2010 Annual School Report
Birrong Boys High School

NSW Public Schools – Leading the way
Our school at a glance

Students
In February 2010, there were 422 students enrolled at Birrong Boys High School. About 90% are from Non-English Speaking Backgrounds. The largest groups are from Middle Eastern, Asian and Pacific Islander backgrounds. Altogether, over 30 different nationalities are represented in the school.

Staff
Birrong Boys High School benefits from having an experienced and very stable teaching and ancillary staff. The majority of staff members have been teaching in our school for more than 5 years. All staff work to ensure that quality teaching programs are provided for all students.

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

Significant programs and initiatives

Priority Action Schools (PAS)
In 2010 our school entered the second year as a Priority Action School, receiving extra funding which allowed for the employment of a Deputy Principal Teaching and Learning, and two Literacy and two Numeracy Co-ordinators.

Staff received ongoing professional learning in the areas of Literacy, Numeracy and ICT, and support was provided to develop programs, resources and pedagogy using the Quality Teaching model.

A number of programs and initiatives were delivered including:

- An expanded Peer Reading Program in conjunction with TAFE using MultiLit resources. This not only increased levels of student reading but provided leadership opportunities for Year 10 students
- A School Certificate Preparation Program for Year 10 students to assist students thoroughly prepare for their School Certificate examinations.

Our PAS funds will continue to support the development of Quality Teaching and Learning programs. The PAS program will also provide more options and opportunities for our school to assist maximise student learning outcomes.

Priority Schools Program (PSP)
The Priority Schools Program is provided to our school to support the learning needs of the many students who come from a low socio-economic background. The program provides for both supplementation in staffing which is used to maintain a wide curriculum and funds which have been used in the following manner:

- The publishing of the “Blaze” magazine. This annual publication is a literacy strategy for the student editors and also a valuable promotional tool for our school community.
- The Rock and Water Program. This program aims at building student self control, self confidence and self respect; ultimately leading to enhanced school engagement.
- Bantu Project is an African-Brazilian dance and martial art program. It aims to promote self discipline and personal responsibility and improves self esteem and confidence. Students become more engaged in the school community.

National Partnership Program
The extra resources provided by the National Partnerships Low SES communities allows the school to increase the special programs necessary for the school to meet the needs of all students as well as provide a greater variety of support in the areas of Literacy, Numeracy and Information Technology.

Funding was used to employ a Head Teacher ESL Pedagogy whose focus was to model exemplary teaching practice across KLA’s, professionally develop staff on ESL pedagogy and lead whole school professional learning sessions on ESL pedagogy.

An ICT integrator was employed to support teacher professional learning and each staff member was released for one hour of professional learning each two week cycle.

Through the learning teams staff have been provided with professional learning opportunities in Literacy, Numeracy, ICT and ESL pedagogy.

Additional programs to increase student engagement such as Bantu, Waste-to-Art and Healthy Living were facilitated by the Youth Worker who was funded through the program. The Youth worker also delivered an anger management program for students experiencing difficulty in forming relationships.

A Head Teacher was employed to work with students at risk. Students participated in programs such as Links-to-Learning and MTC Solutions which resulted in a reduction in warning letters and suspensions.

Project Bantu of Capoeira Angola for Youth.
Project Bantu operated from Term 2 this year and was very popular with our students. It aimed to help students build relationships, work effectively in teams and improve interpersonal skills. Through dance,
music and movement originating in Brazil, it promoted self discipline and personal responsibility and improved self esteem and confidence. The weekly workshops, for selected students from years 7 and 8 were facilitated by the Capoeira Angola for Youth Group.

**Peer Mentoring Program**

This program involved Year 7 students and who were supported by trained Year 11 mentors to assist in the transition into high school. They worked on different modules once a fortnight and covered topics such as conflict, self esteem, self confidence, communication and friendships.

**Primary School Links Project**

This was a leadership opportunity for selected students in Years 7 and 8, mentoring kindergarten students at Birrong Public School. The boys were initially trained as group leaders before taking part in the program. The boys involved travelled to Birrong Public School on Mondays for 6 weeks. The boys were in charge of organising and facilitating a number of sporting and recreational group activities for the kindergarten students. On completing the program, each student received a Certificate for taking part in the program and demonstrating leadership skills.

Staff members from our school have also participated in Mock High School days to provide a closer link between primary and high schools. Teachers from our school conduct high school lessons in the primary schools in late term 4 each year.

**Primary Enrichment Program**

This program gave Year 5 students the opportunity to experience enrichment classes in English, Mathematics and Science. Students were transported to our school each Monday where they were able to use facilities not available at their school such as science labs and computer laboratories to investigate Maths and Science questions. In English they developed their comprehension skills, their public speaking skills and multiple choice questioning. The students were engaged in a variety of these activities each week and student participation was a highlight of these sessions.

**Challenge Based Learning – Year 7**

This was a project introduced for the first time this year with year 7 involving real-world problems that were investigated by collaborative teams over an intensive one week period. Teams selected the problem they wished to investigate, researched their issue, and then brainstormed strategies and solutions that were both credible and realistic for themselves, the school and local communities. At the centre of challenge-based learning was a call to action that required students to make something happen. So, in other words: ‘THINK GLOBAL, ACT LOCAL’.

During the week long challenge, student teams investigated their issue, generated ideas for solutions and finally communicated their work as a multimedia presentation to an audience of students, parents and school staff. Students grew from the experience developing a variety of skills such as improved confidence in public speaking, to be able to undertake sustained research, write persuasively and work productively as part of a collaborative team. These are skills which will continue to benefit them through life.

**Careers and Transition Programs**

The school has continued to support students who wish to leave school before they complete their high school studies. These students are always supported to ensure that they have access to employment or further training.

Higher School Certificate students are provided with access to the information required to make informed choices about their post school studies and other options.

The school has a Transition Adviser who works closely with the Careers Adviser. They are part of the transition team at Birrong Boys’ and have developed a series of close connections with support agencies, youth pathway agencies, relevant government agencies, local community partnerships and industry groups.

Programs that our students have been involved in during 20010 include:
- All Year 12 students completing their individual transition plans and resumes
- Year 10 students involved in the Links to Learning program run by the Arab Council of Australia aimed at assisting students from Non-English backgrounds in literacy and numeracy and ICT
- A group of students were part of the Youth Pathways program run by MTC. This was a personalised program specifically focused on each student’s needs. Participants receive ongoing support to assist them to overcome barriers that are getting in the way of education, training or employment.
The Blaze 2010 was a successful program, culminating in a professional, street press magazine that was well received by the school community. The Blaze team reported that they felt they had learnt valuable literacy and computer skills and were pleased at the outcome of the project.

**Student achievement in 2010**

Results achieved by students in the NAPLAN, School Certificate and Higher School Certificate in 2010 were

**Literacy – NAPLAN Year 7**

NAPLAN tested and reported student achievement in four areas Reading, Writing, Spelling and Grammar. The results for these tests are now reported over 6 bands, the lowest starting at 4, the highest at 9; the majority of students achieved across bands 4 to 6. In Spelling and Grammar and Punctuation there was movement of students from the lower into the middle bands. The average scaled score growth across all Literacy strands was greater than State and South West Sydney growth.

**Numeracy – NAPLAN Year 7**

NAPLAN tests are reported over 6 bands, the lowest being 4 and the highest 9. Whilst the majority of students were placed in the lower to mid bands, 14% achieved in the top two bands, bands 8 and 9, consistent with previous years’ results. Although our growth results were pleasing, our ongoing focus will be a significant movement of students from the lower bands to the middle and higher bands. The average scaled score growth in Numeracy was greater than State and South West Sydney growth.

**Literacy – NAPLAN Year 9**

NAPLAN tested and reported student achievement in four areas Reading, Writing, Spelling and Grammar. The results are reported over 6 bands the lowest being 5 and the highest is 10. The majority of students were placed in the lower bands, and for Spelling in the lower to mid bands.

**Numeracy – NAPLAN Year 9**

NAPLAN tests are reported over 6 bands, the lowest being 5 and the highest 10. Results from 2010 tests indicate a deviation from previous years with a significant movement of students from the lower bands to the middle and higher bands. Whilst the
majority of students were placed in the lower to mid bands, 12% of students achieved results in the top two bands. 49% achieved band 5 or 6, representing no change from 2009.

School Certificate

In 2010, 77 students sat for the School Certificate examinations. Results in Mathematics and English indicate a continuing trend of significant movement of students from the lower to higher bands. In the Science and History and Geography tests, movement was from lower to middle bands. Our students performed well in the Computer Skills test with all students achieving competence, 14% being highly competent.

Higher School Certificate

Forty eight students sat for the Higher School Certificate in 2010. Some pleasing results were achieved in Visual Arts with 58% of students achieving at band 4. PDHPE, Retail and the Information Technology examination achieved no students in band 1. Our results in 2011 were significantly below achievement in previous years. The majority of our students scored in the lower bands 1, 2 and 3. Representation in bands 1 and 2 was substantially higher than the state except for the above three subjects. The school’s objective to improve HSC results will continue, with particular focus on lifting achievement in the bottom, and increasing representation in the top bands.

Messages:

Principal’s message

The Annual Report 2010 aims to provide information to our parents and our community about the aims and achievements of 2010 and our goals for 2011. This report is the result of a whole school evaluation process.

The school was established in 1958 but has had a major refurbishment and infrastructure development in recent times producing effective learning spaces with full technological support. Birrong Boys High School is a comprehensive boys’ school with a proud tradition in academic and sporting achievement, student welfare and boys’ education strategies. Ninety percent of students have a language background other than English and there are over thirty cultural and national backgrounds represented among the student body, which makes the school the stimulating, interesting and successful school that it is.

The school community is committed to promoting our school motto, “From each his Best” and the belief that students have a right to learn and staff have a right to teach and this is reflected in the importance placed on the teaching and learning and staff professional learning. At Birrong Boys High School we:

- Provide students with the best possible learning opportunities
- Work in partnership with students, staff and parents to promote socially responsible behaviour
- Provide students with a safe and happy learning environment
- Make the transitions easier for students from primary school to high school and from high school into the world of work
- Prepare students for productive citizenship.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Aretya Dassaklis
Principal

Student Representative’s message

The SRC have been busy engaging in leadership programs and fundraising. The boys hold their own meetings during DEAR time where they plan and organize activities (Mohamed Bagdadi as President, Hilal Raziq and Vice President and Samer Hariri as Secretary). This is a great opportunity to learn the skills of undertaking formal meetings and taking minutes of meeting.

As part of their role this year many of the boys attended regular leadership programs meeting with other SRC members within their district to create new ways of representing the student voice within their school. They enjoyed these meetings – especially working with Beverly Hills Girls and Bankstown Girls High Schools. This provided them with the opportunity to share the SRC process at other schools and incorporate new strategies at Birrong Boys High.

The SRC arranged numerous fundraising activities for both the school and community such as for Canteen, Leukaemia Foundation and Legacy. They achieved this through selling badges in shopping centres, holding mufti days, selling Lebanese breads before school and their most popular bbqs both at school and carnivals. The SRC members support school functions by welcoming guests and guiding visitors around the school. The SRC team often come to school early and stay back late when required with the support of their guardians/carers.

Ms K. Khelladi (SRC Coordinator)
School context

Student information

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

Student enrolment profile

Enrolments for 2010 averaged 422 students. This represents a slight decrease over previous years. There has been a minor increase in the number of students enrolling in Year 7. Enrolments in February by year were Year 7 - 81, Year 8 - 78, Year 9 - 83, Year 10 - 81, Year 11 - 48 and Year 12 - 51.

About 90% of students are NESB, the largest group being from Middle Eastern, Asian and Pacific Islander backgrounds. More than 30 different ethnic groups are represented in the school. While most students were born in Australia, English remains for many students their second language.

Student attendance profile

There has been a minor decrease in attendance in the last year. The school is addressing this issue and has implemented a number of new procedures that will take effect from the start of 2011.

The school has worked in the second half of the year to ensure that students who have effectively left school, are no longer enrolled and their absences are not recorded. There has also been considerable effort made to reduce the number of students who consistently do not come to school by offering them support and mentoring programs.

Management of non-attendance

Regular monitoring of attendance data enabled the identification of students with attendance patterns causing concern. In consultation with the HSLO, Head Teacher Administration, Deputy Principals, Year Advisors and parents, individual student attendance programs were developed. One teacher was deployed to target morning lateness which was seen as a problem. Continued attendance concerns over the year resulted in meetings with a district attendance team which will address the issue in 2011.

Retention to Year 12

In 2008 93, year 10 students were enrolled and in 2010 there were 51, year 12 students. Many students chose to leave school and seek apprenticeships and TAFE trade courses before the mandatory 17 year old leaving age was introduced.

Year 12 students attaining HSC or equivalent vocational educational qualification and their post-school destinations

In 2010, 49 students completed their HSC. 38 of these sat the academic HSC Program to obtain an ATAR. 11 students chose not to sit the academic HSC program for an ATAR, however these students did complete either a VET or TVET course. These courses included – Retail, Hospitality, Business Services, Nursing, Construction, Aeroskills and Information Technology.

One student was offered early entry placement in December to his university course. One student was offered a $20,000.00 scholarship to go to university.

Of the 38 students that sat the academic ATAR based HSC course, 15 students were offered places at University, making it 39.4% of our students gaining a place at University (the State average for entry to university is 30%).

Of the students not attending university - some are enrolled in TAFE courses in Hospitality, Fitness, Architectural Design, Pathology. Others are employed in the Auto Industry and Building Industry and a smaller group has gained apprenticeships.

Staff information

The staff at the school has remained relatively stable. However, a decrease in student numbers over the past two years has impacted upon staffing levels. The vacant Deputy Principal position ‘on review’ was advertised in the DET ‘In Principle’ and was filled through the merit selection process for the year. Funding through PAS enabled the maintenance of the third Deputy Principal position focusing on Teaching and Learning. National Partnerships funding has allowed the continued deployment of a Head Teacher Welfare position and Youth Worker/ CLO and Literacy and Numeracy Coordinators as well as a number of Teachers’ Aides. Throughout the year, we have also been ably supported by well-qualified casual staff who are able to fill positions created by teachers acting in higher positions, teachers on extended leave or short-term illness.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>43.1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.6</td>
</tr>
<tr>
<td>Total</td>
<td>64.8</td>
</tr>
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</table>
Teacher qualifications

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

The teaching staff members at Birrong Boys’ High School are highly qualified in their subject areas. The staff members have also shown a high commitment to ensuring that student teachers and newly trained teachers are supported through quality training and professional development. Seventeen early career teachers are at various stages in achieving competency levels with the Institute of Teachers.

All staff members are provided with training throughout the year during School Development Days and through a variety of training programs.

### Qualifications

<table>
<thead>
<tr>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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### Financial summary

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

#### Income

- Balance brought forward: $277,747.13
- Global funds: $281,844.97
- Tied funds: $655,891.79
- School & community sources: $121,591.48
- Interest: $22,140.33
- Trust receipts: $7,270.60
- Canteen: $0.00
- **Total income**: $1,088,739.17

#### Expenditure

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<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>$52,419.51</td>
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<tr>
<td>Extracurricular dissections</td>
<td>$60,859.26</td>
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<tr>
<td>Library</td>
<td>$2,749.28</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$2,023.09</td>
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<tr>
<td>Tied funds</td>
<td>$459,910.80</td>
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<tr>
<td>Casual relief teachers</td>
<td>$65,808.81</td>
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<tr>
<td>Administration &amp; office</td>
<td>$98,341.34</td>
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<tr>
<td>School-operated canteen</td>
<td></td>
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<tr>
<td>Utilities</td>
<td>$70,318.39</td>
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<tr>
<td>Maintenance</td>
<td>$24,008.39</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$4,637.39</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$19,560.00</td>
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<tr>
<td><strong>Total expenditure</strong>: $882,527.79</td>
<td></td>
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<tr>
<td><strong>Balance carried forward</strong>: $206,211.38</td>
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</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2010

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

### Achievements

#### Arts

2010 saw the CAPA faculty organising events for our talented students:

- CAPA Showcase in Term 1 highlighted the best from Music, Visual Arts and Photography with student performances, an art exhibition and short films being shown to a small but appreciative audience.
- In Term 2 students participated in the Talent Show, heats, and finals with Bankstown Girls. All performers received canteen vouchers; however the first two prizes went to students from the visiting school.
- The audition for ‘Our Spectacular’ was a large event with band, singers and dancers performing ‘Forever Young’. The dancers had been rehearsing for 6 weeks with a professional dance teacher and a complex routine. Unfortunately we were not successful this year.
- The Boys Choral Group again performed at the PACT theatre. This gave our senior boys an opportunity to learn new repertoire and perform with others. This was part of the initiative of the DET for Boys Education addressing retention and engagement.
- In Term 4, our senior boys had the opportunity to be in a Hip Hop Dance Crew along with 3 other schools. They learnt a complicated routine and performed it for the Director’s Choice at the Sydney Showground Amphitheatre.
- Senior students of Visual Arts attended excursions to Sculptures By The Sea, the Archibald and Art Express.
- Ken Nguyen and Raju Naidu (yr11) attended the William Dobell Art School for three days where
they were given intensive guidance to hone their art making skills.

- CAPA students performed at school assemblies, Presentation Day and the Year 10 Graduation.
- Music Club and Waste-to-Art programs ran after school to extend the gifted and talented students.

Sport

2010 saw Birrong Boys High school participating in the Edmondson zone for sport. With a gradual decline in school numbers over recent times, the number of teams entered in the Edmondson Zone grade competition also fell. However despite this we still had a number of teams do very well with 14 years basketball, 15 years rugby league and senior futsal sides all winning their competitions.

Birrong also participated in a number of gala day events throughout the year. The year 7 and 8 futsal sides and year 9 and 10 sides won the Edmondson Zone gala day competitions in December. The Bankstown Sports Club rugby 7’s tournament was also held with our 14 years side reaching the final.

In the Sydney South West area knockout competition, the opens rugby league did an amazing job in winning The Sydney South West Area division. They were eventually beaten in the round of 16 by Wyndham College 28-24 in a match that could have gone either way. From that particular side, Apisai Koirisau has been graded in the South Sydney Rabbitohs Toyota Cup side, while Ngamanu Winitana is in the Wests Magpies SG Ball squad. Both players definitely have the potential to eventually play NRL.

As a result of changing demographics in the Edmondson Zone it was decided that the zone be collapsed in 2011. Subsequently Birrong Boys, Punchbowl Boys and East Hills Boys have been placed in the Bankstown Zone for all 3 major carnivals (swimming, athletics, cross country) as well for all Sydney South West Area tournaments. Liverpool Boys have joined Bernera Zone. It signifies the end of the Edmondson Zone which for so long provided students in the area a sporting pathway to excel and achieve.

At Birrong Boys High School we have decided to offer boys at the school integrated sport for 2011. The aim of this is to ensure students are regularly participating in sport while still having the opportunity to compete in interschool competition, knockouts and gala days throughout the year.

Debating

2010 has been a very productive year for Birrong Boys’ debaters and public speakers. Year 11 and Year 8 students actively participated in the 2010 Premier’s Debating Challenge. Year 8 debating Team A (Gordon Lam, Nelson Wong, Jonathan Yasamarn and Zanou Xu) and Team B (Mohammad El Chami, Mohammad El Harris, Yousef Etri and Michael Nykanen) were victorious against Auburn Girls High School and Sefton High School in the Zone competitions. As Birrong Boys’ Team B was also triumphant in the internal round they had a score of 2 points which was the same as Sefton, a final round was conducted to decide which team would make it to the inter-zone rounds. Birrong Boys’ gave a good debate but was knocked out and Sefton high moved on to the inter-zone debating rounds. Mohammad El Harris and Bernardo Puga of Year 8 participated in the 2010 Legacy Junior Public Speaking Awards Local Final at Birrong Girls High School. Both the speakers displayed excellent oratorical skills in the prepared speeches round and did their best in the impromptu round even though they were not declared winners. Our Year 11 debating teams consisting of Bilal Hafda, Marwan Malak, Abdullah El Cheikh, Hilal Razig, Mohsin Haider, Mohammad Awad, Hilal Saboune impressed the audience with their brilliant approach to the topic given and by their public speaking skills in all the three rounds of the Premier’s Debating Challenge zone competitions. Birrong Boy’s High School also had the privilege of hosting the quarter final of 2010 Premier’s Debating Challenge for the first time via Video conferencing. Our debaters are very talented and confident speakers and will continue to build their skills in 2011.

Academic

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.

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

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
Literacy – NAPLAN Year 7

For reading, in comparison with previous years, there was a slight reduction in results in the top bands and bottom band. 57% of students performed in the bottom two bands compared with the school average 2007-2010 of 55%. NAPLAN results in spelling were stronger with 3% students achieving the top band, and slight movement from lower to middle bands. Results in writing showed a shift from band 4 to 5 with a reduction in the top bands, 8 and 9. The average scaled score growth across all Literacy strands was greater than State and South West Sydney growth.
Numeracy – NAPLAN Year 7

The Numeracy results for 2010 are similar to previous years. Student growth results were extremely pleasing, with average growth for Year 7 students exceeding that of the State. 14% of students achieved in the top two bands, 8 or 9, 46% of students performed in the bottom two bands compared with the school average 2007-2010 of 44%. Fewer students achieved in the bottom band in comparison with school average results 2007-2010.

Literacy – NAPLAN Year 9

On average, 69% of students achieved in the bottom two bands, apart from in Spelling with 34% of students. The remaining students achieved in the middle two bands with very small representation in bands 9 and 10; the exception was in Grammar and Punctuation, with 4% of students achieving in the top two bands, bands 9 and 10. Year 9 growth for Spelling is above state growth.
We enjoyed some success in Numeracy, 12% of students achieved in bands 9 or 10 which outperformed those from a similar school group. Our students are however over represented in the bottom three bands, differing from similar school groups by 5%.
Progress in literacy

Value adding is observed for 92% students in Years 7 across Reading, Spelling, Grammar and Punctuation. 83% value adding average was achieved in Year 9 across Spelling, Grammar and Punctuation (compared with Years 5 and 7). Growth of at least one band for all students across all strands will be a continued focus in 2011. Whole school professional learning for staff to support improved student outcomes in Writing will be a priority in 2011.

Progress in numeracy

Our students continue to perform well in numeracy with average growth for Year 7 and Year 9 students exceeding that of the State (compared with Years 5 and 7). Growth of at least one band for all students will be a continued focus in 2011. To support this outcome, strategies such as differentiated programming in Mathematics, the on-line “Mathletics” program across Years 7-10 and targeted use of Counting On resources will be continued.

School Certificate

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

In the English School Certificate examination improvements were seen across all bands: 1% of students achieved band 1, a great improvement on previous years, 6% of students were represented in band 5 (although no student achieved band 6) and over 45% of students achieved band 4. This indicates a significant movement of students from the lower and middle to the higher bands.

Results in Science show a pleasing upward shift, except in the top band with no students achieving at this level in 2010.
School Certificate results in Mathematics were again extremely pleasing with 18% of students achieving in bands 5 and 6. This constituted a significant movement into higher bands in comparison with average school results over the last four years.

School Certificate relative performance comparison to Year 5 (value-adding)

In Mathematics, value adding data from Year 5 showed similar improvement compared to relative growth in 2009. Improved value adding in comparison with average school results over the last four years was also apparent in the Australian History, Civics and Citizenship and English examinations.

Higher School Certificate

Forty eight students sat for the Higher School Certificate in 2010 with 23 courses offered. Of these 48 students, no student achieved Band 6, with four Band 5 results; this was a significant decrease on the 2009 results (in which 1 Band 6 and 27 Band 5 results were achieved).
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82.1</td>
</tr>
<tr>
<td>Writing</td>
<td>81.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>82.5</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>61.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.0</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>55.1</td>
</tr>
<tr>
<td>Writing</td>
<td>55.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>81.4</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>61.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

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, particularly in history, geography, visual arts and music. There were three Aboriginal students and no Torres Strait Islander students enrolled at Birrong Boys High School in 2010. All three 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. One of our Aboriginal students was recognised at the South Western Sydney Regional 2010 Awards for Aboriginal Student Achievement, in the category of attendance.

**Multicultural education**

Multicultural education is an integral part of Birrong Boys’ High School. It is a compulsory component in all subject areas.

At our school, students are encouraged to celebrate their culture and recognition is given to the many community cultural festivities held throughout the year.

**Respect and responsibility**

In 2010, the school completed a review of the Welfare and Discipline policy. The revised policy is based on the philosophy that all students share the school’s values and code of conduct that each student takes responsibility for his actions. The values of respect for others and responsibility for your actions were key points of discussion during regular assemblies and in the many support and welfare programs provided for students at Birrong Boys High School. The PBIS program to be introduced in 2011 will support the welfare program with the explicit teaching of attitudes, values and behaviours.

**Connected learning**

Connected classrooms are learning spaces which utilize information and communication technologies which allow students to not only use interactive whiteboards and the internet at school but also to connect to schools, organizations and projects around the world. Students participated in on-line learning with other schools, CSIRO projects in different parts of the world and also linked with university programs. Staff have also been engaged in interactive, on-line professional development through the connected classrooms. In the last two years the purchase of interactive whiteboards has been a school focus with all faculties now having their own interactive whiteboards allowing more dynamic, multimedia teaching and learning.

**Other programs:**

**Drum Beat** - The program has been running at the school in partnership with Auburn Diversity Services, Services of Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS). The program
targeted years 7 and 8 boys identified by their respective Year Advisors.

Drum Beat aims to help students build relationships, work effectively in teams and improve interpersonal skills. It promotes self discipline and personal responsibility and improves self esteem and confidence. It does this through the discovering of relationships using music, beliefs, emotions, attitudes and thoughts. The selected students participated in the program for 6 weeks. At the end of the program, each participant received a Certificate of Participation and for demonstrating awareness of the factors that contribute to healthy relationships as well as proficiency in playing the rhythms of the African drum. The group also performed at a whole school assembly.

Healthy Living - This was a joint extracurricular program between Birrong Boys' High School and Bankstown City Council. Twenty-one students engaged in interactive and practical workshops facilitated by staff from Muscle Sprouts (a health promotion organisation whose vision is to improve the lifestyle habits of Australian Children) and our CLO/Student Support Worker.

The program ran over a total of 8 weeks, covering: basic nutrition, what's healthy and what isn't and how the body processes food; how to read labels on food and budget for healthy alternatives; healthy food tastings; visit to the community gardens; introduction to a number of different physical activities & sports including soccer and martial arts; and a cooking workshop. At the end of the program the participants demonstrated improvement in both personal fitness levels and awareness of healthy lifestyle habits.

Outreach – Our school has developed a partnership with Padstow TAFE to encourage parent involvement with our school as well as provide a valuable service to our community. As part of the Outreach program two coordinators conducted computing classes for parents in basic computing and use of computers and the internet. The classes were conducted between 9.30 and 12.30 on Fridays in one of our computer labs. The program has been well received and will be offered again next year.

Positive Behaviour in Schools (PBIS) – Complementing the Glasser training of most staff, PBIS is to become an important component of our Welfare system. The school PBIS team was formed in the latter part of this year and the required training undertaken. Under the guidance of a coach, the team has undertaken considerable work with staff, parents and students with the view to introduce the program in 2011. Under this system expectations for student behaviour are defined and effective behavioural support is implemented consistently by staff. Importantly, appropriate student behaviour is explicitly taught. While positive behaviours are publicly acknowledged, it is made clear that problem behaviours have consequences. Student behaviour is monitored and staff receive regular feedback so that effective behavioural support strategies can be implemented at the school-wide, specific setting, classroom and individual student level. Effective behavioural support strategies are thereby designed to meet the needs of all students.

Youth Leadership Summit - A group of Year 9 students had the opportunity to participate in the Bankstown Youth Summit. The City of Bankstown is one of the largest local government areas in NSW with more than 180,000 people. It is also one of the most multicultural communities in Australia. The students contributed to the community wide planning process to set the future direction of Bankstown for the next 10 years. The Youth Summit was run by professional facilitators. Every student received a letter from the Council detailing their valuable contribution to Bankstown's future.

National Young Leaders Day – We encourage the student prefect body to be leaders and role models for the students of our school. On Monday, 22nd November, the whole prefect body attended the National Young Leaders Day sponsored by the Halogen Foundation. Attending the function at the Darling Harbour Convention Centre, our prefects were addressed by the comedian Anh Do, the inspirational Para Olympian Matthew Cowdry and the Premier of NSW, Kristina Keneally. Our prefects were greatly influenced by the speakers who emphasized the importance of positive, proactive leadership and helped them recognize the responsibility they have as student leaders.

Waste-To-Art - Some of our most imaginative and creative students from years 7-12 were involved in an exciting project in a partnership between Bankstown City Council and our school. Students took part in the Re-use design process from design inception through to the finished sustainable Art/Design product. The workshops were run by staff from Reverse Garbage and art teachers with extensive experience in the adaptive Re-use design process and education. On completion of the workshops, the students exhibited their Re-use Art works and designs both at a school,
CAPA showcase, at CENTRO Bankstown. This coincided with the World Environment Day.

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

**Links To Learning** - This program started in term 1 with a group of 15, year 10 students. The program is designed to assist young people to remain engaged in their education or transition into further education, training or employment. The program (approved by DET) was run in-school every Tuesday for 2 hours and was coordinated through the Arab Council. Three tutors were available to help and support the students in literacy, numeracy, life skills and work skills.

Two whole day programs with varied structured activities were organised in-school in term 4 for the students to consolidate the knowledge and skills addressed through the year. Students completing this program demonstrate a marked improvement in behaviour and school engagement.

**MTC Solutions** - This provides assistance and support to those students most at risk from disengaging from education. We have had two youth consultants who worked in the school with students each Tuesday. This program aims to help students increase their confidence and self esteem, set goals, provide access to learning resources and opportunities and focus on the development of specific skills needed for learning, e.g. organising materials, working in teams.

**Anger Management Program** – Many young adults find it difficult to cope with the change in their lives as they grow up. Many act out causing problems for themselves and others inside and outside school. This is a skills-based program which has allowed our troubled students to learn and practice the skills needed for aggression control. Under the guidance of our Youth Worker, the program teaches that anger is a normal and sometimes useful emotion but that aggression is an unhelpful and unhealthy way of expressing anger.

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**Progress on 2010 targets**

2010 was the second year of implementation of a three year school development plan 2009 - 2011. Highly focused school targets ensured that the strategic areas of literacy, numeracy, engagement and attendance were addressed.

**Target 1**

*65% of students achieve significant value added in Naplan literacy from years 7 -9*

Progress has been made towards the achievement of this target.

Our achievements include:

- Growth has been achieved in year 7 spelling (96%), reading (94%), grammar and punctuation (87%) and writing (77%)
- Growth has been achieved in year 9 spelling (87%), reading (65%), grammar and punctuation (79%) and writing (50%)

**Target 2**

*75% of students achieve significant value added in Naplan numeracy from years 7 -9*

Progress has been made towards the achievement of this target.

Our achievements include:

- Growth in year 7 numeracy was 93%
- Growth in year 9 numeracy was 90%.

**Target 3**

*To increase student attendance by 5%*

Progress has been made in achievement of this target.

Our achievements include:

- Overall student attendance has been improved by 3.4% over our 2009 figures
- Year 7 student attendance is at 92.55%, 3% better than the school average
- Overall attendance of 89.67% better than the 2009 state average (89.18%)

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Welfare Policy and the TAS Faculty.
Educational and management practice

As part of the annual school evaluation cycle, the Educational and Management Practice area evaluated in 2010 was Welfare, more specifically, anti-bullying policy.

Background

There was a need to revisit the area of Welfare after a number of years of using the existing framework. Bullying in schools was a topic given a lot of coverage in the media and especially the issue of cyber bullying. As a result our focus in school was on issues relating to bullying.

Findings and conclusions

In terms of measurement the data from RISC (school student-behavior data-base) and surveys completed by a cross section of students on bullying were analysed.

Findings from RISC data:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NO. RISC ENTRIES</th>
<th>% BULLYING</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>452</td>
<td>6.4%</td>
</tr>
<tr>
<td>8</td>
<td>710</td>
<td>3.6%</td>
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<td>9</td>
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<td>11</td>
<td>351</td>
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</tr>
<tr>
<td>12</td>
<td>279</td>
<td>0%</td>
</tr>
</tbody>
</table>

Due to the pattern shown from the analysis a number of measures were undertaken to influence student behaviour, especially in stages 4 and 5, in relation to bullying:

- Year 7 peer mentoring program where a whole term (once a fortnight) is allocated to bullying/conflict/conflict resolution involving trained year 11 mentors working with year 7 students
- Police talks on the subject of Bullying across all year groups
- Outside providers working with the students on bullying through performances and various role play scenarios e.g. Bamboo Theatre performances
- Information on bullying through material provided in the school newsletter. Talks to year groups and the school assembly.
- Anger management program run by the CLO/Youth Worker which incorporated issues relating to bullying.

Future directions

- Continue with the above programs
- Additionally a social skills program will be delivered to year 7 students
- The Welfare booklet has been revised and now explicitly deals with cyber bullying.

Curriculum

Background

As part of the annual school evaluation cycle, the curriculum area evaluated in 2010 was the TAS faculty. The evaluation was conducted by a team including a Head Teacher TAS from another local high school. The team thoroughly assessed the faculty in the areas of faculty leadership, HSC, Preliminary and School Certificate Course monitoring, junior monitoring, programming and registration, staff development, TARS, decision making processes, student welfare, finance, resource management and communication within the faculty.

Findings and conclusions

The team found that HSC, Preliminary and SC monitoring procedures are in place. HSC, Preliminary and SC assessment schedules have been developed. Faculty programs were in the developmental stage and had been collaboratively developed. Staff were aware of TARS procedures and individual conferences occurred.

Future directions

The team made a number of recommendations and developed a timeline for implementation.

- By the end of Term 4 2010 HSC, Preliminary and SC policy procedures for ranking, criteria report requirements, feedback and central record keeping be developed and implemented.
- When new programs are developed they include mandatory requirements such as Aboriginal, Multicultural and anti racism education.
- All future programs developed explicitly reflect the school focus of literacy, numeracy and ICT.
- A central program file for Stage 4 and Stage 5 be developed. This would include programs and associated teaching resources for faculty use.
- A central registration file be developed and maintained.
A faculty management plan be developed collaboratively and a budget be prepared and reflected in faculty management plan. The budget be monitored throughout the year to ensure directed spending in line with faculty goals.

**Professional learning**

All staff members are committed to ongoing professional learning. 2010 saw continued focus on the development of the quality teaching and learning framework, as well as consolidation of other school policies such as welfare which support this. A series of workshops that developed and implemented programs using the quality teaching framework were also delivered.

At the beginning of each of the first three terms of the year, the school provides training to all staff during the School Development Days. In 2010, Quality Teaching Programs, Quality criteria-based assessment, Refugee curriculum considerations, Numeracy and ICT strategies and Student Welfare were areas of training on these days.

In 2010 total expenditure on professional learning was $25,860, with average expenditure per teacher of $1293. Staff reported high levels of satisfaction with the scope, format and delivery of sessions. Nine new scheme teachers worked towards Professional Competence with the Institute of Teachers. Six new scheme teacher undertook maintenance of accreditation at the level of Professional Accomplishment.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

*90% of students achieve or exceed expected growth in NAPLAN from years 7 – 9*

Strategies to achieve this target include:

- Literacy coordinator position to continue
- Literacy team to continue
- Teachers work in faculty teams to embed literacy strategies in all programs (NB: Programs include Assessment, T&L strategies and teaching resources.

Our success will be measured by:

- Position timetabled for 2011
- Team meetings timetabled
- Minutes from meetings
- Document analysis – KLA programs containing literacy strategies.
- Improvement in NAPLAN results.

**Target 2**

*2% students achieve Band 1 and 7% of students achieve Bands 5 or 6 in SC English/Literacy exam*

Strategies to achieve this target include:

- RAP analysis of multiple choice items in SC English/literacy and identification of common features to inform targeted whole school PL
- Explicit preparation of students by each KLA re: skills in correctly answering SC test items
- Design, implement and evaluate year 10 study skills program to explicitly prepare students for SC exams.

Our success will be measured by:

- Improvements in post and pre testing
- Teaching and Learning programs show explicit preparation of students for SC test items
- Improved SC results.

**Target 3**

*94% of students achieve or exceed expected growth in NAPLAN from years 7 – 9*

Strategies to achieve this target include:

- Numeracy coordinator position to continue
- Teachers work in faculty teams to embed numeracy strategies in all programs and KLA’s
- Review effectiveness of Newman’s Error Analysis

Our success will be measured by:

- Position time tabled for 2011
- Document analysis containing numeracy strategies
- Improvement in NAPLAN results

**Target 4**

*Zero students achieve band 1 and 10% of students achieve bands 5 or 6 in SC Maths/ Numeracy exam*

Strategies to achieve this target include:

- Develop targeted intervention programs for students in numeracy

Our success will be measured by:

- Assessment data
- SC results
**Target 5**

*To increase student attendance by 5%*

Strategies to achieve this target include:

- Monitoring attendance policy
- Use of attendance letters
- Certificates for 100% Attendance

Our success will be measured by:

- Students attend school more regularly
- Less Attendance Letters being sent to parents
- More certificates awarded for attendance.

**Target 6**

*100% of students achieving Band 2 or above in all HSC subjects. Increase number of students achieving Bands 5 & 6 in SC and HSC by 10%.*

Strategies to achieve this target include:

- Evaluate ‘Stage 6 Success’ policy
- Analyse HSC band data
- Target higher achieving students by using data to identify weaknesses and explicitly teach these skills and concepts.

Our success will be measured by:

- HSC results
- Class based assessment criteria that addresses areas of need through teaching and learning activities.

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**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Mr A. Mahler, Deputy Principal
Ms Cathy Walton, Deputy Principal Teaching and Learning
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Ms S. Sharma, Head Teacher Welfare
Ms A. Robertson, Classroom Teacher, ESL and Support

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

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