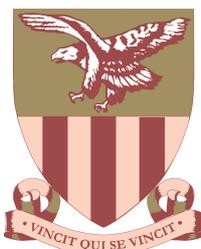


# North Sydney Boys High School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of North Sydney Boys High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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### Message from the principal

#### 1 Students – Population, Enrichment and Academic pursuits

**Student numbers** – In 2019 the school welcomed 150 Year 7 students from 77 suburbs in Sydney. These students came from 57 different primary schools. The largest groups came from: Artarmon (15), Hurstville (12) and Chatswood (11).

There were 915 students enrolled at NSBHS. The percentages of students from non-English speaking backgrounds (NESB) by year were: 93% (Year 12), 93% (Year 11), 92% (Year 10), 93% (Year 9), 97% (Year 8) and 94% (Year 7). The main languages other than English spoken at home, across all years, were Mandarin (41%), Cantonese (20%), Korean (8%), Hindi (3%) and Vietnamese (3%).

**Overseas trips** – Over the Easter school holidays 20 students of Latin, History and Visual Arts, accompanied by 3 teachers, travelled to Greece and Italy on the Classics Tour. They visited Athens and many classical Greek sites including the Acropolis, Agora and the Oracle of Delphi. They then flew to Italy, visiting Naples, Sorrento and Pompeii. The tour ended in Rome with visits to the Colosseum, Forum and Capitoline Museum.

In October 14 students from Years 9 and 10 and 2 teachers travelled to New Caledonia for a study and sightseeing tour. This tour provided the boys with a wonderful opportunity to practise their French and stay with French-speaking families.

**Academic achievements** – The Class of 2019 achieved outstanding results in the HSC. North Sydney Boys High School (NSBHS) was ranked the 3rd top performing school in NSW (cf 2nd in 2018) and, yet again, the top performing boys school. Overall a total of 201 students studied HSC courses in 2019 (cf 209 in 2018) and of these, 164 sat for and completed the HSC. Twenty-one students were accelerated in IPT and sixteen in Business Studies. Two of our HSC music students were nominated for Encore, a concert which showcases the best performances of HSC students. One student's artwork was shortlisted for ArtExpress 2019, a showcase of HSC Visual Arts projects.

Five students achieved First Places in the State for Mathematics, German (Continuers and Extension) and Engineering Studies. The school had 51 all-rounders i.e. those who achieved Band 6 or Extension Band 4 in at least 10 units and three students achieved the top ATAR of 99.95.

**Year 12s** – Year 12 mentoring sessions continued successfully this year with each student paired with a teacher mentor to help guide them through the HSC year, a time of increased stress and uncertainty. Mentors met regularly with the students to discuss concerns and strategies and to give guidance. Study groups continued to be encouraged and were of critical importance assisting students in all subjects. At the conclusion of their final year, two of our Year 12 students were awarded the Minister's Award for Excellence in Student Achievement.

**Enrichment, extra-curricular and co-curricular** – the year began with LEAP (Leadership and Enrichment Activities Program) which, over two days, showcased to all students the range of clubs, extra-curricular and enrichment programs at the school. Students learnt about what the school has to offer in terms of student leadership teams, clubs and societies. The wide range of co-curricular extension programs available to our students included English and algebra

workshops; Duke of Edinburgh; Year 8 Languages Day; Economics and Politics Society; History, Philosophy, Programming and Classical Greek Clubs; music and drama ensembles; chess; public speaking; debating and robotics programs.

The Science faculty again hosted Science Week activities and results from the Mathematics enrichment program across all year groups were outstanding, including results from the Computational and Algorithmic Thinking competition, UNSW and Australian Mathematics competitions and the Australian Intermediate Maths Olympiad. One Year 7 student was awarded a medal for his near perfect score in the AMC. Students have also done well in other competitions and activities: UBS Finance Academy, Science and Engineering Challenge, Plain English Speaking, National Latin Exam, UNSW ProgComp, Aurecon Bridge Building, Australian Informatics Olympiad and Australian Geography Competition. A team of Year 12 students won the annual NSW Schools Titration competition.

Many students took part as members of the cast, orchestra or crew in this year's joint musical production of **Hairspray** hosted by North Sydney Girls High School. A number of our students were also performers in the Department of Education's showcase Schools Spectacular in November.

### **Student Leadership**

The school moved from the school Prefect team to a Senior Leadership Council (SLC) this year. Following a review of the Prefects that included research and survey data analysis, a change was made to bring together the disparate student leadership groups across the school to have a closer relationship with pairs of SLC members having a related portfolio area of responsibility.

In its inaugural year, the SLC showed outstanding leadership across the school and I thank the Captain and Vice Captain for leading the team in such a positive and proactive manner. It is always a challenge to juggle the HSC and the responsibilities of a formal leadership position. The SLC organised the annual walkathon and *So You Think You Can Do Stuff*, our extraordinary display of student and staff talent. Both events were enjoyed by the whole school community.

**Sport** – In the North West Metropolitan Zone summer competition we were premiers in 15s baseball, basketball (2nds, 14s and 15s), 2nd grade futsal and tennis (1sts, 2nds and 15s). Our swimming team finished second at the Zone Swimming Carnival. The 12 years and 16 years relay teams qualified to swim at the NSWCHS State Carnival. In the winter competition we were premiers in 2nds badminton, 15s lawn bowls and tennis (1sts, 2nds, 14s and 15s).

**Crawford Shield** – Our annual sporting and cultural exchange with Melbourne High School was held in Melbourne this year. The team of 89 students and 11 staff members travelled to Melbourne from 23 to 26 March. Despite the effort and dedication displayed by all concerned North Sydney Boys finished with a 9–4 loss. We won the competition in futsal, lawn bowls, music and tennis. Students in the other 9 competitions – athletics, badminton, basketball, chess, cricket, debating, fencing, table tennis and water polo – did their best but were unable to defeat the MHS teams.

Our school's parent run Saturday sports program, **Falcon Sport**, continues to be well supported by students across all year groups. We are grateful to the parents who volunteer their time to ensure that the competition runs smoothly and has the requisite numbers of players and officials. Our students compete in club sport badminton, basketball, orienteering, soccer, squash, table tennis, taekwondo and tennis.

### **2 Staff – comings and goings, professional development**

We are proud of the achievements of our staff. One of our teachers received a regional teaching award for her excellence in teaching and an administration officer received an award for his excellent service and commitment to our school.

**New staff** – We welcomed a number of permanent staff: Head Teachers Penny Carr, Stuart Madgwick and Jane Stocks; teachers Saul Han, Ben Johnston, Ben Scobie, Cyril Shilansky and Uma Umakanthan; and new front office staff Elizabeth Gurr, and Julijana Terzioska.

**Departing staff** – We farewelled the following permanent staff: Head Teachers Nigel Kuan and Nordin Zuber; teacher Rajan Pavlovic; and front office staff Debbie Locke.

North Sydney Boys utilises both internal and external frameworks to support the **professional development of teachers**. Beginning teachers are supported through the school's induction program and individual mentoring. Externally, the school is an active participant in two professional learning networks, the Lower North Shore network and the Northern Sydney–Entente Cordiale (NS–EC). Staff participate in these programs by attending network meetings that reflect the stages of their professional learning journey: beginning teacher, early career teacher and aspiring leader. A staff member has participated in the Project Leadership group and all staff attended a joint staff development day with faculty teachers from member schools of the NS–EC, which provided staff with an insight into the teaching and learning programs of a range of schools in our local area.

The annual **Executive Conference** was held in late June and teacher collaboration was the key theme as the school

continues to develop teaching programs which increase student engagement across the school.

**Staff development programs** focused on 2018 HSC results analysis; physical, social and intellectual development and characteristics to improve student learning; curriculum assessment and reporting; Child Protection Training; maintaining student safety; interpreting Tell Them From Me (TTFM) 2018 survey results; external validation; developing engaging teaching activities; identifying and planning professional learning needs; using the research in *The Science of How We Learn* (Hattie and Yates); reflective practices on Stage 6 Assessment; NSBHS assessment procedures; lesson observations; the new Support Unit; and Year 11 reporting.

### **3 Links with our community – parents, organisations, events**

The **P&C** had regular meetings with guest speakers – 2018 HSC results, Year Advisers, HSC assessments, Head Teachers from 8 faculties, Head Teacher Wellbeing and a psychologist speaking on gaming and social media. The P&C also organised a working bee in May which was very successful in tidying up the school grounds.

The **Auxiliary** organised the Year 7 Welcome Afternoon Tea in March, a fundraising raffle and the Annual Dinner with the theme "Under the Sea", managed the uniform shop, helped with book covering in the library, and catered for functions including Open Day, Orientation Day, Parent/Teacher Nights and a Staff Appreciation lunch at the end of Term 4.

A huge thank you to **The Falcon Foundation** and all our parents, past and present, for the wonderful donation to the gym project. The Foundation was set up as a tax deductible building fund for projects like the gym, and this year, presented the school with a cheque for \$1 million to help provide our boys with outstanding facilities in the very near future.

NSBHS has continued to be part of two Communities of Schools, Lower North Shore and Northern Sydney–Entente Cordiale, and has strong relationships with schools in these networks as well as selective schools networks. Our school has strong links to the local community and students take part in activities including the annual Anzac Day and Remembrance Day services at the North Sydney War Memorial.

Regular social and extra-curricular events are a feature at NSBHS. Among those held this year have been debating competitions, outdoor education camps (in all years), trivia nights, dances, interschool competitions, Prefect Afternoon Teas, forums, Old Falconians' Union debate and dinner. NSBHS continued its strong student links with our sister school, North Sydney Girls High School.

### **4 Facilities, Buildings and Grounds**

The school has been making a concerted effort to improve the school's physical facilities over the past 4 years – classrooms, corridors and areas of the school including the AF Henry Hall have been patched, painted and recarpeted and new vinyl laid. A new flexible learning space is nearly complete for student use in the school along with some former staffrooms that will be repurposed as classrooms and breakout spaces ready for the new school year. Building modifications are scheduled to begin imminently to meet the needs of the new Support Unit which begins at the start of 2020. The Bottleyard (Stages 1 and 2) has been built; a perennial leaking roof (C Block) has been replaced; new technology has been installed including electronic noticeboards; and additional school signage has been ordered. We have repaired uneven outdoor paving and will be painting handball courts in preparation for needed additional space in the school while the next major capital works program begins.

In May students from the Environment Team mulched the various garden beds around the school, making their way through an enormous pile of woodchip mulch. They were supervised by a team of enthusiastic staff. The boys learnt many new skills along the way to making the gardens look beautiful and improving the grounds for the entire school community.

Scheduled maintenance work was carried out by the Department of Education during Term 4 and included painting and associated repairs in A and B Blocks, Food Technology classrooms and the AF Henry Hall; painting and replacement of fascia, gutters and downpipes in I Block; and replacement of carpet in B11 and a timber bench in C quad.

Community grant funding has been successfully applied for and used to make improvements to student outdoor facilities – outdoor seating, planter boxes and umbrellas to provide shade. Additional grant funding has been applied for to support school environment initiatives.

#### **Roof replacement**

The Department of Education through SINSW (Schools Infrastructure NSW) has replaced the entire C Block roof to address leaking problems. A metal roof with external downpipes and gutters was placed over the top of the existing roof, extending approximately 200mm from the edge of the existing roof. The roofs on the walkways at either end between B and C Blocks were also replaced. SINSW will also replace the part of the old roof that was to remain as part of the Gym expansion. Our original building, B Block, will have its slate tiles repaired.

## **Gym Project**

The current major Falcon Foundation project, the expansion of the school gym, has gone through a long, and at times arduous, process of getting approved and off the ground. A great deal of time was spent negotiating to get the very best outcome for the school community. Our SINSW representative was supportive of the school's needs and worked hard to help us achieve our goals, but there have been delays in getting the project started. Ultimately, however, the building has to comply with the Educational Facilities Standards Guidelines and much of the structure has been dictated by this including, for example, the type of courts we have and the change room facilities and fit-out provided.

The other major consideration of course was the budget. We have a finite budget for the project and we have always been conscious of providing the best outcome within that budget. The building tender went out to a pre-selected group of Department approved contractors who met the requirements for a build of this size and the contract was awarded to Lloyd Group. They will commence work on site on Monday 9 December and have an expected completion date of September 2020.

The build will mean that we have to find other ways and places to do some things, and this will impact on the surrounding areas, but the end result will be well worth any short-term inconvenience. We would again like to thank the entire school community for their support, both financial and for the project itself, and we look forward to enjoying the new facilities with you in 2020.

## **Shared staffrooms**

The school has funded significant improvements to the working environment for staff, creating two large collaborative staffrooms. These staffrooms reflect the grouping of faculties similar to tertiary institutions. The Humanities Department includes the English, HSIE and Languages faculties and the Arts and Science Department combines Mathematics, Science, CAPA, TAS and PDHPE faculties together with our new Support Unit staff. This transformational change aligns with the strategic directions of the school and redresses the vast inequity of the staffroom facilities across the school.

Having teachers from different key learning areas working in close proximity provides structure for increased awareness of our shared responsibilities in preparing young men to be our future. It reflects a growing recognition of the importance of both formal and informal teacher interaction to maximise student learning, leveraging professional learning opportunities and building greater collegiality.

Our work in facilitating deep student knowledge has provided consistent success while it has also been acknowledged that we have much work to do in improving students' ability to transfer knowledge to new and unfamiliar situations. We can be proud of the school's great history and the achievements of alumni but to continue to be successful in this rapidly changing world, we will need to work more closely together.

Robyn Hughes

Principal

# School background

## School vision statement

### VISION

To be the premier boys school in New South Wales.

### MISSION STATEMENT

Preparing young men to be our future.

### CORE VALUES

Our vision will be realised by:

- Achieving academic excellence
- Learning in an inspirational and innovative environment
- Creating opportunities to lead, engage and play
- Nurturing young men
- Belonging to and serving our community.

North Sydney Boys High School promotes quality teaching and learning and celebrates academic excellence and holistic achievement with strong community partnerships and engagement.

## School context

North Sydney Boys High School (enrolment 915, 93% students from language backgrounds other than English) is a selective school with a commitment to a stimulating and challenging learning environment which develops resilient, innovative and connected learners who strive to achieve their personal best. Students from a broad range of socio-economic backgrounds travel from across wider Sydney to its lower north shore location. The school also welcomed the establishment of a Support Unit in 2019.

The school has a history of outstanding academic achievement. Experienced staff are dedicated to innovative curriculum writing and delivery with a strong focus on quality teaching and professional learning. An extensive extracurricular program includes academic, sporting and cultural domains. There are strong associations with Old Boys, parents and the local community.

Current school priorities include quality teaching, problem based learning, cross curriculum perspectives, feedback for improvement, information communications technology and authentic assessment.

There is a strong student voice and students participate in decision making, leadership, social justice, wellbeing and volunteering programs. Student leadership, personal and social capability, ethical and intercultural understanding (Australian Curriculum, Assessment and Reporting Authority capabilities) are demonstrated in academic programs, sport, the arts, culture and community service.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Engaged Learners

#### Purpose

**To adapt, develop and implement relevant and challenging teaching and learning experiences so that students are better equipped as critical and creative thinkers.**

#### Improvement Measures

An increase in staff reporting the efficient use of teaching and learning infrastructure.

Every faculty will have a formalised process to use student feedback to inform programming and assessment.

An increase in the number of cross-curricular tasks in Stage 4 and 5, with a focus on enhancing students' skills in literacy and numeracy.

#### Overall summary of progress

Technology infrastructure was enhanced throughout the school with progressive upgrades completed in 2019 facilitating effective use of technology to support student learning. Consistent hardware across the school was facilitated.

Repurposing of teaching spaces has facilitated flexible teaching and learning.

Faculties provided increased opportunities for students to give feedback on their learning experiences and this was used to inform programming and assessment. Student voice and student choice has helped to maximise student engagement. All faculties recognise the value of student feedback in maximising the impact of teaching and learning. English and HSIE faculties have used student feedback to inform the planning for a school-wide writing project to develop students' ability to write with precision and finesse.

The iSTEM course was successfully implemented in 2019 and continued to be a popular subject choice for students for 2020. Classes will be running in both Year 9 and Year 10. Evaluations by both staff and students demonstrated an enthusiasm for the trans-disciplinary nature of the subject and project-based learning. Students reported that the course was challenging and interesting. Student project work included acquiring Arduino programming skills, a wheat grass growing challenge, problem solving with design thinking, a mechatronic hand, and a 3D printed drone. Students reported that the skills they had learnt and rated most highly were in research, problem solving, team work, and critical thinking. Motivation for learning in traditional subjects was also reported to have increased as students valued the application of this learning to the real-world problems explored in the course. The majority of students positively indicated that they would recommend this unique course to others. It is intended that the course will continue to be offered at the school.

The Year 8 integrated Project Based Learning (iPBL) curriculum was also implemented in 2019 for the first time. Subject specific time in mathematics and English was freed up to provide a period per week where students learnt to integrate learning through projects. Funding was allocated to support regular staff collaboration and evaluation of learning progress. Teachers reported on student learning using the critical and creative thinking continuum from ACARA in the student reports and met with both parents and students to discuss learning at the Year 8 parent and teacher evening. Relevant project work included research and intervention related to computer gaming and student wellbeing, coding using Micro:bit, and entrepreneurship in developing and pitching project ideas to a panel in the *Falcon Cage*. Team work, problem solving, communication, and critical thinking were the skill areas reported by students as most developed through the course. While the Year 8 students highlighted the challenges of group work and open-ended projects, the majority of student responses indicated that they valued the subject. Staff involved in the programming and development of program will continue to facilitate as part of their teaching load in 2020.

#### Progress towards achieving improvement measures

**Process 1:** A whole school audit of technology and teaching and learning spaces, including research into best practice at other schools. This will result in the development of a plan to guide the roll out of consistent technology infrastructure and more flexible learning spaces within the school.

Evaluation	Funds Expended (Resources)
The progressive upgrade of technology infrastructure was completed in 2019	\$38,932.12

## Progress towards achieving improvement measures

along with re-purposing of dedicated teaching spaces to be used as flexible teaching and learning environments. Seventy-five percent of classrooms were upgraded with consistent technology.

**Process 2:** The development of processes and procedures to ensure that the review of all faculty programs and assessment tasks incorporates student feedback. Regular feedback cycles will be designed to develop more challenging and meaningful teaching and learning activities.

Evaluation	Funds Expended (Resources)
All faculties recognise the value of student feedback in maximising the impact of teaching and learning. English and HSIE faculties have used student feedback to inform the planning for a school-wide writing project to develop students' ability to write with precision and finesse.	\$5,500.00

**Process 3:** Professional learning time will be allocated to allow faculties to work together to develop cross-curricular units of work and assessment tasks that are focused on enhancing students' critical and creative thinking skills.

Evaluation	Funds Expended (Resources)
The Stage 4 Year 8 integrated project-based learning curriculum was implemented in 2019. The Stage 5 integrated STEM course was implemented in 2019. Faculties identified connected curriculum areas and worked to align teaching and learning programs to enhance student engagement and knowledge transfer.	\$2,750.00

## Next Steps

### Next steps

Technology infrastructure will be maintained to ensure that it remains a reliable tool for teaching and learning. Classroom environments will continue to be revitalised to promote flexibility in teaching and learning.

Student feedback will be used in combination with teachers' professional expertise and curriculum knowledge to maximise student engagement and achievement. The writing project will be further developed in 2020.

Futures learning skills will remain a focus with interdisciplinary skills developed through an emphasis on communication, collaboration, critical and creative thinking, and problem solving. The new courses in Stage 4 and 5 will continue to run in 2020. We will continue to be guided by current research, technology, teacher professional learning, and student feedback about learning impact.

## Strategic Direction 2

Excellence in Teaching and Leadership

### Purpose

**To enhance the professional capacity and leadership potential of all teachers so they can be passionate, collaborative and reflective educators committed to achieving academic excellence for all students.**

### Improvement Measures

An increase in the number of staff working collaboratively within and across faculties.

An increase in the number of staff reporting the school's Professional Learning Program builds teacher capacity and supports leadership aspirations.

Maintain Band 6 performance trend data for the majority of HSC subjects.

### Overall summary of progress

#### Shared Staffrooms and Structural Changes

A step towards enhancing the professional capacity and leadership potential of all teachers was facilitated by the construction of two large shared staffrooms in C Block during 2019. The Humanities staffroom comprises English, HSIE, and Languages faculties while the Arts and Sciences staffroom houses Mathematics, Science, CAPA, TAS, PDHPE and the Support Unit staff. Construction of the staffrooms was completed early Term 2 and the HSIE faculty was the first faculty to move into their new staffroom at the end of Term 2. The other faculties moved into their new staffroom throughout Term 3. Staff were provided with relief time to sort things and discard old and irrelevant material from their old staffroom during the move. The new staffrooms were furnished with new desks, shelving, telephones and computers. Each staffroom contained a newly built kitchenette with tables and chairs for staff dining.

Two former staffrooms and one classroom were converted to breakout spaces that staff could use to meet, mark or discuss projects. Another two staffrooms were modified into flexible learning spaces, increasing the scope for use of each room as a teaching and learning space based on future focused learning intentions. The former English staffroom was converted into a large meeting room that can accommodate up to 20 staff with catering facilities adjacent and a projector. Another room was renovated to create a meeting room for the school's Auxiliary committee.

The shared staffrooms structure and associated room conversions have increased collaboration amongst faculties and provided avenues to increase dialogue amongst staff in addressing current and future focused educational agendas that are dependent on multi-faculty and whole school collaboration. At North Sydney Boys High School, these areas include improving literacy, boys' education, STEM initiatives, cross-curricular units of learning and problem-based learning programs. In addition, the organisation of whole school events will be facilitated by a school culture underpinned by collaborative practices as will the scheduling of assessments, professional learning, student wellbeing, academic progress (learning support), camp and sport organisation.

After lengthy negotiations between the school and the Department throughout 2019, plans for the new Support Unit teaching and learning rooms were established. The purpose of the Support Unit is to provide an education facility in the Lower North Shore for autistic students. Construction commenced in late 2019 to prepare some of the rooms for the first class in 2020. Three former classrooms in C Block have been used for the Support Unit.

#### Cross-Faculty Collaboration

During 2018 staff from several faculties developed STEM-based courses for implementation in 2019. Staff from Science, HSIE, TAS and English collaborated in developing a problem-based learning course (iPBL) for implementation with Year 8 in 2019. This course was successfully conducted in 2019 and will be continued in 2020. A Year 9 iSTEM course was also introduced in 2019 and this also received a positive evaluation and was a popular choice for students in 2020. A Year 10 iSTEM course will be implemented in 2020. The English and HSIE faculties have developed a cross-faculty improvement program that targets improving the writing skills of students. The project is titled *Writing with Finesse*. Another cross-faculty project that incorporates English, history and geography perspectives is being developed for implementation with Year 7 in Term 4, 2020. This project involves staff from the English and HSIE faculties.

#### Professional Learning

Following on from 2018, staff again voted to implement a series of twilight professional learning (PL) sessions throughout

the year from 2:45–5:45 pm onsite. The prime purpose of these sessions was to establish a culture that enhanced the professional capacity of teachers at proficient and leadership levels. The Performance and Development Plans (PDP) of staff formulated in Term 1 were analysed by the Head Teacher Teaching and Learning to identify the professional learning needs of staff for 2019. This data assisted in the formulation of a proposal to the executive team for the 2019 twilights which was supported. Subsequently, the 2019 twilights focused on teachers implementing mini-action research projects in their classroom based on their preference for a topic presented by executive at Twilight 1. The topics were derived from the text *Visible Learning and the Science of How we Learn* (Hattie & Yates, 2013) which provided a framework for the presentations at the twilight. These topics included "Why don't students like learning at school? The Willingham thesis was implementing evidence-based classroom practice", "How knowledge is acquired", and "The role of feedback". Staff applied the principles of their chosen topic in their mini action research project, collecting data about the effectiveness of the intervention. These were presented to staff in Twilight 2 and provided evidence of cross-faculty collaboration, productive pedagogical practice and creative thinking. The material presented at these sessions was linked to the Australian Teaching Standards, enabling staff to register the twilight PL hours for NESA accreditation.

Cross-faculty lesson observations were organised in Twilight 2 in which staff were randomly paired up and topics for lesson observations discussed. Post lesson discussions were conducted at the following twilight session. Data from the staff evaluation of the 2019 twilight sessions showed that staff prefer school-based PL sessions that enabled them to work collaboratively across faculties. This should also relate to pedagogy that has a sustained focus over a period time.

The focus of the 2019 Executive Conference was collaborative educational leadership. The school would benefit from this style of leadership as it is about developing the leadership capacity of the team members (staff, students or the community) leading to improvement or growth throughout the school. The intention of the conference was to enhance the leadership capacity of the executive team with respect to developing collective teacher efficacy. Executive staff had pre-conference tasks of reading about the principles of collaborative leadership and identifying a current situation to improve. They also had to collect evidence about the identified situation. Four areas of focus were identified: student learning and general capabilities, student wellbeing, professional development, and staff wellbeing. Executive staff applied collaborative leadership framework principles to targeted situations during the conference and presented their strategies at the end. Data from the conference evaluation showed the executive reported the conference to be very effective at developing their knowledge about the principles and applying them to school contexts. The ideas from the conference were presented to staff at a twilight in Term 3.

The involvement of staff in local subject-based networks (the Lower North Shore (LNS) and the Northern Sydney – Entente Cordiale (NS-EC) Community of Schools networks) also continued from 2018 and supported a key learning need of staff from PDP data. The networks provide support for teachers implementing new syllabuses and in enhancing teacher expertise in a subject area. All teaching staff and deputy principals took part in Staff Development Day 3 (beginning of Term 3) at various schools in the NS-EC network. Host schools for KLAs were utilised and staff participated in KLA-specific programs developed and delivered by teachers in the network. This PL was positively evaluated by staff and this model will continue in 2020. Staff from the following faculties took part in network meetings throughout 2019: English, Languages, Personal Development, Health and Physical Education (PDHPE), Science, HSIE and Mathematics.

Faculty assistance was provided in Term 3 to support faculties in improving student learning and supporting staff. The employment of a teacher on a 0.8 basis throughout Terms 3–4 provided an opportunity to support faculties and students. This teacher was able to supervise students in classrooms at lunch time or the Library after school hours to enable student-based study groups to operate. Faculties were offered a specified amount of relief time they could use and Head Teachers were responsible for faculty-specific areas of improvement.

Teaching staff were involved with marking the HSC, and this experience and marking expertise was used to support staff in the delivery of junior and senior syllabuses across the school. Staff from the following faculties were engaged with HSC marking in 2019: CAPA (1), Languages (2), English (2), and Science (1). The school provided support that enabled collegial marking in English and HSIE faculties. Staff involved reported this to be extremely beneficial in developing their skills at interpreting student responses and applying reliable marking schemes.

Mentoring programs were implemented for new Stage 6 teachers in PDHPE, English, HSIE, Languages, Science, and Drama (working with staff from other local schools). These programs facilitated guidance and advice from experienced teachers and support with regards to resources, programming and the formation and marking of assessment tasks.

## **Leadership**

At the beginning of 2019 staff were surveyed about their leadership aspirations. As a result of this survey, three staff were selected to participate in two external leadership programs. Both of these programs were facilitated by the Northern Sydney – Entente Cordiale (NS-EC) Community of Schools. Two teachers took part in the Aspiring Leaders program, attending a series of workshops designed to build their capacity to lead faculties and/or other whole school portfolios. These two staff members are currently using the skills gained from this program as relieving Head Teachers at North Sydney Boys in 2020. Another staff member, who had previously participated in the Aspiring Leaders program, worked with an external mentor as part of the Project Leadership course to develop a whole school wellbeing initiative to support the social and emotional needs of students at North Sydney Boys.

Whole school responsibilities were allocated in Term 3 for all faculties for implementation throughout 2020. The purpose of this practice was to build teacher capacity and support leadership aspirations. In addition, this role will enable staff to collaborate and develop greater knowledge of the school in working actively to build a culture of working together. It will also lead to the improvement and sustainability of whole school events. Support was provided to each faculty during Term 4 by the provision of a specified amount of relief time for their staff. Near the end of Term 4, Head Teachers reported to a Deputy Principal about their progress on planning a whole school event in 2020.

### Progress towards achieving improvement measures

**Process 1:** The allocation of resources, including relief time, to allow faculties to develop collaborative practices. Formal and informal strategies will be implemented using educational research and student data to enhance teachers' knowledge, skills and understanding.

Evaluation	Funds Expended (Resources)
<p>Construction of shared staffrooms completed providing a new space that encourages and supports collaborative practices. Staff have moved into the staffrooms and are working well together. Additional break out rooms have provided staff quiet and flexible space for collaboration.</p> <p>Formation of multi-faculty projects: iPBL (Year 8), iPBL (Year 9), English/HSIE.</p> <p>PL time given to enhancing collaborative practices.</p> <p>Teacher relief time provided.</p>	\$55,548.46

**Process 2:** The creation of a Professional Learning Program, with explicit procedures for developing the career paths of all teachers, especially those with leadership aspirations. Teacher mentoring and individualised professional development will be used to support the professional growth of all staff.

Evaluation	Funds Expended (Resources)
<p>Staff PDP analysis and goals identified.</p> <p>Implementation of twilight PL sessions to facilitate cross faculty collaboration, creative thinking, future focused learning.</p> <p>Executive conference focused on collaborative educational leadership.</p> <p>Whole school responsibilities for faculties.</p> <p>Cross-faculty lesson observations conducted with a reflection session (part of twilight PL sessions).</p> <p>Staff identified for Aspiring Leaders Program (external and internal programs).</p>	\$7,350.00

**Process 3:** Teachers will work collaboratively, within the school and the wider community, to develop their expertise in the delivery of NESA curriculums, with a focus on literacy and numeracy. A mentoring program will be implemented for new Stage 6 teachers, utilising teaching staff with HSC marking experience.

Evaluation	Funds Expended (Resources)
<p>Facilitation of faculty programming days for implementation of new Stage 6 courses were relevant throughout 2019.</p> <p>Faculty involvement in local school subject specific networks.</p> <p>Staff development day focused on faculty groups from local schools developing resources and programming for new Stage 6 syllabuses.</p> <p>Several staff across faculties involved in HSC marking.</p>	\$22,000.00

## Progress towards achieving improvement measures

Mentoring programs implemented for new Stage 6 teachers in several faculties.	
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## Next Steps

A key focus of Strategic Direction 2 in the 2018–2020 school plan has been increasing collaboration within and across faculties. Steps have been taken to achieve this with respect to the allocation of resources and modifications to school infrastructure. The next stage would continue the focus on increasing collective teacher efficacy and improving the implementation of processes associated with engaging in collaborative inquiry. Fostering a growth mindset culture in students, staff and the community will be an important part of these processes. These areas would be addressed at the 2020 twilight PL sessions and executive PL within and outside the school. This will see staff working collaboratively within and across faculties to improve student learning outcomes. There should also be a continued focus on school-based PL related to pedagogy that has a sustained focus over a period time, aligning with the principles of action research.

## Strategic Direction 3

### Supporting Quality Relationships

#### Purpose

**To facilitate and nurture positive relationships between students, staff and the community to enhance collective wellbeing.**

#### Improvement Measures

Increased use of, and positive feedback about, the school's electronic platforms using 2018 baseline data.

Qualitative data indicates improved student and staff wellbeing.

#### Overall summary of progress

In 2019 there was significant focus on continuous improvement for the student wellbeing program. Having developed and implemented an integrated wellbeing program in 2017 and 2018, the focus of 2019 was to evaluate and strengthen this. This process began with the school wellbeing team analysing the *Tell Them From Me* data available in line with wellbeing focuses. Whilst this revealed positive improvements in social–emotional outcomes, such as a positive sense of belonging, the wellbeing team sought to narrow the data focus by seeking explicit student feedback. In order to do this a student evaluation about the wellbeing program was developed and 50 student leaders were surveyed. This data was valuable in gaining student perspectives on the specific strengths and areas for improvement for the program. As a result, the school executive and wellbeing team analysed strategies to increase engagement and the value of the program by considering creative and more engaging methods, in particular for the Wellbeing Workshops.

It was decided that in order to achieve this, the school would spend the next three years implementing the Beyond Blue program, *Be You*. This would provide a tailored approach to mental health awareness whilst catering for the unique needs of our learning community through evidence based, expert support. The *Be You* program provides NSBHS educators with professional learning, resources and strategies for helping students achieve their best possible mental health. The program is built around the development of five domains that act as protective factors against mental health problems and centre around mentally healthy communities, early support, responding together, learning resilience and family partnerships. Over Semester 2 in 2019 a staff Community of Practice Action Team worked in consultation with *Be You* to create an implementation plan for the school and began strategic planning for its integration into the 2020 Wellbeing Workshops, beginning with Year 7 in Term 3. The Community of Practice Team have also undertaken professional learning using the *Be You* modules with the intention of leading all staff in the learning in 2020.

To ensure that quality relationships with the community are further supported, online communication platforms continued to be improved in 2019. The school solicited feedback regarding the effectiveness of the original school website which had been custom designed several years prior. As a result, the decision was made to trial a Department of Education hosted website in order to streamline information in a manner which is familiar to parents whilst being cost effective. The focus of this trial was to assess functionality and ensure that the specific needs of our school community were being met. In Semester 2 2019, this assessment proved to be successful and the school completed its final website design and layout. Information will be updated continuously to maintain its currency and will be reevaluated in 2020. The school's use of Sentral was also increased in 2019, with a focus on providing more access to information for families. The NSBHS Sentral Parent Portal was improved in Term 2, allowing parents and caregivers access to essential information such as attendance, school bulletins, student reports, student timetables, school calendars and policies. Consultation with the school community will continue.

As part of a continuous school focus on collective wellbeing, a staff wellbeing survey was conducted again in 2019. The data was analysed by the staff wellbeing team and a number of common themes were identified. These themes were used to create a staff wellbeing program of activities which occur weekly to enhance staff wellbeing and support collegiality such as book club and yoga. This program will be evaluated and reconstructed for 2020.

Based on the staff wellbeing survey data from 2018, a stage–based approach to the upgrading of classroom technology also occurred in 2019. Stage 2 of the plan was successfully completed in Term 1 2019, with enhanced technology being installed in 50% of classrooms in the school. Stage 3 was completed at the end of 2019 with 75% of classrooms upgraded with consistent technology. Stage 4 of the project continues in 2020 with the aim of completing the rest of the upgrades by the end of Term 1.

#### Progress towards achieving improvement measures

## Progress towards achieving improvement measures

**Process 1:** Audit of the school website and the creation of a timeline to update the website and develop and implement a parent communication app. The audit will also identify user and technical requirements of a more integrated electronic calendar system.

Evaluation	Funds Expended (Resources)
A new website was launched and improvements were made in the existing parent portal to provide parents with a single point of reference.	

**Process 2:** Audit of the current student wellbeing program, including research into best practice at other schools, to develop a more integrated approach to student wellbeing. Student, staff and parent evaluation of current wellbeing programs will be used to inform changes.

Evaluation	Funds Expended (Resources)
Survey of wellbeing programs and introduction of Beyond Blue's <i>Be You</i> program, together with a Community of Practice Action Team, saw a focused effort on student wellbeing.	\$3,301.20

**Process 3:** Staff will form a staff wellbeing team. The team will be responsible for the creation and implementation of a program to enhance staff wellbeing. As part of the program staff will be encouraged to participate in activities to support each other's health and collective wellbeing.

Evaluation	Funds Expended (Resources)
Staff Wellbeing Team was set up. Staff were surveyed and common themes identified. A program of weekly activities to support staff wellbeing and collegiality implemented.	\$4,000.00

## Next Steps

- The school will continue to analyse student survey data (principally TTFM data and Year 12 exit surveys) which will inform directions and improvements including student satisfaction and engagement
- All staff will engage in professional learning to be upskilled in the *Be You* program
- Introduce *Be You* resources into wellbeing workshops for Year 7 Term 3
- The Wellbeing Program will continue to be evaluated using student and community feedback
- Review trial of the new structured Year 7 *Be You* (surveys & collection of data)
- Introduce *Be You* resources into wellbeing workshops for Year 8 in 2021
- The Stage 6 Life Ready course will be evaluated and improved, with inclusion of *Be You* components
- The school website will continue to be reviewed and updated information and features will reflect community feedback
- The Parent Portal in Sentral will be evaluated in 2020 and modified where necessary
- The development of a prototype for an additional Parent mobile application (Parent App) will occur and be rolled out
- The staff wellbeing program will be evaluated and will continue in 2020
- Stage 4 of the classroom technology upgrade will continue

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$89,218	<p>The funding was used to employ a 0.8 FTE LaST who provided the following support:</p> <ul style="list-style-type: none"> <li>• The Learning and Support Teacher (LaST) held regular meetings with students to help scaffold and chunk assessment tasks. Help was also provided to plan study and homework schedules etc</li> <li>• Teaching staff were provided with suggestions for adjustments and classroom strategies</li> <li>• LaST worked with the Itinerant Hearing Teacher to help support a student and his teachers</li> <li>• Nationally Consistent Collection of Data on Students with Disability (NCCD) was completed</li> <li>• LaST worked with school counsellors to complete NESA Disability Applications</li> <li>• LaST coordinated adjustments (Special Provisions) for assessments and assessment blocks including the adjustment of materials for a student who is colour blind</li> <li>• LaST coordinated the NAPLAN minimum standards tests</li> </ul>
<b>Socio-economic background</b>	\$13,934	<p>Financial support used for:</p> <ul style="list-style-type: none"> <li>• Students' extracurricular and curricular activities</li> <li>• Waiving of school contributions</li> </ul>
<b>Support for beginning teachers</b>	<p>\$62,627</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$62 627.00)</li> </ul>	<p>Beginning Teacher funding was used to assist 15 teachers. These teachers had a wide range of experience levels ranging from new graduates, to temporary appointments, through to permanent teachers with several years of previous teaching experience.</p> <p>Individualised plans for beginning teachers were created for each of these staff and financial resources were allocated based on discussions with individual teachers, their faculty Head Teacher and the Head Teacher Teaching &amp; Learning. The flexibility of this funding allowed for beginning teachers to be supported in a variety of ways, including:</p> <ul style="list-style-type: none"> <li>• Relief time to develop mentor relationships with more experienced staff allowing beginning teachers to observe other teachers' lessons and have their mentor teacher observe their classroom practice. For specialised subjects, where there was not another experienced teacher on staff at NSBHS (e.g. Drama, Food Technology, some Languages), the funding allowed beginning teachers to develop relationships with staff at other schools and be provided with relief time to work one-on-one with these teachers.</li> <li>• Hiring experienced teachers and other professionals to come to NSBHS to work individually with beginning teachers.</li> <li>• Attending external professional development workshops.</li> <li>• Working with more experienced staff to ensure assessment development and marking processes were implemented</li> </ul>

<p><b>Support for beginning teachers</b></p>	<p>\$62,627</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$62 627.00)</li> </ul>	<p>effectively.</p> <ul style="list-style-type: none"> <li>• Participation in the Lower North Shore's Beginning Teacher and Early Career Teacher programs.</li> <li>• Relief time to write and develop evidence for their Proficient Teacher Accreditation report.</li> </ul> <p>By the end of 2019 four staff were supported in the completion of their Proficient Teacher Accreditation report. All these reports were successfully submitted to and approved by NESAs.</p>
<p><b>School to Work Funding</b></p>	<p>\$4,726</p>	<ul style="list-style-type: none"> <li>• <b>Crossroads</b></li> </ul> <p>Crossroads is an annual careers event held in May which brings together a cross-section of key stakeholders within the NSBHS community including the: Student Representative Council who coordinate and run the event; Old Falconians' Union who provide alumni for the panel; school Auxiliary which caters for the event; and the Careers Adviser who organises the keynote speakers and is responsible for the event's overall organisation. This year's keynote speakers were:</p> <ul style="list-style-type: none"> <li>• Entrepreneur Matt Barrie (Freelancers.com) – "Software is eating the world"; and</li> <li>• Michael Tsai (iCanMed) – UCAT, the new entry exam for Medicine which replaced the UMAT.</li> </ul> <p>There were two break-out sessions in the areas of Medicine, Law, Engineering and IT, Commerce and Actuarial Studies, Allied Health and Fine Arts, Humanities and Journalism. Panelists were our recent old boys who shared experiences of their course, choice of university and, where applicable, experience as a scholarship holder.</p> <ul style="list-style-type: none"> <li>• <b>Year 12 Mock Interview Day</b></li> </ul> <p>The second annual Mock Interview Day was held in September; several old boys worked with about 25 Year 12 students who were preparing their UNSW Co-op applications and interview approach or preparing for the Medicine interview.</p> <p>The school's old boys are a rich source of knowledge, experience and information for current students. They feel a strong, life-long connection to the school and actively welcome opportunities to return. The alumni are experts in many of the various pathways towards post school courses and destinations as they are speaking from their day-to-day, lived experience.</p> <ul style="list-style-type: none"> <li>• <b>NSBHSx 'Inspired'</b></li> </ul> <p>This is a careers-focused event based on the TedX format. It aims to engage and inspire students in Years 8 to 11 to think creatively about their career prospects and life beyond school. Two of our speakers, Jonathan Irawan and HY William Chan were sourced from the TedX Youth event held earlier in the year. Rather than the mature white men who dominated the two previous and similar events, two young men from an Asian background who are achieving success in</p>

<b>School to Work Funding</b>	\$4,726	their respective fields were chosen. Jonathan Irawan gave a presentation on how a human settlement on Mars might be constructed. HY William Chan gave a fascinating presentation on the use of a 3D printer in a refugee camp in Greece. Refugees were taught to print objects to assist in their everyday living as well as aesthetic objects using recycled plastic as the print medium. Dr Ronika S Power, a bio–archaeologist from Macquarie University, used the story of her own journey from the fashion industry to academia to challenge and inspire the boys to think more laterally about their own careers and life journeys.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	923	927	927	915
Girls	0	0	0	0

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	98	98	98.2	97.4
8	97.6	97.7	97	97.7
9	97.5	97.1	97.4	96.1
10	97.2	97	96.5	97.3
11	97.3	97.6	97.2	96
12	95	95.8	94.7	95.2
All Years	97.1	97.2	96.8	96.6
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Enrolments and attendance remain stable and strong at the school. Student engagement at the school is high with aspirational parents supporting the importance of their sons' schooling.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

0.49% of Year 12 students at North Sydney Boys High School undertook vocational education and training in 2019.

## Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at North Sydney Boys High School expected to complete Year 12 in 2019 received a Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	49.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	0.8
School Administration and Support Staff	14.37
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

All teachers (100%) have undergraduate degrees or diplomas; and 33% of teachers have postgraduate degrees.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	3,492,899
<b>Revenue</b>	13,824,782
Appropriation	9,798,220
Sale of Goods and Services	218,955
Grants and contributions	3,773,731
Investment income	33,876
<b>Expenses</b>	-14,830,204
Employee related	-8,558,641
Operating expenses	-6,271,563
<b>Surplus / deficit for the year</b>	-1,005,422

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	687,315
<b>Equity Total</b>	119,655
Equity - Aboriginal	0
Equity - Socio-economic	13,934
Equity - Language	16,503
Equity - Disability	89,218
<b>Base Total</b>	8,498,171
Base - Per Capita	217,510
Base - Location	0
Base - Other	8,280,661
<b>Other Total</b>	374,220
<b>Grand Total</b>	9,679,361

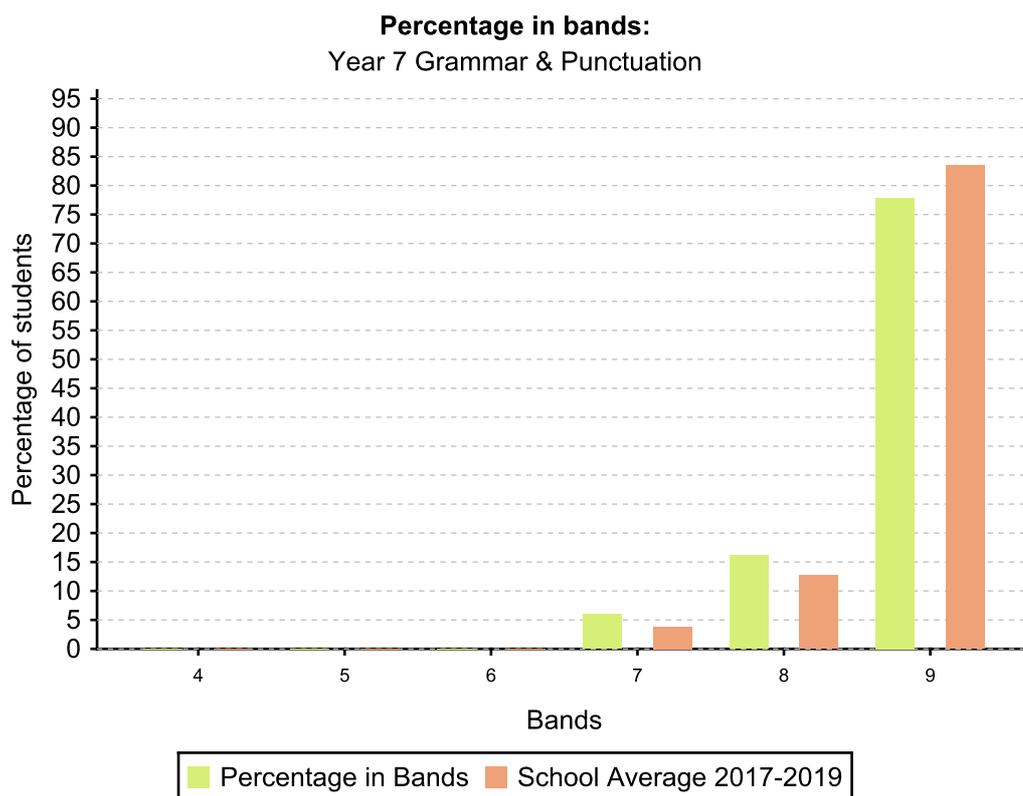
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

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

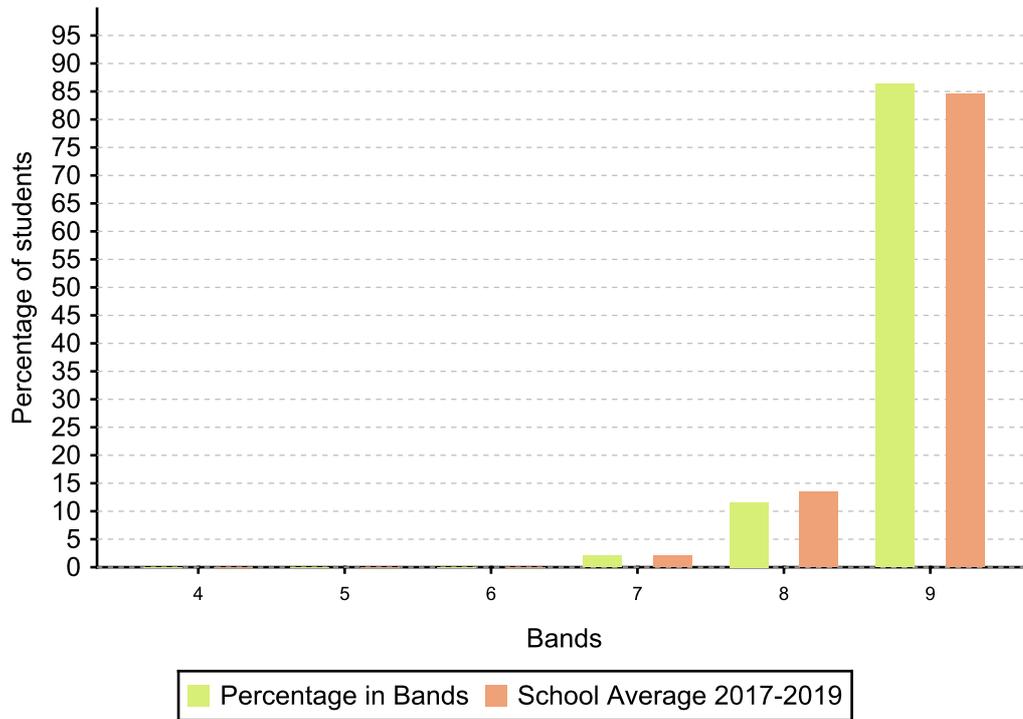
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



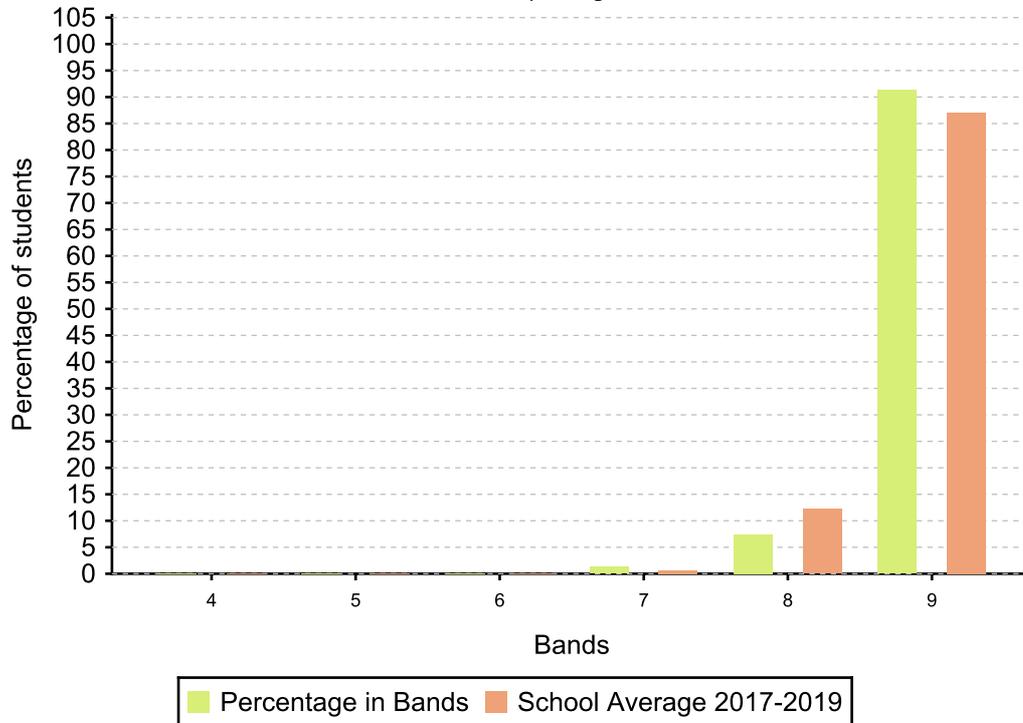
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	6.0	16.1	77.9
School avg 2017-2019	0	0	0	3.8	12.7	83.5

**Percentage in bands:**  
Year 7 Reading



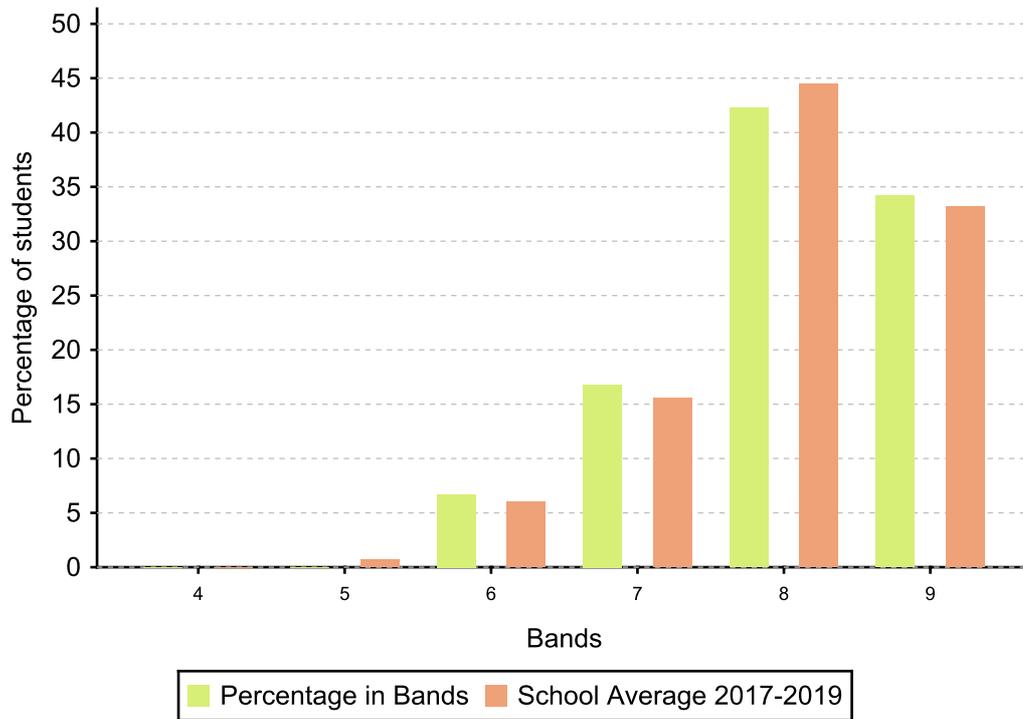
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	2.0	11.6	86.4
School avg 2017-2019	0	0	0	2	13.4	84.6

**Percentage in bands:**  
Year 7 Spelling



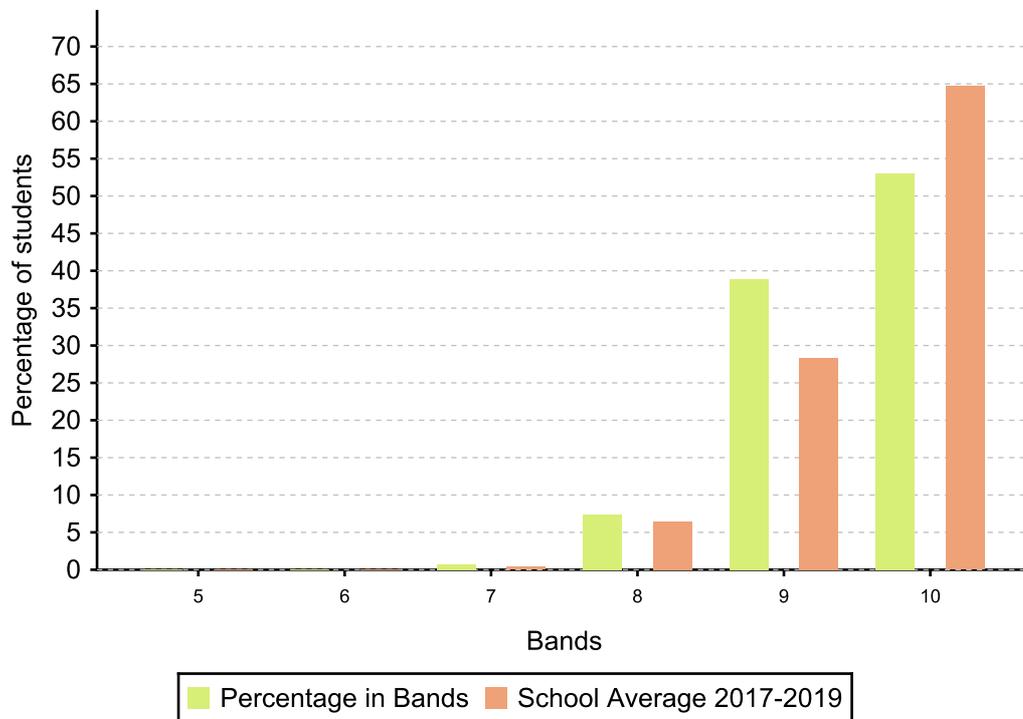
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	1.3	7.4	91.3
School avg 2017-2019	0	0	0	0.7	12.2	87.1

**Percentage in bands:**  
Year 7 Writing



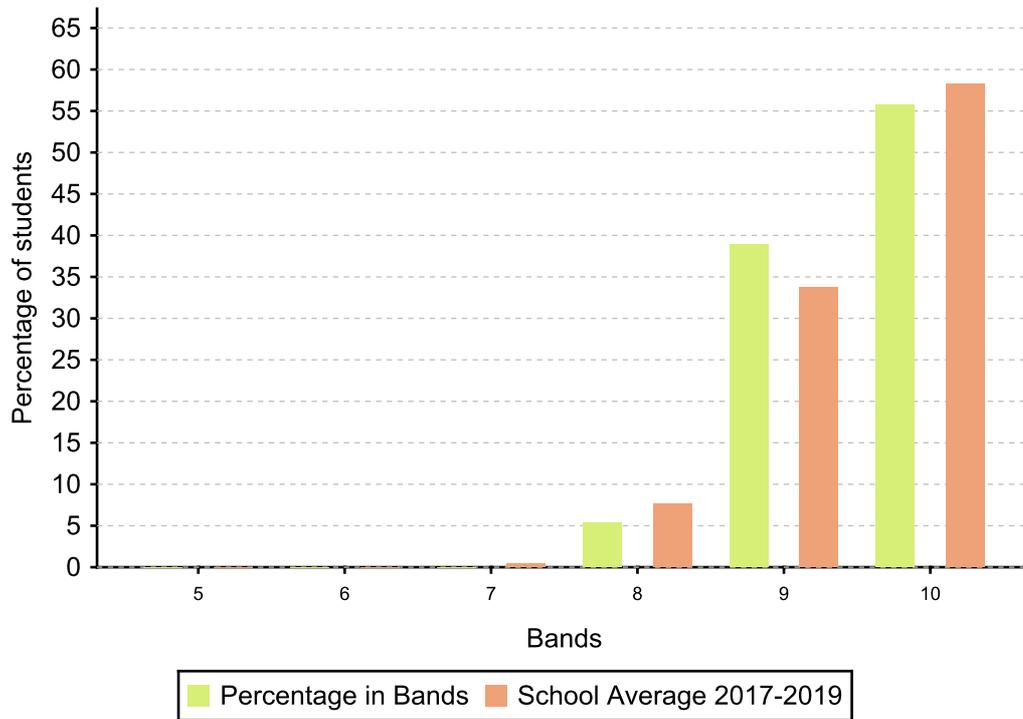
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	6.7	16.8	42.3	34.2
School avg 2017-2019	0	0.7	6	15.6	44.5	33.2

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



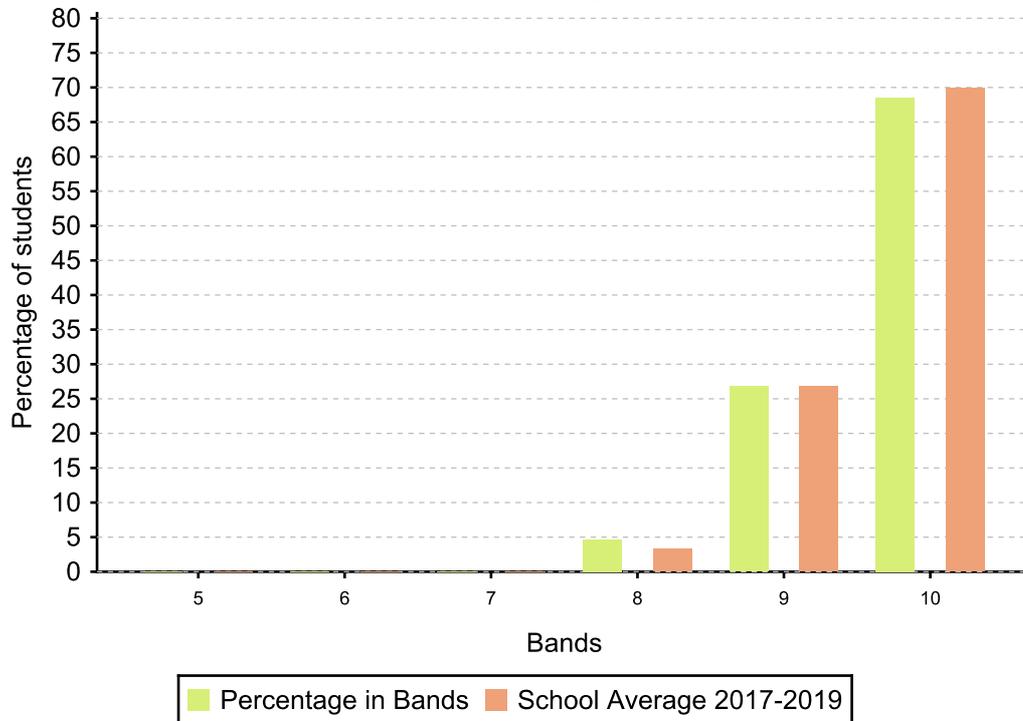
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.7	7.4	38.9	53.0
School avg 2017-2019	0	0	0.4	6.5	28.3	64.7

**Percentage in bands:**  
Year 9 Reading



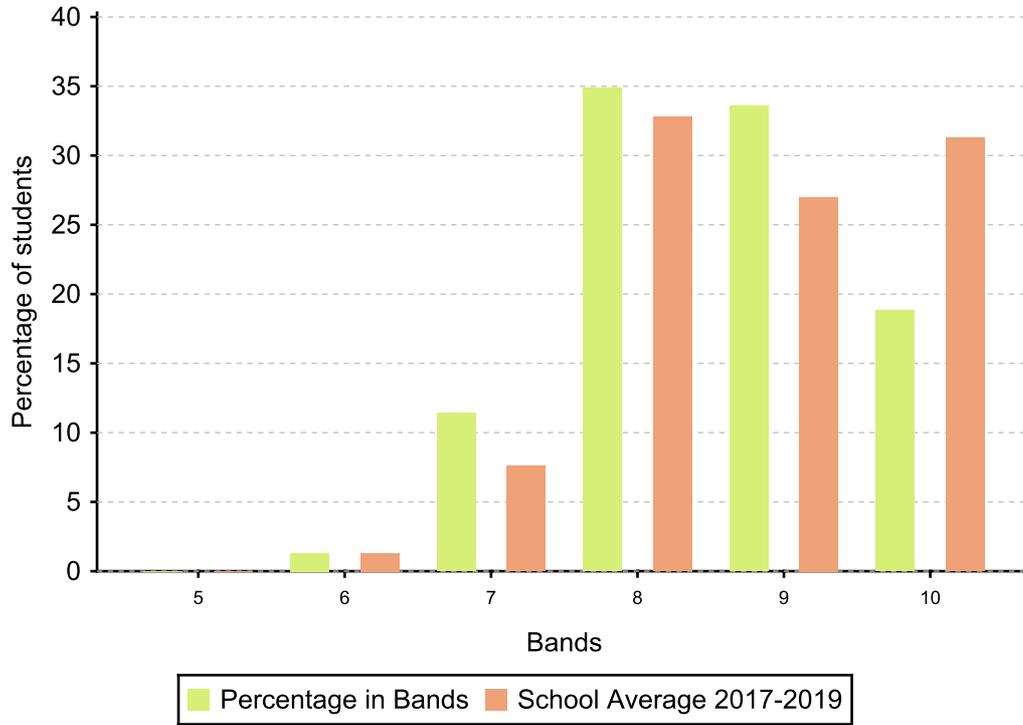
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	5.4	38.9	55.7
School avg 2017-2019	0	0	0.4	7.6	33.7	58.3

**Percentage in bands:**  
Year 9 Spelling



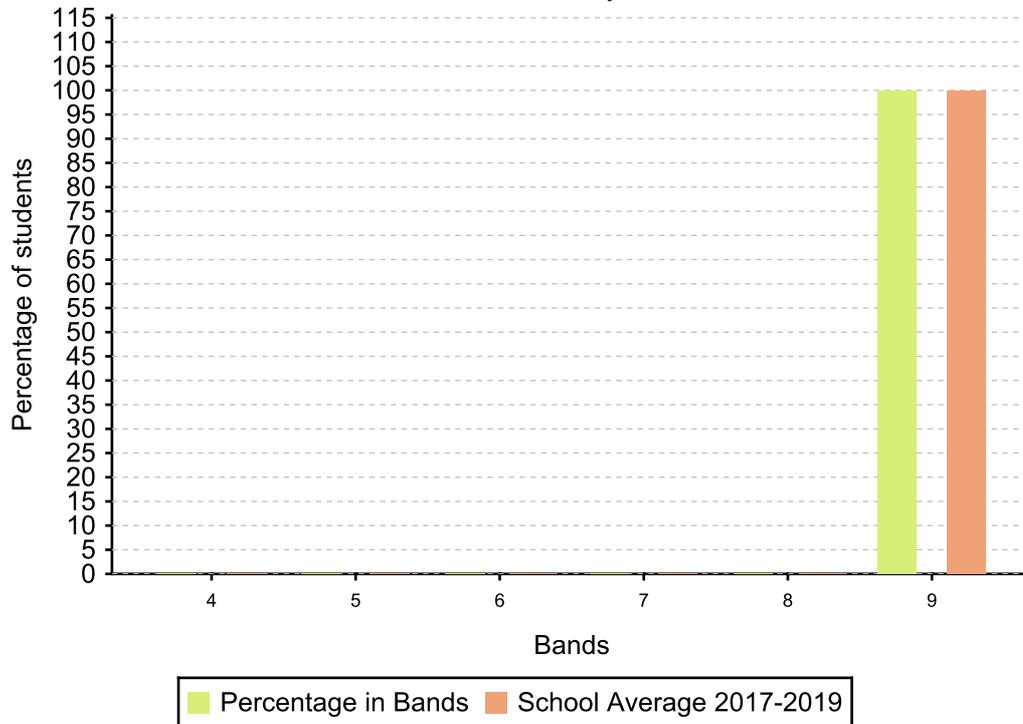
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	4.7	26.8	68.5
School avg 2017-2019	0	0	0	3.3	26.8	69.9

**Percentage in bands:**  
Year 9 Writing



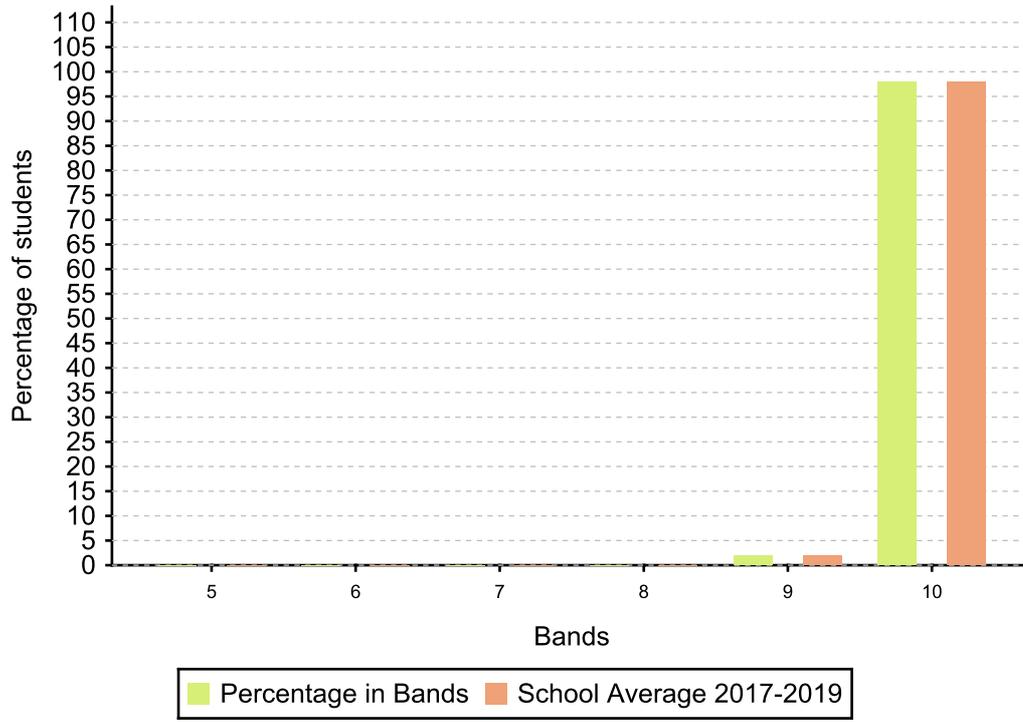
Band	5	6	7	8	9	10
Percentage of students	0.0	1.3	11.4	34.9	33.6	18.8
School avg 2017-2019	0	1.3	7.6	32.8	27	31.3

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	100.0
School avg 2017-2019	0	0	0	0	0	100

**Percentage in bands:**  
Year 9 Numeracy

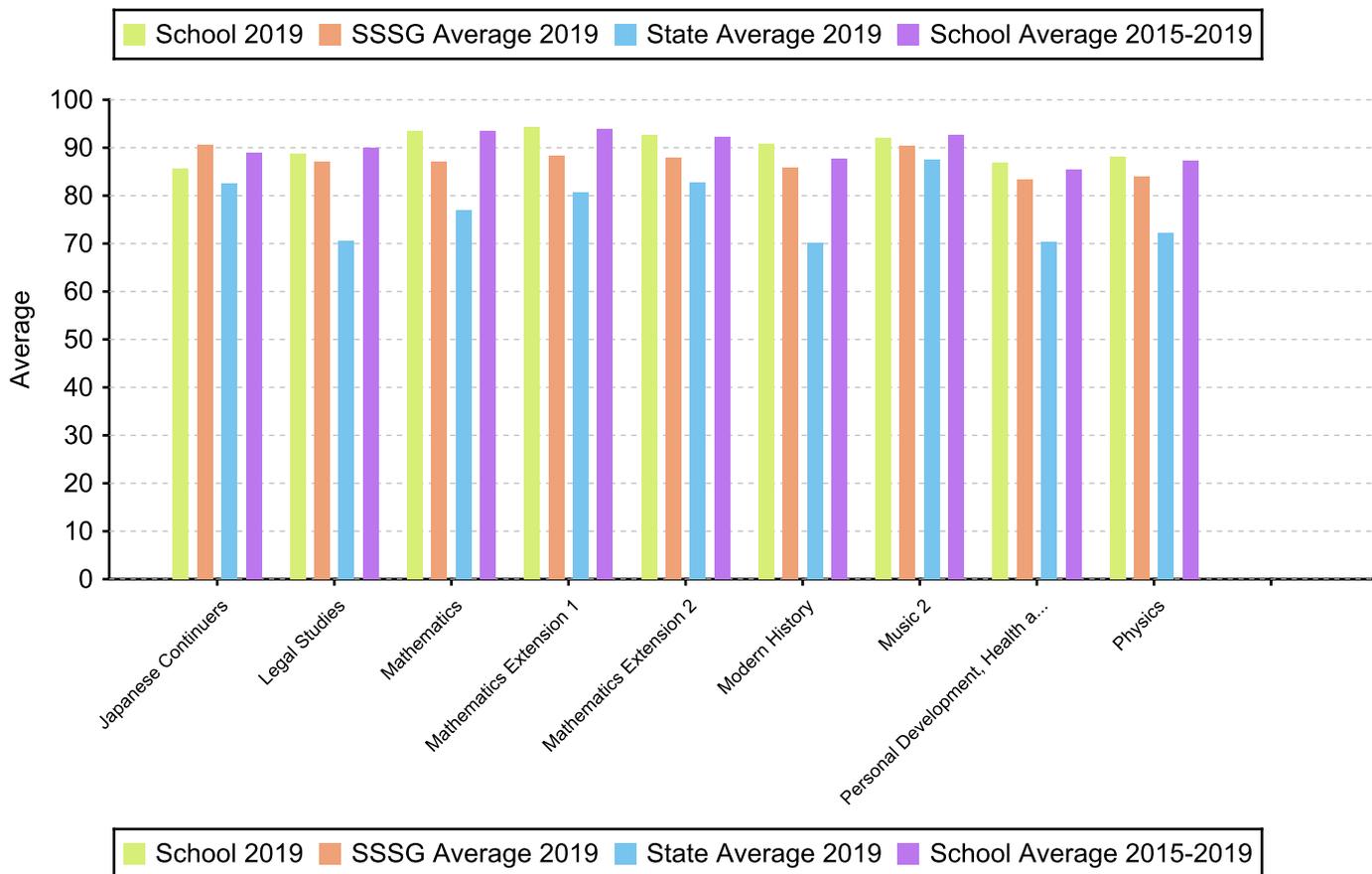
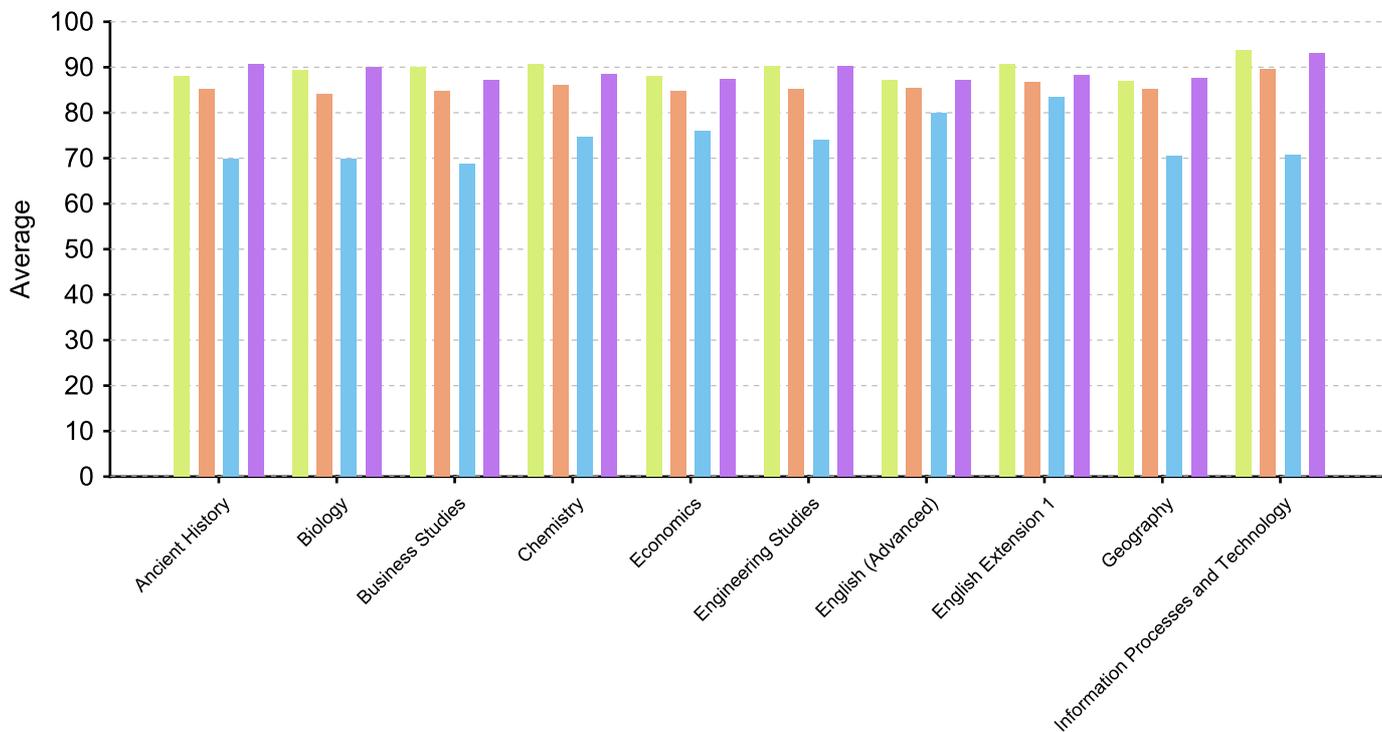


Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	2.0	98.0
School avg 2017-2019	0	0	0	0	2	98

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	88.1	85.3	69.9	90.8
Biology	89.4	84.1	69.9	90.0
Business Studies	90.1	84.7	68.6	87.2
Chemistry	90.7	86.2	74.7	88.6
Economics	88.0	84.8	75.9	87.4
Engineering Studies	90.3	85.3	73.9	90.3
English (Advanced)	87.2	85.4	80.0	87.2
English Extension 1	90.7	86.8	83.4	88.3
Geography	86.9	85.3	70.6	87.6
Information Processes and Technology	93.7	89.6	70.8	93.1
Japanese Continuers	85.6	90.6	82.5	89.0
Legal Studies	88.7	87.1	70.6	89.9
Mathematics	93.4	87.2	76.9	93.6
Mathematics Extension 1	94.3	88.3	80.6	93.9
Mathematics Extension 2	92.6	87.9	82.7	92.3
Modern History	90.8	85.8	70.2	87.8
Music 2	92.1	90.3	87.5	92.7
Personal Development, Health and Physical Education	86.8	83.4	70.5	85.4
Physics	88.2	84.1	72.1	87.3

The Class of 2019 achieved outstanding results in the HSC. They worked extremely hard and performed very well.

NSBHS was listed as the 3rd top performing school in NSW. and was again the top performing boys school in NSW.

### **Total Numbers**

A total of 201 students studied HSC courses in 2019. Of this number 164 Year 12 students sat for and completed their HSC examinations in 2019 (cf. 164 in 2018)

21 Year 10 students were accelerated in Information Processes and Technology (IPT) and 16 in Business Studies.

### **First Place in the State**

NSBHS had 5 First Places in the State in 2019: – in Mathematics (two students), German Continuers and German Extension and Engineering Studies.

### **Other Top Achievers in the State**

One student was placed 2nd in German Extension, 6th in IPT, 7th in Engineering Studies, 7th in Maths Extension 1 (2 students), 9th in IPT, 16th in Chemistry, 16th in English Advanced, and 19th in Legal Studies.

### **All Rounders**

These are students who achieved at least 10 units in Band 6 or Extension Band 4. There were 51 all rounders in 2019 (cf. 49 in 2018). This represents 31% of all Year 12 students.

### **High Achievers List**

182 individual students appeared in the high achievers list, including 32 Year 10 students, achieving Band 6 or Extension Band 4 in at least one subject, cf. 177 in 2018.

In total there were 612 credits (or individual Band 6 achievements) compared to 561 in 2018.

One student achieved 15 units of Band 6s and Extension Band 4s.

### **Dux**

This year there were 3 students who achieved the perfect score – an ATAR of 99.95.

### **Course Successes**

The boys' performance in English was excellent – 20th overall in the state with 42% Band 6s in all English courses.

The boys' performance in Mathematics was outstanding, ranked 3rd in the state, 86% Band 6s.

Two of our students were shortlisted for ENCORE, the HSC Music Showcase for 2019 HSC at the Sydney Opera House. One student's artwork was shortlisted for ArtExpress 2019.

# Parent/caregiver, student, teacher satisfaction

## Perspectives of Parents

The Tell Them From Me (TTFM) **Partners in Learning Parent Survey** was conducted between 15 and 25 October 2019 and had 74 respondents.

The **Partners in Learning Parent Survey** is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

- Parents indicated information from the school is in clear, plain language
- Reports on their son's progress were written in terms they understood
- Parents encouraged their sons to do well
- Parents reported that teachers expect homework to be done on time
- Parents indicated that their son was clear about the rules for school behaviour
- Parents reported that their son felt safe at school

80% of respondents indicated that they were satisfied with communication from the school and 96% reported that the school had a good reputation in the community.

## Student Engagement

Six hundred and ninety NSBHS students participated in the TTFM survey between 14 March and 12 April 2019. The survey results enabled the school to ascertain the levels of student engagement. The TTFM Survey included ten measures of student engagement, categorised as social, institutional and intellectual engagement.

### Social Engagement

Students who were socially engaged were actively involved in the life of the school; their friends were at school and they were involved in sports or other extracurricular activities. This involvement gave them a sense of belonging at school and increased academic motivation. The figures show the percentage of students at the school who were socially engaged (*figures in brackets are NSW Government norms*):

- Sense of Belonging – 79% (66%)
- Participation in Sports and Clubs – 83% (58%)
- Positive Relationships – 78% (78%)

### Institutional Engagement

Students who valued schooling outcomes and met the formal rules of schooling were considered institutionally engaged. These students felt that what they were learning at school was directly related to their long-term success, and this view was reflected in their school and class attendance and their effort in doing homework. The percentage of students institutionally engaged at NSBHS are shown below (*figures in brackets are NSW Government norms*):

- Value Schooling Outcomes – 73% (72%)
- Positive Attendance – 95% (90%)
- Positive Behaviour at School – 96% (87%)
- Positive Homework Behaviour – 77% (54%)

The survey results indicate that in the four areas of social engagement, the students at NSBHS are above the NSW government norm in all areas.

### Intellectual Engagement

Some students met the institutional demands of school, but they were not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. Students were more engaged when their level of skills were consistent with the challenges presented to them in their classes. These students were often deeply absorbed in academic activities. The percentage of students intellectually engaged at NSBHS are shown below (*figures in brackets are NSW Government norms*):

- Interest and Motivation – 40% (28%)
- Effort – 70% (66%)
- Appropriately Challenged – 61% (42%)

The survey results indicate that in the three areas of intellectual engagement, the students at NSBHS are above the NSW government norm in each of the areas.

### Drivers of Student Engagement

Four school-level factors were consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher student relations, classroom learning climate, and teacher expectations for success. The table below compares NSBHS to NSW government norms for each factor on a ten-point scale (*figures in brackets are NSW Government norms*):

- Quality Instruction – 7.0 (6.3)
- Positive Teacher– Student Relations – 7.1 (5.7)
- Positive Learning Climate – 6.9 (5.6)
- Expectations for Success – 7.8 (7.0)

### Perspectives of Teachers

The Tell Them From Me (TTFM) **Focus on Learning Teacher Survey** was conducted between 21 and 25 October 2019 and had 34 respondents.

The questions in the survey were grouped to assess the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strongly correlated to student achievement.

The table below compares NSBHS to NSW government norms for factors on a ten-point scale (*figures in brackets are NSW Government norms*):

- Collaboration – 7.8 (7.8)
- Learning Culture – 8.5 (8.0)
- Data Informs Practice – 8.5 (7.8)
- Teaching strategies – 8.3 (7.9)
- Technology – 7.5 (6.7)
- Inclusive School – 8.3 (8.2)

### Four Dimensions of Classroom and School Practices

The scores for each of the Four Dimensions of Classroom and School Practices were scored on a ten-point scale. The table below compares NSBHS to NSW government norms for each factor (*figures in brackets are NSW Government norms*):

- Challenging and Visible Goals – 7.5 (7.5)
- Planned Learning Opportunities – 7.8 (7.6)
- Quality Feedback – 7.5 (7.3)
- Overcoming Obstacles to Learning – 7.6 (7.7)

Teachers positively indicated that they were addressing all four dimensions to maximise student success.

### 2019 Exit Survey Results

The 2019 Year 12 exit survey confirmed that the school is a caring community with a friendly atmosphere, good discipline and a high quality of students. The school encourages student leadership and student voice. Some of the key results from the survey's 162 respondents are given below:

- I have felt safe at school – 97.5%
- Interesting subjects are offered – 91.4%
- I have learnt to take responsibility for important decisions in my life – 90.1%
- Most teachers respect students as fellow learners– 92.6%
- There is a wide range of extracurricular activities available – 93.2%
- I have learnt to value knowledge and ideas – 93.2%
- I have learnt to be considerate of others – 96.9%
- I have learnt to work well with others – 95.1%

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The school provided a culturally inclusive curriculum across all faculties which integrated many aspects of Indigenous culture, history and heritage.

In the **CAPA** (Creative and Performing Arts) faculty Year 12 Drama students studied *Stolen* by Jane Harrison and the contemporary Australian play *Neighborhood Watch* by Lally Katz. Through these works students explored the Stolen Generation and the context in relation to the vignettes of various stories and characters in the play which represented the diverse ways in which Indigenous people have been impacted by the denial of their culture. Students also explored key aspects of Aboriginal culture such as oral storytelling, connection to "place" and the importance of community, and they related these key aspects and practices to the theatrical techniques that can be used to highlight them within a performance.

Year 11 Visual Arts students were provided an overview of the artworks by contemporary Aboriginal artists including Gordon Bennett and Tracey Moffatt. Some Year 7 students also referenced these artists in their research task about artists who explore social and cultural issues within their work.

Year 12 Music students studied works by the Australian composer Peter Sculthorpe who was always influenced by the Australian landscape – both environmentally and socially. His music explores his deep love for his country and utilises the use of both Indigenous and Western instruments to depict sounds of the Australian landscape and explore a wide variety of themes including reconciliation, drought and climate change.

Year 10 Music students explored soundscapes inspired by Australia's native flora and fauna and analysed the use of traditional Indigenous instruments in contemporary Australian music.

In the **English** faculty Stage 5 students analysed the ways that acts of representation and storytelling influence social and cultural perspectives and have the authority to both disempower and empower the voices of Indigenous Australians. This critical study focused on challenging racist stereotypes and discriminatory attitudes, which continue to marginalise and disassociate Aboriginal Australians from the national identity. Stage 4 students explored civil rights and the importance of diversity in our culture by studying a range of Indigenous poets such as Steven Oliver and Oodgeroo Noonuccal. Students learnt about the powerful use of poetic voices to explore and expose adversity, inequality and oppression, while broadening their world view.

The **HSIE** (Human Society and its Environment) faculty integrated the study of Indigenous history and culture for students in Years 7 through 10 to develop their understanding and historical empathy. Year 7 students investigated the archaeology of ancient Aboriginal sites and human remains such as Mungo Man. Year 8 students studied Aboriginal society and the impact of contact and colonisation. The contribution of Indigenous people to Australian war efforts in WWI and WWII were highlighted for Year 9s and Geography students analysed how traditional owners managed the land. The ongoing struggle for Indigenous rights was explored in Year 10 and compared with the African American Civil Rights movement. Indigenous health and wellbeing disadvantage was analysed and strategies to close the gap were examined.

In the **Languages** faculty frequent connections are made in classes between English, the target language and Indigenous dialects and cultures. Some specific examples are:

- a comparative study of mythology and the Dreamtime in Latin
- studying the 15th century trade links between Indonesian fishermen and northern Australian Indigenous communities which has resulted in Indigenous names being used in some areas of south-east Indonesia;
- comparative study of Japanese kanji and Indigenous symbols;
- study of forms of address in Indonesian and Japanese, e.g. the use of '*pak*' in Indonesian for older males is similar to Indigenous people's use of '*uncle*' for older males; the discussion of respect for elders and the role of elders in

the community

- a cultural project, in French, on La Perouse and his contact with Indigenous Australians
- students in French classes also study the Indigenous people of New Caledonia

In the **Mathematics** faculty Stage 4 students looked at number systems and star map ratios from an Indigenous perspective. Stage 5 students used source data relating to Indigenous health issues and Closing the Gap data to allow for some critical thinking about Indigenous issues and what can be done to improve conditions for Indigenous Australians.

In the **PDHPE** (Personal Development, Health and Physical Education) faculty students in Year 7 were highly engaged in their Cultural Dance unit in which they studied Indigenous dances from a variety of countries and created their own evidence-based choreography. Traditional Aboriginal ceremonial dancing was the key stimulus for research, discussions and inspiration.

In Stage 5 PDHPE, students studying PASS (Physical Activity and Sports Studies) investigated the role of sport in shaping Australia's identity. The particular significance of sporting representation and contributions from Aboriginal and Torres Strait Islander people were explored and evaluated by students. The role of the media and the success of high profile Indigenous athletes was also used as a revealing case study.

Senior PDHPE students in Stage 6 examined the role of the Closing the Gap campaign as a health promotion initiative, focusing on the inequity that exists in areas of health and life expectancy between Indigenous and non-Indigenous Australians.

The **Science** faculty's Year 8 program saw the introduction of Aboriginal practices in regards to sustainable water management practices. This was especially significant given the current water restrictions across Sydney. Year 9 students studied the link between the immune system's response to disease and its effect on Indigenous populations. Year 10 was introduced to the application of bioinformatics to study ancestral patterns of population migration. This new technology has allowed scientists to track the previous journey of Indigenous Australians, and identify the links to the past.

The new Stage 6 Biology Syllabus included the introduction of the use of traditional Aboriginal remedies for the treatment of different diseases as well as the acknowledgment of the Western Australian Nyoongah people and their use of the native Smoke Bush plant in medicine. This practice has now been recognised as their intellectual property and is being used to help develop anti-AIDS drugs.

In the **TAS** (Technological and Applied Studies) faculty Year 7 students studied Aboriginal tools and tool usage and presented their findings in a small group presentation task. Year 9 Food Technology students examined the significance of evolving food trends through the influence of Aboriginal culture. Their practical cooking tasks also required the incorporation of Australian native ingredients.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Cultural aspects are embedded in all Languages programs, as specified in the syllabus:

- **LIN4-8U** identifies that language use reflects cultural ideas, values and beliefs; and
- **LIN5-8U** explains and reflects on the interrelationship between language, culture and identity.

Cultural content is explored in the classroom and supported by extracurricular activities including:

- Year 8 Languages afternoon
- French and Japanese film festivals
- Latin Camp

- Senior Latin Dinner
- Japanese Reading Club
- Obento lunchboxes
- Goethe Institute Cultural excursion
- Classical Greek Club
- Japanese Trivia Evening with North Sydney Girls High School

## Overseas trips

### Classics Tour

Twenty students from Years 10 to 12 participated in the Classics Tour to Greece and Italy from 12 to 24 April. The travel deepened students' knowledge and skills across Latin, Ancient History and History Elective. Experts guided them through the historical, linguistic and cultural aspects and significance of sites such as the Athenian Acropolis, Acropolis Museum, Delphi, Pompeii, Herculaneum, National Archaeological Museum in Naples, the Colosseum and the Vatican museums. The students also explored the Roman Forum, the Capitoline Museum and other sites in Rome. The tour also immersed them in the local history, language, culture and food of modern Greece and Italy.

### Kokusai Visit

Twenty students (16 girls and 4 boys) from Tokyo Metropolitan Kokusai High School (Kokusai), accompanied by two teachers, visited NSBHS from 18 to 26 August. The students were billeted with the families of NSBHS students studying Japanese. While in Sydney the Kokusai students attended English lessons at NSBHS, attended classes with their billet, visited the University of Sydney and went sightseeing with their host families.

### New Caledonia Tour

A group of 14 students from Years 9 and 10 travelled to New Caledonia from 1 to 8 October for a study and sightseeing tour. The students were billeted with French-speaking families in Noumea. They attended French lessons at CREIPAC, visited the Tjibaou Cultural Centre and spent a day at Amedee Island. They also spent time sightseeing with their host families.

## Other School Programs (optional)

### Environment Team

In 2019 the Environment Committee consisted of 45 students who continued the initiatives from the previous year. These included bottle, can and paper recycling; watering and tending to native tree saplings; participating in Clean Up Australia day and mulching school gardens. These initiatives had the goal of improving the school's environment and minimising the school's impact on the environment. This work would not be possible without the dedication and commitment from all the students on the committee. For Clean Up Australia Day the students focused on cleaning the school grounds and the streets around the school, while mulching occurred twice during the year.

The new initiative for 2019 was the collection of bottles and cans for recycling. The committee's executive team's main focus was to implement this initiative and ensure that it was a success within the school. Over many meetings and days of work the students were able to create an efficient system. The recycling of bottles and cans has been very successful and has provided some extra funding for the school.

Watering is another initiative that has continued over the years and has remained mostly unchanged. Towards the end of the year the group showed exceptional citizenship. They adhered to the newly imposed water restrictions by changing the times that watering took place, ensuring that it occurred before 10 am. The students have shown dedication by coming to school earlier, ensuring that the watering was completed by 8.30am.

### Co-curricular and Extracurricular Excellence

Edwin Lam (Year 11) attended the **Science Olympiad summer camp** for Earth and Environmental Science during the January school holidays at the Australian National University.

In March a group of Year 10 students placed third in the **Science and Engineering Challenge** at Sydney Olympic Park.

Three Year 12 students took part in the **National High School Mooting Competition** at Bond University.

A record 295 students participated in the 2019 **Computational and Algorithmic Thinking (CAT)** competition. Ryan Shi was the first NSBHS Year 12 student since 2014 to gain a perfect score in the CAT.

Rudy Chen (Year 10) won an intensive German Language Course in a writing competition organised by the **Goethe Institute**.

Joshua Tran achieved a perfect score in the **National Latin Exam**, one of only 698 entrants from 130,000 worldwide who achieved this distinction.

Two Old Boys from the Class of 2018 won scholarships to study at universities in the US – Joshua Park (2018 Captain) at Harvard and Morgan Yang at Yale.

Sean Wibisono (Year 11) came First in the State in Information Processes and Technology in the 2018 HSC.

A team of Year 12 students (Charles Zheng, Himeth Aluthwala and Jackson Xia) won the **NSW Schools Titration Competition** and were invited to attend the National Titration Competition where they placed in the Top 10 for the Sydney Metro region. Jackson Xia had a perfect score, not seen in the competition since 2006!

Sidharth Manoj Kumar who achieved equal first in Australia in the Year 8 **Australian Geography Competition**.

Alexander Wang (Year 7) received a near perfect score in the **Australian Mathematics Competition** and was awarded an AMC medal, presented to him by the Governor of Victoria.

In the **UNSW School Mathematics Competition** prizes were won by Year 11 students Hanyuan Li and Trent Zeng. Year 10 students Shayan Effekhar and James Sommer gained High Distinctions.

A record number of NSBHS students participated in the Australian Intermediate Mathematics Olympiad (AIMO). Rudy Chen won a prize and 5 students gained High Distinctions: Yash Samant, Tianlin Qu, James Sommer, Zion He and Lucas Callo.

Twenty-four students talented in computer science entered the national **UNSW ProgComp**. Awards for exceptional achievement were presented Year 11 students Varun Sethu, Hanyuan Li and Edwin Lam.

Two students received High Distinctions in the **ICAS Digital Technologies** assessment – Jason Tang (Year 9) and Gilbert Johanneman (Year 8).

Lucas Callo (Year 8), Rudy Chen (Year 10) and Hanyuan Li (Year 11) have been invited to sit the **2020 Australian Mathematical Olympiad (AMO)** in February 2020. This is a very significant achievement for the boys as only 100 students are invited to this event each year.

Jackson Fu was awarded a medal in the recent **ICAS Science competition** for the highest score in Year 10 Science.

The 2019 NSBHS team which publishes the students' **4U Paper** was one of 3 winners of the national Front Page schools competition. The team won the award for reporting on some of the big current issues like climate change and mental health.

## The Arts

NSBHS participated in the heats of the annual North Shore Schools Spectacular and Symphonic Winds, Orchestra and soloist Nicholas Till (Year 12) progressed to the finals at Killara High School.

Calder Yeung (Year 8) was accepted as first oboist in the **State Senior Wind Band (SSWB)**, a very elite ensemble. Calder also played with the **NSW Public Schools Symphonic Wind Orchestra** this year.

Andrew Jung (Year 11) played with the **NSW Public Schools Symphony Orchestra**.

Thinesshan Thevathanan (Year 10) performed with the **NSW Public Schools Singers** this year.

Year 12 music students Ran Shi and Jixuan Yu had their HSC performances nominated for Encore, a concert which showcases the best performances of HSC students.

Alexander Chen's HSC Visual Arts Body of Work titled **Snapshots of Gore Cove** was nominated for inclusion in ARTEXPRESS 2020.

Many students performed in Arts Unit Ensembles, took part in the Schools Spectacular and attended State Music Camps this year. These programs allow top performers to meet and work together in a wide array of contexts:

State Music Camp – Aaron Peng, Jonathan Tian, Andrew Jung, Jun Kim, Calder Yeung

State Music Ensembles – Andrew Jung, Thinesshan Thevathanan, Calder Yeung

## Cultural Excellence

The NSBHS A Team for the **Hume Barbour Cup** (Years 11/12 Premiers Debating Competition) won the Regional Final. The team was comprised of Zachary Beauchamp, Arasa Hardie, Rowan Silcock and Aden Weir.

The annual **Secondary Schools One Day Chess Teams Tournament** for the prestigious **Terrey Shaw Shield** was held in the AF Henry Hall in September. The senior team was placed 2nd and the junior team was placed 3rd.

Joseph Stala-Smith (Year 10) competed in the **Junior State Debating Championships**. His team made it to the semi-finals and ranked 3rd overall.

## Student Leadership

NSBHS Captain (Nick Shalaby) and Vice Captain (Cameron Chang) attended a **Student Leaders' Lunch** at NSW Parliament House hosted by Trent Zimmerman MP, Federal Member for North Sydney.

In July, Angad Singh (Year 10) was one of 70 young people who participated in the 18th Annual YMCA NSW Youth Parliament. Over four sitting days students from Years 10, 11 and 12 debated bills on topics including: youth mental health; family and Disability services; aboriginal affairs; science and innovation; business and employment; and education, in the chambers at State Parliament House in Sydney.

In 2019 NSBHS had 2 recipients of the **Minister's Award for Excellence in Student Achievement** – Cameron Chang (Vice Captain) and Chris Kim (SLC member). Both were recognised for their achievements and contributions to their school and community.

Angad Singh (Year 10) delivered a speech at a Sikh function at NSW Parliament House in October, at an event to commemorate the 550th anniversary of the birth of Guru Nanak Dev Ji.

Thomas Ng (Year 12) received his **GOLD Duke of Edinburgh Award** at a special National Gold Award Ceremony at Sydney Town Hall on 13 September. The award was presented by HRH Prince Edward who was in Australia for the 60th anniversary of the Duke of Edinburgh Award in Australia. Thomas was one of 400 gold award recipients at the largest gold award ceremony hosted in the world outside of the United Kingdom.

Four members of the SLC attended the Remembrance Day Ceremony at North Sydney War Memorial on Monday 11 November. The boys laid a wreath on behalf of the school community.

In November six Year 10 students from the Student Wellbeing Action Team (SWAT) attended the annual North Shore Youth Mental Health Forum. This event was run by Felicity Wilson, state MP for North Sydney, and the group Burn-Bright, from the Australian Catholic University. The forum's aim was to encourage action to reduce the stigma surrounding mental health.

Zachary Beauchamp (Class of 2019) received his **GOLD Duke of Edinburgh Award** from Her Excellency the Honourable Margaret Beazley AO QC, Governor of New South Wales, at a ceremony in November which was followed by a reception at Government House.

## Excellence in Sport and the Outdoors

The 12 years and 16 years relay teams qualified to swim at the **Combined High Schools State Carnival**. The 12 years team finished 2nd at the regional carnival and the 16 years team set a new zone and regional record on their way to the state carnival.

Sean Wang and Arjun Nair, both of Year 8, represented the Sydney North tennis team at the **NSWCHS Individual Championships** in Parramatta.

The NSBHS Falcon Basketball Brown Team won the U16 Men's Division Four competition in June.

Vincent Yuan (Year 11) took part in the 2019 **Duke Trophy Short Track Speed Skating Competition**. Vincent was a member of the winning NSW team.

NSBHS entered a team into the CHS squash competition this year and the team of Year 10 boys finished runners-up.

James Sommer (Year 10) was runner-up in the 15 year division of **CHS Squash** in June. He also played for the winning Sydney North Open Boys Squash Team at the NSWCHS carnival and was selected to play in the NSWCHS team in the Trans-Tasman competition in New Zealand.

Two Falcon Table Tennis players came 2nd in the Division 4/5 Doubles in the **Sydney Northern Districts Closed Championships** in August.

In cross country competition **Riley Grainger** (Year 11) finished in 6th place at the regional carnival and qualified for the CHS carnival where he represented the Sydney North Cross Country team.

**Sean Wang** (Year 8) was selected for the Sydney North Open Boys Tennis Team and played in the NSWCHS state carnival. Sean and his team won the competition.