2009 Annual School Report
Birrong Boys’ High School

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

Students

In February 2009, there were 475 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 boasts 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 2009 our school became a Priority Action School, receiving extra funding of $110 000. This 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 and Numeracy, and support was provided to develop programs using the Quality Teaching model.

A number of programs and initiatives were introduced including:

- A highly successful Gifted and Talented program which increased levels of student engagement and raised expectations.
- A Study Skills 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 with particular emphasis on Years 7 to 10. 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 School Program continues to be a valued source of funding provided to our school to support the learning needs of our students who come from a low socio-economic background. The program provides for both a supplementation in staffing which is used to maintain a broad curriculum, and funds which have been used in the following manner:

- The appointment of a Community Liaison Officer (CLO) to work with our increasing number of African and refugee students. Our two CLO’s (Arabic and African) support links between the school and our LBOTE community. Parents can access the CLO’s to discuss issues regarding their son’s educational needs and gain information about student progress and school programs.
- Publication of the annual school magazine “Blaze”. This publication helps to develop student literacy, editing and leadership skills and issues valuable promotional material for our school community.
- Student leadership is fostered through training days and leadership opportunities for prefects and SRC members, Study Skills days for stage 6 students help students to develop organisational and time management skills to improve HSC results.
- In 2009 the school library was provided with additional funds to purchase appropriate and engaging reading materials for Year 7 and Year 8 students. The acquisition of these new materials provides students with a wider range of reading materials and has led to increased numbers of students participating in the Premiers Reading Challenge.

PSP funds will continue to be used to ensure that all students have access to the widest possible curriculum.

Adopt a school program

This program is one of the many programs provided by Canterbury Bankstown Career Connections. During 2009 a group of Year 11 students were involved in a week long work experience at the NSW Fire Brigade College at Alexandria. During the week students were given hands-on experiences including the use of fire extinguishers, search and rescue procedures and hose and hydrant drills, including fire hose handling and motor vehicle rescue and drill observations. This is the third year that the school has been involved in the adopt a school program which has now become an annual project and partnership with Canterbury Bankstown Career Connections.

Young Leaders Day

On Monday 23rd November, our prefects attended the annual Young Leaders Day at Sydney Convention Centre at Darling Harbour. This is an initiative of the Halogen Foundation which selects...
a group of high profile personalities to speak and interact with students. The speakers were positive leadership role models in business, sport, politics, community service, science and the arts. Some of the objectives of the day were to:

1. Inspire students to make a positive contribution to their school.
2. Motivate students to be great leaders in their area of influence.
3. Empower students with practical skills of balancing study, school commitments and social life.
4. Promote the value of inspirational and positive role models as examples to others.

The day was an inspiring and challenging experience for our students and Birrong Boys' will again be represented in 2010.

**Peer Mentoring Program**

During 2009 the school introduced a Peer Mentoring Program. This involved the training of a number of Year 10 students who as senior students will be working with the year 7 students in 2010. The training covered a number of different areas including the role of a mentor, child protection issues and how best to support year 7 students who are beginning high school.

The training sessions have been designed to be interactive and ensure that the use of the mentors is both in and out of the classroom. It is envisaged that the incoming year 7 students and their mentors will be able to develop a good buddy system through this program.

**Project Bantu of Capoeira Angola for Youth.**

This project originated in Brazil and has been adapted to fit the needs of young people mainly from Aboriginal and refugee background in our school. The project combines the therapeutic potential of musical and physical expression to produce a range of social and learning outcomes. It also aims to empower young people to support their ability to succeed and face the challenges of life.

The project commenced during term 4 and ran once a week for two periods. The workshop is conducted by instructors from the Capoeira Cultural Centre and workers from the Auburn Youth Centre.

The objectives of the Bantu Project are to encourage teamwork, increase self confidence, self esteem and self discipline, increase inter personal skills and responsibility amongst the students. Student feedback was overwhelmingly positive and one of the outcomes of the project was a performance by the students involved at a whole school assembly.

**Primary School Links Project**

This program commenced in Term 3 2008 and continued during 2009 to build upon the close links with feeder schools. The program provided our students with the opportunity to develop leadership skills and to promote our school.

Students from our school have worked with primary school students, providing tutoring and support in the areas of literacy, numeracy and sport.

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.

**Enrichment Programs**

This program complements the Primary School Links that have been developed by the school. The Maths enrichment program commenced in term 2, 2008 and involved four feeder schools, Birrong, Berala, Regents Park and Yagoona Primary schools. During 2009 the enrichment programs were expanded to include English and Science. Students from each of the schools attend weekly English, Maths and Science classes that were designed to cater for accelerated and talented students. The program has been an outstanding success and strengthened the already strong partnership that exists between Birrong Boys’ and it’s feeder schools. Students were presented with a variety of work that not only challenges and extends students’ knowledge but also makes learning fun.

It provided opportunity for students to participate in a high school setting and use resources that primary school students would not have access to and gives them a real feel for what high school will be like. This program will continue into 2010.

**Debating**

During 2009 the school had considerable success with Year 10 debating teams. The school entered two Year 10 teams who actively participated in all three rounds of the Premier's Debating Challenge. In the zone competition our students competed with success and moved on to the inter-zone competition. One of the teams also had the
opportunity of participating in the UNSW senior schools day which was an all day debating workshop. The teams benefitted by their participation and it provided them with an opportunity to refine their skills in debating and public speaking.

Student achievement in 2009

Results achieved by students in the NAPLAN, School Certificate and Higher School Certificate in 2009 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, there was a slight increase of students into the higher bands, apart from in Spelling in which 48% of students achieved bands 6 and 7.

Numeracy – NAPLAN Year 7
NAPLAN tests are reported over 6 bands, the lowest being 4 and the highest 9. Results from these tests indicate a significant movement of students from the lower bands to the middle and higher bands. Programs that have been put in place to address numeracy concerns over the past three years have resulted in more positive outcomes for our students.

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 to mid bands.

Numeracy – NAPLAN Year 9
NAPLAN tests are reported over 6 bands, the lowest being 5 and the highest 10. Results from these tests indicate a continuing trend of 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, only 6% achieved band 5, consistent with the state. Over 40% of students achieved results in the top three bands.

School Certificate
In 2009, 65 students sat for the School Certificate examinations. The majority of students achieved results in Bands 2 to 4, except for Mathematics, Science and English with significant representation in band 5. Our students performed well in the Computer Skills test with all students achieving competence, 30% being highly competent. Students enjoyed accessing the test on-line for the first time. Students continue to perform well in school based programs where there is a practical component.

Higher School Certificate
Forty nine students sat for the Higher School Certificate in 2009. The results achieved by our students showed the majority scored in the middle bands 3 and 4. Some pleasing results were achieved in bands 5 and 6 with Physics students performing at a level higher than the state average. Representation in bands 1 and 2 was substantially higher than the state except for Biology and English, with English the only KLA to achieve no students in band 1. The school’s objective to improve HSC results over the next three years 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 2009 aims to provide information to our parents and our community about the aims and achievements of 2009 and our goals for 2010. This report is the result of a whole school evaluation process.

Birrong Boys’ High School is situated in the south western suburbs of Sydney in the Bankstown Area. The school was established in 1958 and has a strong tradition of comprehensive education for boys with an emphasis on academic and sporting achievement as well as culture and the arts.

Our school boasts a very strong emphasis on working cooperatively with our local community to support others.

Our students are encouraged to strive towards the ideal of the school motto “From Each His Best”. We aim to:

- Provide students with the best possible learning opportunities.
- Work in partnership with students, staff and parents to promote socially responsible behaviour and support student learning.
- 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.

Arety Dassaklis.

Student representative's message

The Student Representative Council has again been active during 2009 by involving itself in a number of school projects, including fundraising and strengthening the links with Merriwa Central School that resulted in a three day visit to Merriwa Central School. This is the third year that these visits have taken place with the support and assistance of the SRC of both schools. This exchange visit has proven to be highly successful and educationally beneficial for all students by providing them with opportunities to experience different cultures and traditions.

The SRC has also supported the school when important functions have been held including the Year 7 Meet the Parents evening, Parent/Teacher evenings, performance evenings and by organising BBQ's at various events during the year.

Ms Amanda Meyer (Co-ordinator)

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 2009 averaged 470 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 - 92, Year 8 - 86, Year 9 - 90, Year 10 - 96, Year 11 - 70 and Year 12 - 61.

About 95% 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.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>451</td>
<td>463</td>
<td>474</td>
<td>495</td>
<td>441</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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 2010.

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. While the aggregated statistics do not reflect this, there has been considerable improvement in this area for individual students.

Retention to Year 12

Approximately fifty nine per cent of students studying for the School Certificate in 2007 chose to proceed onto the Higher School Certificate in 2009. This follows the same pattern as in previous years.
Post-school destinations

<table>
<thead>
<tr>
<th>Category</th>
<th>% of Year 12 students 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>University entry</td>
<td>40</td>
</tr>
<tr>
<td>TAFE/private colleges</td>
<td>24</td>
</tr>
<tr>
<td>Employment</td>
<td>26</td>
</tr>
<tr>
<td>Destination unknown</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

49 students completed their Higher School Certificate (HSC) at the end of 2009. 38 sat the academic HSC program to obtain an ATAR (Australian Tertiary Admission Rank). The ATAR enables students to apply for entry to University, TAFE, Apprenticeships and Traineeships.

Year 12 students undertaking vocational or trade training

80% of Year 12 students undertook vocational training through their study of one or more VET subjects. Four VET subjects featured at HSC level in 2009: Retail, Hospitality, Information Technology and Construction; the majority of these students studied Hospitality.

Year 12 students attaining HSC or equivalent vocational educational qualification

98% of Year 12 students attained HSC or an equivalent vocational educational qualification in 2009. The percentage of students who enrolled at University compares favourably with the State as shown in the following table.

<table>
<thead>
<tr>
<th></th>
<th>% attending University</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td>39.4</td>
</tr>
<tr>
<td>state</td>
<td>30</td>
</tr>
</tbody>
</table>

Staff information

The staff at the school has remained stable over the past three years. The slight increase of student numbers over the past four years has not only ensured the retention of the previous year’s staffing levels but also slightly increased staff, however student numbers in 2009 did show a decrease and this will impact on staff levels in 2010. The school has been fortunate in being able to have all permanent positions filled at the beginning of the year. Throughout the year, we have also been ably supported by well-qualified casual staff who are able to fill positions created by extended leave or short-term illness.

During 2009 the school was granted permission to advertise the position of a second Deputy Principal which was filled by merit selected in term 1. The decrease in student numbers has resulted in one of the positions being placed on review for 2010, the future of the second Deputy Position at the school will be determined in 2010.

Staff establishment

Staffing details are as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<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>30.9</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
</tr>
</tbody>
</table>

| School Administrative & Support Staff (SASS) | 7 |

In 2009 no members of the teaching or School Administrative & Support staff identified as Indigenous.

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. Staff members have shown a high commitment to ensuring that student teachers and newly trained teachers are supported through quality training and professional development. In 2009 three new scheme teachers successfully gained accreditation at Professional Competence level.

All staff members are provided with training throughout the year, during School Development Days and through a variety of training programs.
Qualifications | % of staff
--- | ---
Degree or Diploma | 100
Postgraduate | 18

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>222 500.75</td>
</tr>
<tr>
<td>Global funds</td>
<td>322 965.97</td>
</tr>
<tr>
<td>Tied funds</td>
<td>369 405.95</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>131 379.92</td>
</tr>
<tr>
<td>Interest</td>
<td>11 575.65</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16 103.29</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 073 931.53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching &amp; learning</strong></td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>56 717.60</td>
</tr>
<tr>
<td>Excursions</td>
<td>17 223.86</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>58 060.45</td>
</tr>
<tr>
<td>Library</td>
<td>3 966.10</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>589.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>331 666.66</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>71 343.38</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>111 483.36</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>63 965.18</td>
</tr>
<tr>
<td>Maintenance</td>
<td>50 931.90</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>20 374.33</td>
</tr>
<tr>
<td>Capital programs</td>
<td>19 862.49</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>806 184.40</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>267 747.13</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009
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 facets of the community.

Achievements

Arts
Birrong Boys’ High School has again provided wonderful opportunities for students in the creative aspects of the school curriculum.

- CAPA Showcase was relaunched as an annual event in Term 1. Visual Arts exhibited many student works, Photo and Digital Media showed short films by students and Music students performed. Birrong Girls High School senior classes were the special guests and they performed two songs.
- 'Birrong. Show Your Talent' was launched as an annual event in Term 2. Nine acts were performed including singing and drumming. Prince Twumasi was awarded first prize. All performers were rewarded for their efforts.
- A Boys Singing Group was established through the Arts Unit with the ultimate goal to perform at the School Spectacular at the Sydney Entertainment Centre. Rehearsals were held at Ashcroft High School and Lewisham Public School. Seven boys from Birrong Boys’ High School were initially involved and performed at the PACT Theatre. In the end, three boys experienced the thrill of performing for an audience of 12,000 as part of the 3,000 student cast in the School Spectacular. They were a featured item and performed on the main stage.
- Two students auditioned for the Bankstown Talent Advancement Program (TAP) this year. Prince Twumasi and Ngamanu Winitana won their audition to be involved in TAP. They performed at the Easter Show, for the Mayor of Bankstown and travelled to Japan in the September holidays where they performed at a number of official functions.
- The four piece vocal group ‘Iron and Clay’ performed for Year 7 and 8 students from Birrong Boys’ High School and Birrong Girls’ High School. Their songs were uplifting and full of positive messages.

Sport
In 2009 students enjoyed many sporting successes. At Birrong Boys’ we see sport as being an important part of a student's learning process and we encourage students to be actively involved in physical fitness. The school has had tremendous success during the year in Zone
Birrong competed in 31 out of a possible 36 sports offered by the Edmondson Zone in 2009. Birrong was successful in winning 5 premierships including:

- 14yrs Basketball, 14yrs Rugby League, 13 years soccer, Open’s Futsal, Junior 5-a side soccer.

In the three zone carnivals of athletics, cross country and swimming Birrong finished third in each behind Liverpool and East Hills. Some outstanding individual performances include:

- Mohommad Al Saidy’s zone cross-country champion, went on to finish 5th at area.
- Chernoh Bah - 15’s zone athletic champion in 100m, 200m, 400m and 800m, placed second in area for 200m and 800m and went on to represent at CHS.
- Gandor Bah – 800m zone champion, represented at area.

Opens Futsal team were runners-up in the Penrith region of the State Futsal titles, and went on to finish quarter finalists at the State Titles.

The Year 7 Rugby League 7’s side were crowned champions of the Canterbury region. The team went on to represent the Bulldogs at the Captain’s Cup at Macquarie University. They did tremendously well finishing quarter finalists, losing to the Newcastle Knights 14-10.

The Bankstown 7’s Rugby gala day saw the 14 years and 16 years finish runners-up in their respective age groups.

**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 the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest)
Yr 9: from Band 5 (lowest) to Band 10 (highest)

**Literacy – NAPLAN Year 7**

In comparison with previous years, NAPLAN results in reading were disappointing, with greater representation in the lower bands. The majority of students however did show positive growth in overall results in reading from previous testing undertaken in Year 5.
The Numeracy results for 2009 are extremely pleasing. 38.3% of students performed in the top 3 bands compared with the school average 2007-2009 of 28.8%. This represented a difference from state results of just over 10% across the three bands. 5% fewer students achieved in the bottom two bands in comparison with school average results 2007-2009.
Literacy – NAPLAN Year 9

On average, 65% of students achieved in the bottom two bands, apart from in Spelling with 43% of students. The remaining students achieved in the middle two bands with negligible representation in the top two bands; the exception was in Spelling, with 6% of students achieving in the top two bands, bands 9 and 10.

Numeracy – NAPLAN Year 9

We enjoyed some success in Numeracy, 42.6% of students achieved in bands 8, 9 or 10 compared with 48.6% across the State. Our students are however over represented in the lower bands, 5 and 6.
Progress in literacy

Value adding is observed for 93% students in Years 7 and 89% in Year 9 in overall literacy (compared with Years 5 and 7). Growth of at least one band for all students will be a focus in 2010. Item analysis by question showed that in 33% of questions in writing Year 7 students performed at or better than state; this figure was 55% for Year 9. This reflects the writing focus within faculty areas which is to be extended in 2010.

Progress in numeracy

Our students continue to perform well in numeracy with value adding observed for 100% of students in Year 7 and 91% in Year 9 in overall numeracy (compared with Years 5 and 7). Growth of at least one band for all students will be a focus in 2010. To support this outcome, a strategy to be trialled in partnership with Birrong Girls in 2010 is the introduction of the on-line “Mathletics” program across Years 7-10.

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 in both the top and bottom bands: 6% of students achieved band 1, a great improvement on previous years, and over 12% of students were represented in the top two bands, bands 5 and 6. This indicates a significant movement of students from the lower to the middle and higher bands.

School Certificate results in Mathematics were extremely pleasing with 22% of students achieving in bands 4 and 5. 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 great improvement compared to relative growth in previous years. Pleasing positive growth results were also apparent in the Science and English examinations.
Higher School Certificate

Forty nine students sat for the Higher School Certificate in 2009 with 23 courses offered. Of these 49 students, 1 student achieved Band 6 and there were 27 Band 5 results; this was a small decrease on the 2008 results (in which 3 Band 6 and 33 Band 5 results were achieved).

Higher School Certificate relative performance comparison to School Certificate (value-adding)

A comparison with results over the past four years indicate improvement or parity in 20 of the courses offered; this reinforces a continuing upward trend. Students from lower and middle bands show significant value adding relative to achievement at School Certificate level. The lack of representation in the higher bands continues to be a focus for school development in our 3-year school management plan.
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 2009

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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<td>Reading</td>
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<tr>
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</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</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 in particular for history, geography, visual arts and music.

There were three Aboriginal students and no Torres Strait Islander students enrolled at Birrong Boys High School in 2009. 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 extracurricular activities. Two of our Aboriginal students were recognised at the South Western Sydney Regional 2009 Awards for Aboriginal Student Achievement; one student received recognition for attendance, while the other received recognition for his numeracy skills.

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 2007, the school completed the two year program to ensure that all staff members are trained in the Glasser system of student behaviour management. This program is aimed at ensuring that all students are aware of the school’s values and code of conduct and that each student takes responsibility for his actions. A follow up in-service to the training that was completed by all staff in 2009 was developed on the staff development day term 2. This allowed staff to refresh the skills and knowledge that they developed during the initial training that took place in 2006/7.

The values of respect for others and responsibility for your actions are key points of discussion during regular assemblies and in the many support and welfare programs delivered at Birrong Boys’ High School.

Other programs

Refugee Program

This is a program that is run to support the 58 refugee students enrolled in our school. The program provides students with opportunities to help them settle into Australian school life. As the majority of our refugee students are from Africa an African Community Liaison Officer has been employed once a week to work with the students. Project Bantu ran once a week for ten weeks to teach students respect, discipline and confidence in social surroundings. A Breakfast Program also runs every morning to assist students who do not have breakfast before they come to school. Providing breakfast helps students with their learning for the day by giving them a healthy start. Students in Year 8 also receive extra support in Literacy and Social Skills through the Golden Key Program.

An athletics development program has been developed to give refugee students a connection to the school and responsibility for training.
Progress on 2009 targets

2009 was the first 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*

Our achievements include:

- 44% of Year 7 students and 35% of Year 9 students achieved significant growth from Years 5 and 7 respectively. This means growth of one or more band.
- 93% of Year 7 students and 89% of Year 9 students demonstrated growth.
- Literacy strategies were evident in all faculty management plans and at least six programs per KLA.
- Professional learning, resources development and team teaching by the PAS Literacy Coordinators across faculty teams improved the quality of teaching and learning.

Target 2

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

Our achievements include:

- 83% of Year 7 students and 76% of Year 9 students achieved significant growth from Years 5 and 7 respectively. This means growth of one or more band.
- Numeracy strategies were evident in all faculty management plans and at least six programs per KLA.
- Professional learning, resource development and team teaching by the PAS Numeracy Coordinators across faculty teams improved the quality of teaching and learning.

Target 3

*To increase student attendance by 5%*

Our achievements include:

- An attendance policy was developed and implemented. Recognised at district level as a best practice model.
- Professional Learning delivered for staff on attendance policy and staff role and responsibilities in this area.
- School attendance policy published and awareness raised amongst staff. Consistent implementation by most staff.
- Significant decrease in Year 9 and Year 11 absences due to the sustained proactive intervention of the Year Advisers in accordance with the school attendance policy.

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 2009 our school carried out evaluation of HSC monitoring across KLA’s as well as conducting a survey of students on key and emerging issues.

Educational and management practice

National Survey of young Australians 2009

Key and emerging issues

Background

Over the past four years the school has developed a partnership with Mission Australia to provide support and assistance to students covering a range of issues. The research and social policy unit of Mission Australia conducted the survey with our students as part of their involvement with the school.

The survey covered a range of questions, these included what young people value, what they value by age, issues of concern to young people, where young people turn for advice and support and activities young people were involved in.

Findings and conclusions

The results from the survey presented some interesting and in many cases pleasing results. The first question what young people value indicated that over 75% of responses mentioned family relationships. This was almost on par with the state responses, 40% said they also valued school compared to only 21% of state responses.

Other areas such as physical and mental health, feeling needed and valued, being independent and financial security were almost on par with both responses from students at Birrong Boys’ and the state.

Regarding issues of concern for young people 38% of responses indicated alcohol compared to only 21% of state responses, while bullying/emotional abuse accounted for 35% compared to 23% for the state. Other areas of concern included personal safety, family conflict, drugs, depression and discrimination again these issues were almost on par with both responses from students at Birrong Boys’ and the state.
The issue of where young people turn for advice and support revealed some notable difference, 69% compared to 85% from state responses indicated that students seek the advice and support of friends while only 61% of students would seek advice from parents compared to 75% of the state. Only 45% said they would turn to a relative compared to 62% from the state.

The final area was activities that young people were involved in, in most cases sport as a participant was the overwhelming response, while religion was close to 40% compared to the state of only 23%. Sport as a spectator comparisons were 30% to 42% for the state with arts, music, dance and youth groups almost on par with school and state responses.

Future directions
The survey presented some interesting data that has justified the programs and direction that the school has taken in recent years, these include the importance of values and the family unit as well as the importance of gaining an education.

A number of concerns were evident in the survey results and these included the importance of a job, financial security, relationships and identity and the lack of confidence with only 20% of students turning to their teachers for advice.

A number of programs to address these issues will be implemented during 2010. These include the continuation and expansion of the year 7 boys program, increased outside agency support and assistance and increased support in the classroom.

Curriculum
To ensure that all faculties complied with HSC monitoring procedures, the Principal carried out a full review of faculty procedures that relate to the teaching of HSC courses and reviewed procedures that related to senior assessment.

Background
1. The Principal distributed to all executive a HSC faculty monitoring checklist and an HSC assessment monitoring checklist. These checklists provided requirements that needed to be in place.
2. The Head Teachers were given two weeks notice and after that period, times were negotiated for the Principal and the DP to visit faculties. Head Teachers had to show evidence of all procedures/processes in place from the checklist.
3. The Head Teacher Science and Principal negotiated a time with the Deputy Principal in charge of assessment to show evidence of procedures/processes in place relating to senior assessments.

Findings and conclusions

Deputy Principals, Principal and Head Teachers said they found this to be a worthwhile experience. The professional dialogue was positive and valuable.

Most faculties were meeting HSC monitoring requirements and processes were in place to an excellent standard.

There were minor areas for improvement. It was expected that Head Teachers would have the procedures and processes in place by the end of Semester 1. This expectation was articulated to the executive at executive meetings and through written memos.

All faculties with the exception of one had all processes and procedures in place by the end of Semester 1 2009. All assessment procedures were in place by Semester 1.

Future directions

As a result of this review it has been established that a Senior Review Committee will be established and that a policy be developed for the distribution and follow up of N Warning letters.

Professional learning

All staff members are committed to ongoing professional learning. In 2009 a major focus was on the development of the quality teaching and learning framework, as well as the implementation of new strategies and programs in the classroom.

Staff were involved in a series of workshops that developed and implemented programs using the quality teaching framework.

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 2009, a review of the Glasser Training, Quality Teaching Programs, Child Protection, Anaphylaxis training, Information and Computer Technology and Student Welfare were areas of training on these days.

Average expenditure per teacher on professional learning in 2009 was $819. Staff reported high levels of satisfaction with the scope, format and delivery of sessions.

School development 2009 – 2011

The new school plan was collaboratively developed by the school executive, teaching staff,
students and with community consultation. A draft was submitted in December 2008 for review and the final copy submitted for approval in February 2009 ready for implementation.

Targets for 2010

The school has limited school targets to ensure that the main focus of literacy, numeracy, engagement and attendance are addressed

Target 1
80% of students achieve significant value added in NAPLAN literacy from years 7-9.

Strategies to achieve this target include:
- Literacy team and coordinators to continue.
- Faculty literacy professional learning based on teachers needs.
- Teachers continue to work in faculty teams to embed literacy strategies.

Our success will be measured by:
- Literacy strategies evidenced in faculty management plans and programs.
- Student work samples
- Naplan results.

Target 2
87% of students achieve significant value added in NAPLAN numeracy from years 7-9

Strategies to achieve this target include:
- Numeracy team and coordinators to continue.
- Faculty numeracy professional learning based on teachers needs.
- Teachers continue to work in faculty teams to embed numeracy strategies.

Our success will be measured by:
- Numeracy strategies evidenced in faculty management plans and programs.
- Student work samples
- Naplan results.

Target 3
To increase student attendance by 5%

Strategies to achieve this target include:
- Continuing consistent development and implementation of DET attendance policy through staff training.
- Increase student advisor allowance to support the development of procedures for mentoring students in their year group.
- Head Teacher Welfare to be employed to improve attendance and engagement.

Our success will be measured by:
- School attendance policy published and there is consistent implementation by staff.
- Improvement in student attendance.

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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