School context

Students
In February 2013, there were 379 students enrolled at Birrong Boys High School. About 90% of our students are from Non-English Speaking Backgrounds. The largest cultural groups represented within our student body are from Middle Eastern, Pacific Islander and Asian backgrounds. Over 30 different cultural groups are represented within our school.

Staff
Birrong Boys High School boasts an experienced and very stable teaching and ancillary staff. The majority of teachers have been part of the staff at our school for 5 years or more. Quality teaching in every classroom remains the constant goal as all staff work towards maximising the educational outcomes of our boys. All teaching staff meet the professional requirements for teaching in NSW public schools.

Principal’s message
The 2013 Annual Report provides information to our parents and wider school community about the achievements of 2013 as well as our goals for 2014. This report is a thorough and accurate result of a whole school evaluation process.

Birrong Boys High School is situated in the south west of Sydney in the Bankstown Area. Established in 1958 the school has a strong tradition of comprehensive education for boys with an emphasis on academic rigour, sporting achievement as well as culture and the arts. The completion of a major program of capital works provided state of the art facilities which have allowed staff to continue to provide a safe and challenging learning environment for the advancement of our boys via educational programs.

Birrong Boys High School works closely with our community and strives to consolidate further ties with feeder Primary Schools, Parents and Cultural groups.

Our school motto ‘From Each His Best’ encourages all students to strive to fulfil their potential in the academic, sporting and artistic fields.

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.

Mr Darren Stevens

P & C and/or School Council message
Parents have once again been active this year in educating our boys through a range of activities including parent meetings twice a term, parent and teacher evenings, subject information forums, workshops and selection committees.

Student Representative’s message
The Student Representative Council is a body of elected student leaders who meet regularly to assist in the running of school events.

The SRC had a very productive 2013, involving themselves in various activities including fundraising in and out of the school, regularly attending the Inter-School Group meetings, participating in leadership activities and representing the school in community work.

Some of the fundraising activities that they were successfully involved in were Cupcake Day for the RSPCA, Legacy, White Ribbon Day, Footy Colours Day and raising funds for the Rural Fire Service during the devastating NSW bushfires in October.

SRC Students Fundraising for White Ribbon Day

The SRC were also involved in Taronga Zoo’s Wild Rhinos Conservation program, where, along with 55 other schools, they decorated a life size plaster rhino calf sculpture to raise awareness for the plight of rhinos in the wild. The rhino will be on display at Bankstown Centro Shopping Centre until April 2014, before it will be returned back to the school.
SRC students painting ‘Roger the Rhino’ at school

‘Roger’ on display at Bankstown Centro

Ibrahim Aslam (SRC President), Musa Kan (Vice President), Ferrass Tageddine (Secretary) and the rest of the SRC are always willing to take on new projects and are very keen to be involved with promoting Birrong Boys High School in and around the wider community. It was a busy and positive year for the SRC and we would like to thank the students and parents for their support.

Student information

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

Student enrolment profile

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Enrolments for 2013 averaged 348 students. This represents a decrease from the previous year. Enrolments in February 2013 by year were:
Year 7 – 62, Year 8 – 62, Year 9 – 61, Year 10 – 81, Year 11 – 45 and Year 12 – 37.

About 98% of students are LBOTE; the largest groups being from Middle Eastern 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.

![Enrolments Chart]

![Table of Data]

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<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
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</tbody>
</table>
There has been an increase in attendance in the past year for the school as a whole. Each cohort from 2012 (except Year 11) has increased their overall attendance.

The school has been addressing and is continuing to address the issue of attendance through a number of procedures and programs.

The school has continued to make progress to reduce the number of students who consistently do not come to school by offering them support, mentoring programs and a variety of career pathways in conjunction with outside agencies.

Management of non-attendance

Regular monitoring of attendance data has enabled the school to identify students with attendance patterns of concern. Year Advisors monitor all students with an attendance pattern below 85%.

If there is no improvement students are referred on to the Head Teacher Administration for continued monitoring and the implementation of an individual attendance improvement program.

If there continues to be an attendance concern students in consultation with the Head Teacher Administration, Deputy Principal, HSLO and parent will develop an individual student attendance program.

Post-school destinations

At Birrong Boys High School, 37 students attempted the HSC course. The school offered a flexible program to enable students to complete either the academic or non-ATAR based program of study. There were 10 students (27%) who completed the non-ATAR based course and included in their course of study at least two VET / TVET courses. There were 27 students (73%) completing the ATAR based HSC course.

VET / TVET courses available to students:
- Hospitality
- Retail
- Construction

NON ATAR BASED HSC STUDENTS
- All 10 students (100%) of the non ATAR based courses completed at least two VET / TVET subjects for the HSC
- Four students enrolled in TAFE Business courses as a pathway to further education and work
- Two students enrolled in a Private College, studying Business
- One student enrolled in TAFE studying IT
- One student enrolled in TAFE studying Carpentry, has an apprenticeship and is working part-time
- One student is enrolled in TAFE studying Shop Fitting.

ATAR BASED HSC STUDENTS
- 25 students completed the academic ATAR based HSC pathway
- 16 students (64% of the 25 students) were offered a place at university (state average around 20 - 30%)
- Courses enrolled into a university: Pharmacy (1), IT (5), Education (3), Law (1), Science (1), Business/Commerce (3), Arts (1), Engineering (2), Occupation Therapy (1)
- Four students were made offers into particular university courses based on school recommendation; and 5 students were made early offers into courses
- University offers to students from UTS, UWS, UNSW, Melbourne Institute of Technology (MIT), Australian Catholic University (ACU), USYD, Central Queensland University (CQU), Notre Dame. Offers were made through UAC and directly.
The other 9 students who were not offered university places have enrolled in TAFE or private college courses studying: Frontline Management, Accounting, Auto Mechanics, Computing and a variety of Construction/Building based courses.

Overall, there was a marked increase in the number of students entering university. All students were made offers to either University or TAFE.

Year 12 students undertaking vocational or trade training

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

At Birrong Boys High School students have the opportunity to undertake the following VET frameworks: Construction, Hospitality, Retail Services and Sports Coaching. Twenty seven year 12 students (73%) undertook vocational training through their study of one or more VET course/s.

Two students, Bilal Sayed who studied Hospitality and Muhammad Ihsan Ismail who studied Retail Services, were recipients of the Rotary Club Vocational Training Awards.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Thirty three of 37 students (89%) of Year 12 students attained an HSC or equivalent vocational educational qualification in 2013.

The percentage of students who enrolled at university compares significantly higher or 11% with the State.

Four students did not complete all units required to receive an HSC due to lack of attendance at the HSC exams.

Workforce information

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

The staff at the school has remained relatively stable. However, a decrease in student numbers over the past years has impacted upon staffing levels. In 2013 the school lost an IPT teacher, and a HSIE position. Funding through PAS enabled the position of Head Teacher –Teaching and Learning.

National Partnerships funding allowed the continued deployment of a Deputy Principal Curriculum, a Head Teacher Welfare position, Head Teacher - ESL Pedagogy and a Youth Worker/ CLO, as well as two (2) Teachers’ Aides.

Throughout the year, we have been ably supported by well-qualified casual staff who are available to fill positions created by teachers acting in higher positions, teachers on extended leave or short-term illness.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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</tr>
<tr>
<td>School Careers Adviser</td>
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</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on the Aboriginal composition of their workforce.

In 2013 no indigenous staff members were employed by the school.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>17</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</tbody>
</table>
Financial summary

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

Date of financial summary 30/11/2013

Income
Balance brought forward $521341.34
Global funds 347865.94
Tied funds 618752.54
School & community sources 81246.21
Interest 19504.69
Trust receipts 3441.65
Canteen 0.00
Total income $1592152.37

Expenditure
Teaching & learning
Key learning areas 48248.42
Excursions 9222.33
Extracurricular dissections 25050.50
Library 2577.84
Training & development 1510.93
Tied funds 349437.52
Casual relief teachers 89084.41
Administration & office 91723.55
School-operated canteen 0.00
Utilities 85359.39
Maintenance 18180.16
Trust accounts 4894.75
Capital programs 11780.00
Total expenditure $737069.80
Balance carried forward $855082.57

A full copy of the school’s 2013 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 2013

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.

Academic achievements

NAPLAN

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

NAPLAN Year 7 – Literacy
(Including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013, year 7 Reading increased in bands 6, 7 and 8. There was a decrease in bands 4 and 5.

Year 7, 2013 Spelling saw a significant improvement in the number of students in bands 6 and 7.
NAPLAN Year 7 – Numeracy

NAPLAN tests are reported over 6 bands, the lowest being 4 and the highest 9. Although the majority of students gained results in the lower bands, there was an increase in the percentage of students achieving in the top bands when compared to the previous year.

In particular, there was a drop in the number of students achieving Band 5 and an increase in the higher bands.

![Percentage of students in bands](chart)

Whilst the majority of students were placed in the low to mid bands, when compared to the school average from 2009-2013, there was a decrease in the percentage of students in Band 4 and Band 5.

There was also a significant increase in the percentage of students in Band 6. Our ongoing focus will attempt to move more students from the lower bands to the middle and higher bands.

NAPLAN Year 9 – Literacy

( Including Reading, Writing, Spelling and Grammar and Punctuation)

There was a decrease in year 9 Reading in 2013 in band 5 and a significant increase in bands 6, 7 and 8. Year 9 Spelling saw a decrease in bands 5 and 6 and an increase in bands 7, 8 and 9.
NAPLAN Year 9 – Numeracy

NAPLAN tests are reported over 6 bands, the lowest being 5 and the highest 10. Results from 2013 tests show a significant increase in the number of students in the higher bands. Compared to 2012, the percentage of students in Band 5 was halved and the percentage of students in Band 8 was doubled.

Most significantly, the percentage of students in Band 9 increased from 1.4% to 8.8%. In fact, all Year 9 students have shown an overall improvement which is a fantastic achievement.

The majority of students fall within the low to mid bands. However, the data shows a significant decrease in the number of students in Band 5 when compared to the school average from 2009-2013.

It also demonstrates an increase in the percentage of students in the higher bands, particularly Bands 8 and 9.

Higher School Certificate (HSC)

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

37 students sat for the Higher School Certificate in 2013. Of these 37 students, five band 6’s were achieved, twelve students achieved band 5 and thirteen achieved band four. This is an increase compared to last year’s performance.
2013 was another significant year at Birrong Boys High school. It was one where we celebrated some great team successes as well as individuals reaching great heights.

- Jesse Hutabarat (year 10) once again excelled in the sport of swimming. Jesse reached the CHS Championships for the 200m and 400m freestyle as well as the 800m. He was successful in winning a bronze medal in the 800m: an outstanding achievement.

- At the school athletics carnival students performed to a very high standard with exceptional effort from Chris Collinson, Daniel Torbor, and Sajoh Bah (pictured).

- The Open Boys Soccer once again progressed to the quarter-finals of the region before being beaten in a tight battle against East Hills HS.

- A number of students represented the Bankstown Zone in Soccer and Rugby League. Yusuf, Gandor and Sajoh Bah were selected in the train-on squad for the Area Team in Soccer.
Arts

2013 was a successful year for our Visual Arts students. Our students were involved in a diverse range of programs and different learning opportunities.

Year 7 learnt about the art of drawing and built architectural models and planes from recycled materials. They also did drawings and paintings of their dream cars.

Year 8 made collages of their world, painted text paintings and murals in the art block. They also made ceramic masks influenced by traditional and popular culture.

The year 9 and 10 elective arts course focused on Frames and The Conceptual Framework. Year 9 students made detailed self-portraits using a grid, abstract paintings, cultural ceramics and postmodern collages.

Year 10 students made paintings of their world, painted self-portraits, created stencils with a social or political message and they also focused on their own studio practice.

Year 11 Students worked on The Birrong Archie’s, where they made a large portrait of someone in the school. They then went on to explore their art practice in preparation for their HSC.

Year 12 worked hard for the year and produced diverse ‘Bodies of Work’ with personal, social, cultural or postmodern messages. Most students who sat the HSC visual Arts course did well. Most students got a band 3 or 4 in Visual arts.

HSC Works of Art

The 2013 HSC Art first place getter was Ali Okaili. Ali described his art as: “a fusion of Arabic calligraphy and street art techniques, for example, stenciling and graffiti. These works are inspired by the beauty of calligraphy and Islamic patterns.”

Photography

Year 9 photography made slide shows based on Frames. They learned how to use digital cameras and Mac computers.

Year 10 photography made a series of 6 minute videos, ranging from interviewing students and staff about various school issues, made ‘chase and action’ videos, and music videos.

Music

Last year Birrong Boys continued to develop their understanding and appreciation of music through practical based lessons utilising the school’s keyboard lab and drum/guitar room. Students also explored the possibilities of self-expression through composition in varied class programs ranging from ‘Rap Music’ to ‘Musical Theatre’.

Their talents were showcased at various school functions with singing, dancing and band performances.
Other achievements

Barista Training

Early in the year, 11 students went to the Sydney Training Centre for a one day Barista Training Course. Students learnt about the origins of coffee, how to use and maintain commercial coffee machines and, of course how to make great coffee. They became accredited Baristas.

Staff at the Training Centre spoke about how well the boys performed during the day. The boys volunteer their time at the BBHS Coffee Cart where staff purchase a range of coffees each morning and students purchase hot chocolates.

This will provide the students with work experience opportunities.

Global Dignity Day

Mr Hobbs took four students to Parliament House to celebrate Dignity Day. There were students from public and private schools from all over NSW.

Students learnt that despite differences we all want our dignity to be recognised. Dignity is universal. Dignity is the source of human rights. The boys learnt not to judge others, to listen to others’ opinions whilst holding their own.

RSPCA Cupcake Day

The SRC put on a cupcake stall in August to support the RSPCA. Cupcake Day is held annually to raise funds for the RSPCA’s vital work in caring for unwanted, injured and abused animals. Many of the students, their parents and their siblings, got involved baking beautiful cupcakes, muffins, brownies and cookies.

The desserts were sold for a gold coin donation to students and staff. Three senior boys dressed up in animal costumes to raise extra money.

The NSW Government listens to our Students

Three SRC students represented Birrong Boys at the Cabramatta Community Roundtable, hosted by the NSW Commission for Children and Young People. The Roundtable is for children and young people to express their thoughts and ideas and get messages through to officials such as the Youth Commissioner. A report from the ideas shared was given to the NSW Government.
Environment Team Garden

Birrong Boys has had an active and enthusiastic Environment Team for a number of years and, in 2013, we continued to improve and expand our vegie garden. Students met at lunch or recess to water, plant, weed and harvest.

Produce from the garden is taken home by students, sold to staff or used in the canteen or Food Technology Classes. We also have a bush garden which features local plants and is home to birds, lizards and friendly insects.

An Open Garden Day was held in November where local primary schools, Bankstown Council and the Youth Community Greening were involved in a celebration of the achievements of the School Environment Team.

A new garden shed is being built by the Construction class and should be ready in 2014.

Significant programs and initiatives

Positive Behaviour in Schools (PBIS)

Complementing the Glasser training of most staff, PBIS has become an important component of our Welfare system. PBIS was given the acronym BOB (Best of Birrong) so that our students can easily identify with our revised school rules - Learn, Be safe, Show Respect.

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 school-wide, specific setting, classroom and individual student levels.

Effective behavioural support strategies are thereby designed to meet the needs of all students.

MTC Solutions

This provides assistance and support to those students most at risk from disengaging from education. We had a youth consultant who worked in the school with year 8 to 11 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.

Peer Reading Program

The expanded Peer Reading Program was run in conjunction with TAFE using MultiLit resources. This increased levels of student reading for participants and provided leadership opportunities for year 10 students who completed a mentoring TAFE certificate.
Year 7 Mentoring Program

This program provided support to Year 7 students during their mentoring lessons which were held once a fortnight for one hour. Specific modules undertaken by the classroom teacher, the year 11 mentors and year 7 students were: settling into high school, bullying, conflict resolution, self-esteem, feelings, friendships, communication, motivation and self-esteem.

The mentors developed a buddy system with the Year 7 students which helped make the Year 7 transition into high school a more positive experience.

Independent Employment Adviser Program (IEA)

Ten (10) Year 11 students were a part of this program which ran for an hour every Thursday in school under the guidance of an Employment Adviser.

Services included the provision of industry, grounded mentoring, career and transition guidance (including examination of career and further education and training options), development of a resume targeted to areas of interest, transition plan including goals for achieving long term objectives, coordination of “wrap around” services if appropriate, organise work experience, provide job search training and broker employment where appropriate.

Rock and Water

In 2013, this program aimed to support year 8 students to develop self-awareness, emotional-awareness and self-discipline through physical exercise.

Each participant was required to keep a journal of their reflections. Students completed a self-directed assignment in order to gain their Rock and Water certificate of Attainment.

The Student Rewards Program

This focused on student engagement. An increased number of students received awards for academic achievement leading to positive learning outcomes and students achieving from each his best.

Links to Learning

This program started in Term 1 with a group of fifteen (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 DEC, was run in-school every Wednesday 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.

Varied structured activities were organised for students to consolidate the knowledge and skills addressed through the year. Students who completed this program demonstrated a marked improvement in behaviour and school engagement.

Sky High Project

Sky High is an initiative between BBHS, UTS and MTC to engage and mentor year 7 and 8 students in monthly “behind the scenes” excursions to broaden their understanding of education and future career options.

Sky High Sailing

Famous sailor, Jesse Martin took five Year 8 students sailing on Sydney harbor. Jesse Martin was 17 when he sailed alone around the world in a 10 meter yacht. It took him 11 months. To create the record he could not have contact with anyone until he returned home.

The boys were ecstatic to sail for the first time. They got to steer the boat and met a famous sailor who had a lot to share about his experience.
Sky High Sydney Observatory

Year 8 Sky High students visited the Sydney Observatory in March.

The Observatory sits on a hill above Circular Quay and is where information comes from when we look at the weather on TV. The boys learnt about weather charts, humidity, wind speed, temperature and were able to make a weather report for the day.

A Taste of University

Selected year 8 students went to the University of New South Wales at Randwick during the year. They entered competitions with prizes, participated in ‘ice breakers’ like acting, educational games and group activities. This look into university life gave our boys a taste of tertiary study and the consensus was that they look forward to going back there in the future.

Summer School Program

Year 10 students attended a Summer School Orientation workshop. The University of Technology Sydney Summer School program is over three years and focuses on an intensive two week experience on campus during the January holidays. Students selected experienced the university environment first hand. The program aimed to boost enthusiasm for HSC students, demystify university, raise personal aspirations, and build interpersonal skills. Courses offered: Engineering and IT, Health, Science, Design, Film and Business.

Sky High Boys Cook for the Needy – Oz Harvest

Year 8 students spent an afternoon cooking food for the needy people of Sydney. Under the watchful eye of Oz Harvest chefs, the boys cooked salmon steaks, fresh spring rolls and pies.

Oz Harvest is a non-denominational charity that rescues excess food which would otherwise be thrown out. They deliver thousands of meals a day to over 240 recipient agencies.

This experience gave our boys valuable insight into those people less fortunate in our society.

“We got to taste what we cooked and we helped needy people. We learnt how Oz Harvest makes food out of what would be wasted.”

The School “Blaze” Magazine

This annual publication is a literacy strategy for the student editors and also a valuable promotional tool for our school community. Throughout the year, students were dedicated to writing articles, conducting interviews and questionnaires, and sorting photos to be included in this proud and professional publication.

Aspire Program

Five year 11 students attended the 2013 Aspire Step-Up program, at the University of NSW’s Kensington campus. This 3 day program was designed to give students a better idea of university life; for example, getting to lectures on time. The program was a great overall experience as they participated in activities with students from other schools. At the end of the program all students were presented with awards.
Multicultural Education

Multicultural Education is in the curriculum in all subject areas. Being a high school with staff and students from approximately 40 cultures, Birrong Boys High School encourages the recognition and celebration of these cultures.

In June, Birrong Boys worked collaboratively with Birrong Girls High School to put together a display of performances and school presentations for our local primary schools. Among the array of talent and presentations, our Pacific Islander students performed the ‘Hakka’, and three (3) African students put on a fantastic drumming show.

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 two Aboriginal and no Torres Strait Islander students enrolled at Birrong Boys in 2013.

Both these students had Individual Learning Plans developed to provide each student with the opportunity to involve themselves in all aspects of school life and extra-curricular activities. This year the school began work on an Outdoor Learning Area: native and cultural garden, which will continue to be developed in 2014.

Transitional Equity Funding

Throughout 2013, funding allowed us to employ a Head Teacher Teaching and Learning as well as a Literacy and Numeracy Coordinator. 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 successful focus on literacy program aimed at improving literacy across all KLAs. A Study Skills Program for Year 10, 11 and 12 students which assisted students to thoroughly prepare for their School Certificate examinations.

Funds will continue to support the development of quality teaching and learning programs with particular emphasis on Years 7 to 10. The program will also provide more options and opportunities for our school to maximise student learning outcomes.
National Partnership Programs

Birrong Boys High School has been able to provide additional resources through the National Partnerships Low SES communities. This allowed 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 literacy, numeracy and information technology.

Funding was used to employ an additional Deputy Principal Curriculum and Head Teacher ESL Pedagogy, whose focus was to model exemplary teaching practices across KLAs, professionally develop staff on ESL pedagogy and lead whole school professional learning sessions on ESL pedagogy. Support was provided through the appointment of a Welfare Engagement and Community Teacher.

The Senior Review committee met regularly to discuss, plan and implement strategies to assist students who were disengaged in years 10, 11 and 12. The team comprised of the Principal, Deputy Principal Curriculum, Head Teacher Welfare, Careers Advisor and school counsellor.

Students that were identified included those who had low attendance, truancy issues, N-warnings or did not complete course requirements and behavioural issues. Students were counselled through interviews and were referred to various agencies including MTC, Links to Learning, Chester Hill Neighbourhood Centre and Canterbury/ Bankstown Career Connections. The outcomes included successful transition into TAFE courses, training and employment.

Workshops were organised through Bankstown Council and NSW Police to improve student behaviour and increase engagement.

A mentoring program was also conducted by the Welfare Engagement and Community Teacher.

A Head Teacher Welfare was employed to work with students at risk and to professionally develop Year Advisers. The Head Teacher Welfare was the school liaison with community based groups such as Links to Learning, Independent Adviser Employment and MTC Solutions which resulted in a reduction in N-warning letters and suspensions.

School planning and evaluation

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Priority 1

65% of students achieve or exceed expected growth in NAPLAN literacy and numeracy 7-9.

Progress has been made towards the achievement of this target.

Our achievements included:

64.7% of students achieved expected growth in NAPLAN literacy. In particular 55.4% of students exceeded expected growth in Reading (15.1 scales above state average).

Trend data compared to boys in the SEG shows that we matched in reading and grammar and punctuation. An upward trend in spelling surpassed boys in the SEG.

The following is the indicative growth of students in: reading 94%, spelling 74%, grammar and punctuation 87%.

72% of students showed significant improvement in Literacy and 78% exceeded expected growth in Numeracy.

Priority 2

80% of students attain 85% and above attendance and arrive at school on time.

Progress has been made towards the achievement of this target.

Our achievements included:

73.5% of students achieved 85% and above attendance.

82% of year 7 cohort achieved 85% and above attendance.

74% of year 8 cohort achieved 85% and above attendance.

90% of year 9 students achieved 85% and above attendance.

90.25% of attendees arrive to school on time.
Priority 3

Increase student well-being through program development and implementation evident from data.

Progress has been made towards this target. Our achievements include:

Student well-being programs continuing in 2013 included: Links to Learning; IEA Program through CBCC; MTC Work Solutions; Rock and Water; Future Focus; School Work Play; Music Club; Games Club; IMC Sky High; Mentoring Programs; Homework Centre; Anti-Cyber Bullying workshops; and years 6-7 Transition programs.

Year 10-12 Transition Programs continued and included Study Skills, Subject Information and individual student interviews.

Suspension rates have reduced by 4.7% overall. There has been a significant reduction in suspensions for aggression across all year groups Year 9 suspensions have reduced by 25%.

Priority 4

All Aboriginal Students achieve the learning goals in their Individual Learning Plan.

Progress has been made towards this target. Our achievements included:

An improvement in attendance.

Priority 5

100% of executive staff led school improvement initiatives, and 10% of staff led Professional Learning sessions.

Progress has been made towards this target. Our achievements include:

Executive and 2 aspiring leaders attended Team Leadership for School Improvement.

22% of staff led professional learning sessions at staff meetings and SDD sessions.

Priority 6

Consolidation of relevant Stage 6 curriculum and appropriate assessment and reporting practices embedded.

Progress has been made towards this target. Our achievements included:

The Consolidation of the Non ATAR stream and conducting individual student courses with career counselling.

Implementation of new Content Endorsed Courses (English, Applied Mathematics and Work Studies) completed. Stage 6 programs have been developed throughout 2013.

Stage 6 courses revised and the current program and the integrated Assessment tasks have been reviewed.

The school published Assessment schedules for all Stage 6 assessments.

In 2012 all HSC courses met the target of 44% of students achieving Band 2 and above - Chemistry, Advanced English, ESL and Retail Services scored above state average with no students in the bottom 2 bands.

All subjects except General Mathematics have reduced the percentage of students in Bands 1 & 2. Modern History had the biggest reduction.

Overall 90% of students received a Band 2 or above in their HSC subjects.

Overall 30% of students received a Band 5/6 in the HSC.

There was a 60% decrease in the number of N warnings for the HSC.
School planning 2012—2014: progress in 2013

School priority 1

Outcomes from 2012–2014

80% of Year 9 students achieve or exceed expected growth in NAPLAN (Reading).

Evidence of progress towards outcomes in 2013:

- Cross Key Learning Area Literacy / Numeracy Team established.
- A Literacy/Numeracy Team to ensure implementation of Focus on Reading.
- Develop targeted intervention program such as MultiLit for students in the bottom two bands.
- Continue Peer Tutoring reading program for students in bottom 2 bands.
- Continual NAPLAN preparation program for Years 7 and 9.

Strategies to achieve these outcomes in 2014:

- Cross KLA team to feedback at staff meetings.
- School tests and NAPLAN results indicate growth.
- Individual Learning Plans used and published for staff.
- Data used to inform and improve teaching and learning programs.

School priority 2

Outcomes from 2012–2014

80% of Year 9 students achieve or exceed expected growth in NAPLAN Numeracy.

Evidence of progress towards outcomes in 2013:

- Cross KLA Literacy/Numeracy team established team to ensure implementation of Focus on Numeracy.
- Team to deliver whole school professional learning.
- Train new staff and implement Mathletics Program through mathematics classes.
- Counting On and Mathletics embedded into mathematics programs and scope and sequence Years 7–10. Develop Peer Numeracy program for students in bottom 2 bands.
- Continued NAPLAN preparation program.

Strategies to achieve these outcomes in 2014:

- Cross KLA Literacy/Numeracy Team feedback at staff meetings.
- School tests and NAPLAN results indicate growth.
- Mathletics and Counting On observed in use classroom.

School priority 3

Outcomes from 2012–2014

Student attendance improves with 80% of students achieving 85% attendance rate and 95% of students arrive at school and class on time.

Evidence of progress towards outcomes in 2013:

- Attendance policy reviewed.
- Parent meetings scheduled.
- Recognition of students meeting targets.

Strategies to achieve these outcomes in 2014:

- Policy reviewed and published.
- Recognition letters sent for attendance above 90%.
- Recognition of students arriving on time through DP awards.
School priority 4

Outcomes from 2012–2014

20% of staff and 100% executive actively leading school improvement initiatives.

Evidence of progress towards outcomes in 2013:

- Train staff in the Team Leadership for School Improvement program.
- Supervise and support staff to implement Team Leadership for School Improvement identified module(s).
- Engage in whole school review and planning.
- Each executive to implement or continue implementation of whole school initiative relating to priority areas.

Strategies to achieve these outcomes in 2014:

- Provided access to university workshops.
- HSC tutorials, Homework Centre, HSC preparation workshops, Study skills program.
- HSC catch-up Sessions.

School priority 5

Outcomes from 2012–2014

70% of students in ATAR strand achieving Band 2 or above in all HSC courses. 6% of students in ATAR strand achieving Band 5/6 in HSC courses.

Evidence of progress towards outcomes in 2013:

- Continue non ATAR courses (stream)
- Identify students via school based data.
- Careers Adviser HT Welfare/Transition interview students and parents providing course counselling/subject selection.
- Continue with QT and assessment embedded in programs.
- Provide professional development for staff in analysis and use of HSC Smart data.
- Analyse HSC band data using SMART data.
- Train executive to lead professional learning on data for 2014.

Strategies to achieve these outcomes in 2014:

- QCBA aligned with teaching and learning programs.
- Data used to inform teaching and learning program.
- Numbers of students attending.
- Student Evaluations.
Professional learning

All staff members are committed to ongoing professional learning. 2013 saw school expenditure in this area to the amount of $22,118.91.

In 2013, we continued focus on the development of the Quality Teaching and Learning Framework, as well as consolidation of other school policies such as Welfare which supported 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 provided training to all staff during School Staff Development Days.

In 2013, BOB (Best of Birrong) continued through lessons based on the school rules: learn, be safe, and show respect.

Literacy, Numeracy, ICT, Quality Teaching programs, quality criteria-based assessment, child protection, CPR training, refugee curriculum considerations, numeracy and ICT strategies and student welfare were areas of training on these days.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent surveys indicated that they were welcomed and could approach the school on matters related to their sons’ learning and welfare.

Parents agreed that the launch of BOB and other welfare programs at the school demonstrated an improvement in student behavior and learning. Staff attitude towards the school environment was generally positive and feedback reflected an improvement from previous years.

Student opinions regarding the school environment was positive. This was reflected in the decrease in suspensions.

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.

Mr D Stevens  Principal
Ms H Ramadan  Deputy Principal
Mr M Derbas  Deputy Principal
Ms K MacGregor  Head Teacher
Mr P Hobbs  Head Teacher
Mrs S Sharma  Head Teacher
Ms S White  Head Teacher
Ms G Tsopanos  Head Teacher
Mr G Roukanas  Head Teacher
Ms M Krnjaic  Careers Adviser
Ms S Menzies  Librarian
Mr P Gailey  Teacher
Ms Y Demet  Teacher

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