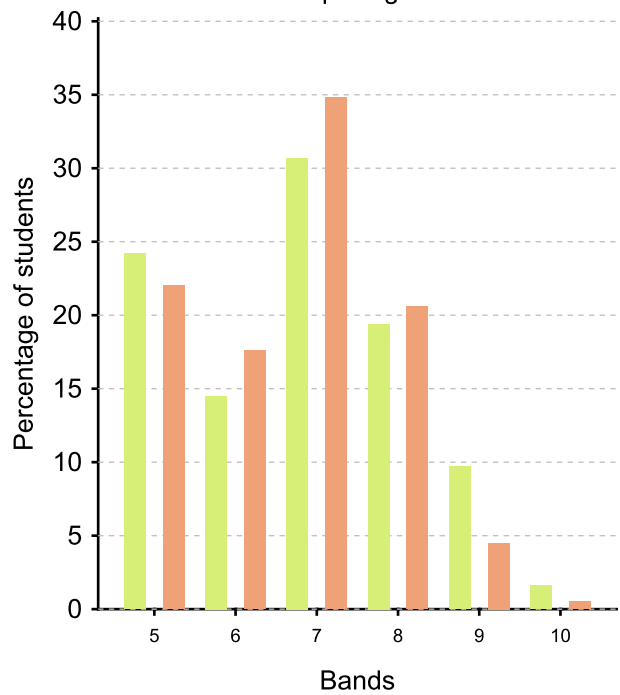


■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	24.2	41.9	22.6	4.8	6.5	0.0
School avg 2015-2017	26.4	37.9	26.6	6.3	2.8	0.0

Band	5	6	7	8	9	10
Percentage of students	22.2	31.8	33.3	12.7	0.0	0.0
School avg 2015-2017	20.1	41.0	30.3	8.1	0.6	0.0

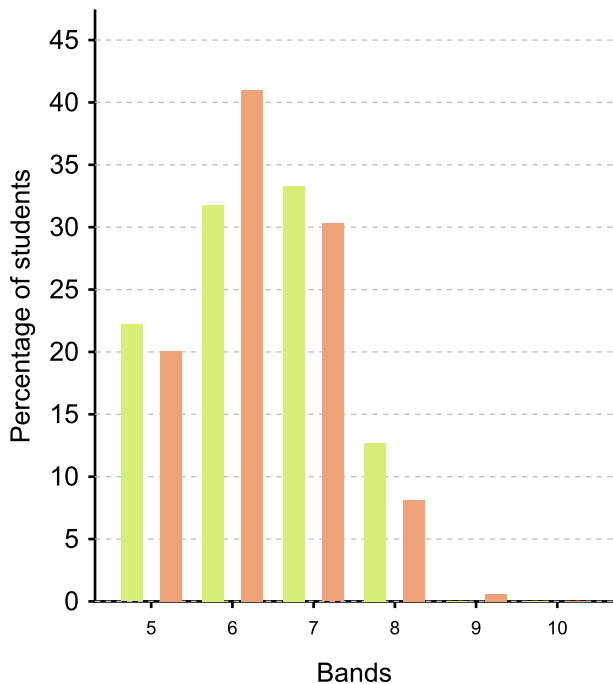
Percentage in bands:
Year 9 Spelling



■ Percentage in Bands
■ School Average 2015-2017

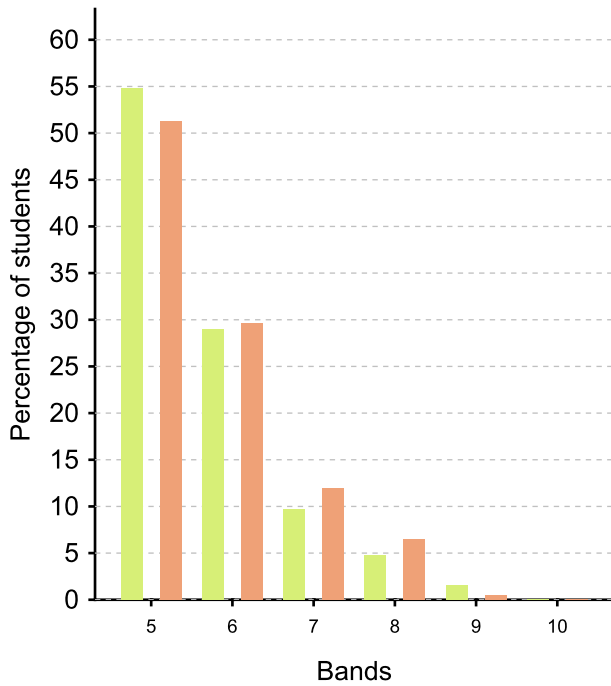
Band	5	6	7	8	9	10
Percentage of students	24.2	14.5	30.7	19.4	9.7	1.6
School avg 2015-2017	22.0	17.6	34.8	20.6	4.5	0.5

Percentage in bands:
Year 9 Reading



■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 9 Writing



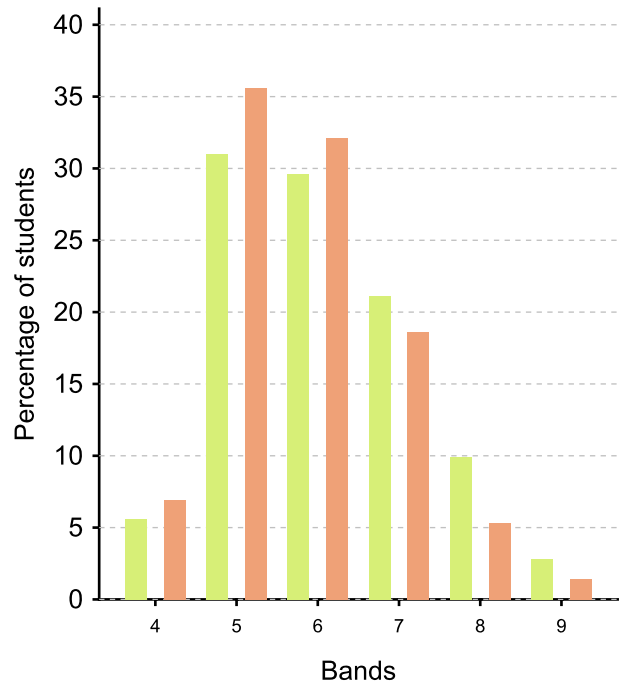
■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	54.8	29.0	9.7	4.8	1.6	0.0
School avg 2015-2017	51.3	29.6	12.0	6.5	0.5	0.0

There has been an increase in the percentage of students in Bands 7, 8 and 9 compared to the previous school average for year 7 Numeracy. This has created a reduction in the percentage of students in Bands 5 and 6. In Year 7, 94% of students have achieved at or above the minimum standard for Numeracy.

There has been a reduction in the percentage of students in Bands 5 and 6 compared to the previous school average for year 9 Numeracy. This has created an increase 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.

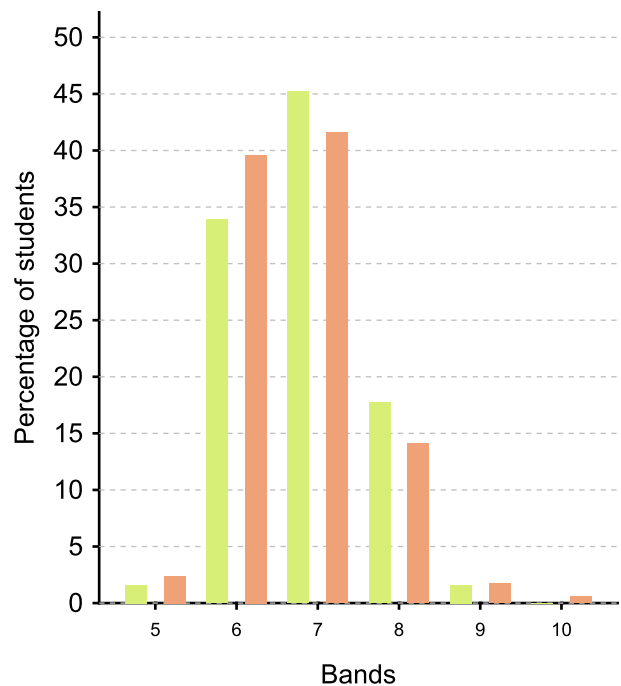
Percentage in bands:
Year 7 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	5.6	31.0	29.6	21.1	9.9	2.8
School avg 2015-2017	6.9	35.6	32.1	18.6	5.3	1.4

Percentage in bands:
Year 9 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	1.6	33.9	45.2	17.7	1.6	0.0
School avg 2015-2017	2.4	39.6	41.6	14.1	1.7	0.6

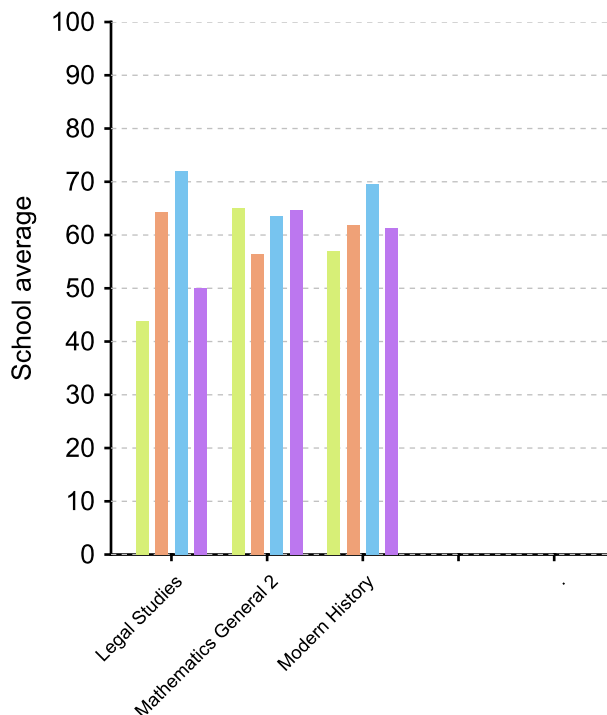
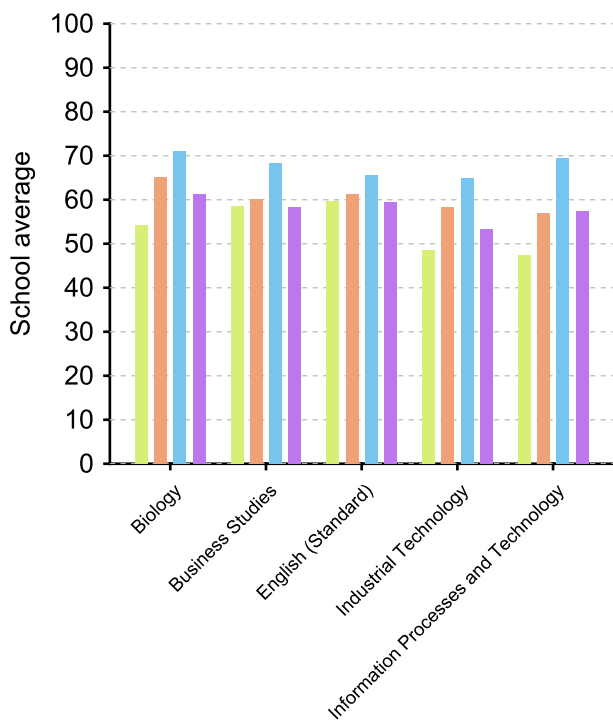
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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 2017, at Birrong Boys High School, 40 year 12 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 NonATAR based program of study. There were 11 students (27.5 %) who attempted the Non ATAR based course and included in their course of study at least two to three VET / TVET courses, and 28 students (70 %) of the whole cohort completed at least one VET /TVET course.

There were 29 students (72.5 %) who completed the ATAR based HSC course, there was a slight increase from the previous year. Eleven students (27.5 %) attempted the Non ATAR based HSC course. Nine of our 2017 student leavers completing the Non ATAR course were eligible for RoSA.



■ School 2017	■ SSSG Average 2017
■ State Average 2017	■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	54.2	65.0	70.9	61.3
Business Studies	58.6	60.0	68.2	58.2
English (Standard)	59.7	61.1	65.6	59.5
Industrial Technology	48.6	58.2	64.8	53.2
Information Processes and Technology	47.4	57.0	69.4	57.4
Legal Studies	43.8	64.3	72.1	50.0
Mathematics General 2	65.0	56.5	63.6	64.8
Modern History	57.0	62.0	69.6	61.3

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 2017 are presented below.

In Birrong Boys High School, 73 students completed the Tell Them From Me survey which included ten measures of student engagement alongside the five

■ School 2017	■ SSSG Average 2017
■ State Average 2017	■ School Average 2013-2017

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. 72 percentage of students in Birrong Boys High School that were socially engaged or participated in sports compared to 63 per cent with NSW Government students.

Parents have always felt they are welcomed when they visit the school, they are able to easily speak with their son's teachers, Year Advisors, Deputy Principal, Principal and to any other staff at any time permissible. 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 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.

Students feel accepted and valued by their peers and by others at school, with a high percentage of a sense of belonging. A large percentage of students believe that education will benefit them personally and economically. Students opinions about the school physical environment is very positive.

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 wellbeing 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

Birrong Boys High School continues to have a strong focus on Aboriginal education. As part of the mandatory component, Aboriginal education plays a crucial part of student's learning at our school. Aboriginal perspectives are taught in all the classroom settings with pride in our Aboriginal heritage fostered in whole school activities. We have provided additional support for Aboriginal students with such programs as Sky high, and ASPIRE, which provide greater directions towards working towards university or further career pathways.

Multicultural and anti-racism education

Other School Programs

Multicultural and Anti-Racism Report

Birrong Boys High can pride itself on our ability to engage intercultural understanding. Our boys are a diverse group of students 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.

Last year a group of Year 7 students created a mural written in a variety of languages.

The values of respect and understanding, tolerance and inclusion underpin all aspects of 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 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 in the library murals celebrating cultural diversity and representing each nationality represented in our school.

Positive Behaviour for Learning (PBL)

At Birrong Boys High School Positive Behaviour for Learning (PBL) is central to implementing the Wellbeing for Schools Framework. Our Wellbeing Policy endeavours to enable every student to connect, succeed and thrive at school and beyond. The PBL matrix is utilised to develop a learning environment in our school to enable students to reach their full potential, both academically, socially and emotionally.

In 2017 a revised Anti-bullying policy was launched at Birrong Boys High School. To enhance student engagement with our Wellbeing Policy, PBL lessons were developed and the PBL Matrix was utilised in year assemblies to further reinforce our core values. Our PBL matrix encompasses our core values of Learn, Be Safe, and Show Respect.

The school reviewed our fractional truancy policy and as a result fractional truancy has been significantly reduced. This has occurred as a result of the PBL team collaborating with Deputy Principals and Head Teachers to monitor and analyse attendance data.

The Wellbeing Policy of our school is regularly reviewed to establish a positive learning environment and to maximise engagement.

PROJECTBASED LEARNING

In 2017 we continued 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 be engaged as resilient and responsible 21st Century learning which aligns with our Strategic Direction 1. It also gave teachers the opportunity broaden their teaching skills and become world class teachers in learning which also supports the schools Strategic Direction 2.

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

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.

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.

Birrong-versity

'Birrong-versity' looks at the bio-diversity and cultural diversity of our local area, Birrong and its surrounding suburbs. Students planted various local flora and fauna around our school. They 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 mini models of the school, incorporating water/energy efficient resources. They also documented their procedures on the iPads.

Picture Books

Students created their own picture books. They began the process by completing multiple hand written/drawn drafts. Once these were perfected, students created

their online picture books. These were published and students received a copy of their picture book. A copy was also given to the school library so as to exhibit the work of Year 7T.

Dragsters

In this project, students created their own Dragsters. They began the process by looking at the design process and then moved on to finding ways to make their model run. This led to an exhibition day in the school hall. The students involved participated in a competition whereby they raced their dragsters to see whose mini model was completed correctly and who won the race.

Student Representative Council:

In 2017, Birrong Boys' Student Representative Council (SRC) was relaunched at our school assembly and the direction and purpose of the SRC was reformed to reflect the core values of Birrong Boys' High School (BBHS). Students were elected through a ballot system which enabled the boys to nominate and vote for their peers. The process involved electing students from years 8-11 and we welcomed 20 students in total, 5 from each year group. The SRC delegates were inducted at a formal assembly where they recited the pledge and received their official badge. Following this, the SRC students were extremely fortunate to be formally recognised by Jason Clare, who took time out of his busy schedule to attend BBHS and speak to the students about the important role the SRC plays in a school.

The SRC members were involved in a number of leadership workshops, school based functions and charity events. They showed impeccable dedication and were wonderful role models throughout each event, we are very proud of our 2017 SRC cohort.

Our students took part in leadership workshops throughout the year. The first event was the annual Student Leadership Conference held at Prairiewood High School. The workshop was an excellent opportunity for students to develop their leadership skills further and interact with students from different schools. It was a hands-on day and the boys had a great time. In addition to this, students attended the National Young Leaders Day which was held at the ICC in Darling Harbour. They were given the opportunity to listen to admired speakers who offered extensive knowledge regarding leadership skills.

The students were able to transfer their skills at a number of school functions. The first event the students were involved in was Orientation Day. SRC members were in charge of the BBQ for the year 6, 7 and 12 parents. The boys prepared the food and were responsible of serving it to the parents. In addition to this, the boys once again completed the tiring task of cooking the BBQ at our annual Parent and Teacher Interviews in term three. As school leaders, SRC members were required to represent the students at whole school events. The SRC body lead our ANZAC Mural launch and spoke in front of many distinguished guests and community leaders. The students were

similarly in charge of running assemblies and giving speeches at whole school events. We are proud of those students who ran our Anti-Bullying assemblies and presented at our Year 12 Graduation ceremony, farewelling the class of 2017.

Students were involved in a number of significant events throughout the year. In May, students attended the Bankstown Arts Centre for Sorry Day. The boys listened to Indigenous Elders and learned the importance of Sorry Day and recognising Australia's past. In addition to this, students were involved in selling badges for Legacy Day in which the boys sold over 20 badges in the local shopping centres. The final event that SRC hosted was our White Ribbon Day assembly which highlighted the issues that Australia faces regarding domestic violence.

Overall, we are extremely proud of our SRC and thank them for their efforts during 2017. They showcased their leadership skills and they were excellent representatives of BBHS. We look forward to what 2018 has in store for SRC.

Learning Hub:

In term four of 2017, our Learning and Support Team launched The Learning Hub. The Learning Hub is a classroom that has been dedicated to increasing the students' literacy skills. Students from years 7, 8 and 9 were given a comprehension test and selected students were chosen to participate in lessons in The Learning Hub. These lessons were designed to specifically target literal comprehension, the ability to interpret information, word choice and reading skills.

The Learning Hub is set up in stations, with the students partaking in a series of activities that are placed around the room. The lesson intentions are clearly explained to students and the small groups are run by teachers.

In addition to this, a reading roll call was set up in The Learning Hub for students in years 7 and 10. The year 10 students were given training in becoming reading tutors and each have their own year 7 student who they read with every morning before classes begun. It has been a huge success and it was a great opportunity for our year 10 students to showcase their leadership skills and help our year 7 students increase their reading level.

The Learning Hub is an excellent opportunity for the students to engage in exciting lessons and increase their literacy skills. We are sure that The Learning Hub will be an integral aspect of BBHS in 2018.