

# North Sydney Boys High School Annual Report



2016



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# Introduction

It is great to be back at North Sydney Boys High School (NSBHS) after three years working in an Indigenous school in Far North Queensland. Our students are showing a greater engagement in the array of programs offered in the classroom and beyond, and their organisational skills have developed well. This is due in no small part to the leadership and coaching of their teacher mentors. Falcon Pride is strong in the school and this year I have witnessed many instances of boys supporting each other, supporting the wider community and generally conducting themselves with honour.

## 1 Students – Population, Enrichment and Academic pursuits

**Student numbers** – In 2016 Year 7 students came from a total of 77 suburbs all over the Sydney metropolitan area and from 57 primary schools. The schools contributing the largest number of students to our Year 7 intake were: Waitara, Hurstville and Chatswood with 10 students each, Summer Hill with 11 students and Artarmon with 19 students.

The number of students from language backgrounds other than English (LBOTE) has remained quite stable over the past ten years. The current percentages of LBOTE students, by year, are 92% (Year 7), 94% (Year 8), 92% (Year 9), 92% (Year 10), 93% (Year 11) and 92% (Year 12).

**Overseas trips** – The 64 students who went on the **Europe Music tour** in 2015 returned on Christmas Eve after a memorable two weeks. They performed in Prague, Hodonin (Czech Republic), Budapest and Vienna, in venues including cathedrals, schools and open-air markets. They attended workshops, concerts and a masterclass. The biennial **Japan tour** took place in September with 20 students who visited Hiroshima, Kyoto, Osaka and Tokyo and then spent a week staying with host families in Tokyo while attending classes at Tokyo Metropolitan Kokusai High School. In December, 18 students went on a combined **Latin/History tour** to Greece and Italy. They visited Athens, Delphi, Olympia and Sparta in Greece, caught an overnight ferry to Brindisi in Italy, and toured various locations in Italy including Rome, Vatican City, Pompeii, Naples, Sorrento and Capri.

**Academic achievements** – One of our students represented Australia at the International Physics Olympiad and won a bronze medal. The Class of 2016 performed exceptionally well and our school was ranked the 3rd top performing school in NSW, the top performing boys school and 2nd for Mathematics. A total of 220 students studied HSC courses in 2016 (cf 222 in 2015) and of these, 160 sat for and completed their HSC. Thirty-seven students were accelerated in Information Processes and Technology (IPT) and 23 in Business Studies.

The school 51 all rounders (having achieved Band 6 or Extension Band 4 in at least 10 units). One student achieved the top ATAR of 99.95. The ATAR breakdown for 2016 is as follows: 99 or higher – 31%; 98 or higher – 49%; 95 or higher – 70%; and 90 or higher – 90%.

**Year 12s and Prefects** – Year 12s were very supportive of each other in regards to study and wellbeing. In 2016 the Prefects initiated a new Year 7 event, “The Spectacular Chase”, and organised other events which included the walkathon, Public Speaking Competition, the annual Prefect Video, “So You Think You Can Do Stuff” and “Do You Even Academic?” They worked well together and spent time developing school spirit and Falcon Pride, particularly amongst the younger students.

**Enrichment, extracurricular and co-curricular** – A LEAP (Leadership, Enrichment and Activities Program) forum was held over 2 school days early in the year to introduce every student to the clubs, extra-curricular and enrichment programs offered at the school. Its aim was to help students make strong and important connections in high school. The wide range of co-curricular extension programs available to students included English and algebra workshops, Year 8 Languages Day, History Club, Economics and Politics Society, and the robotics program. Chess has gone from strength to strength with outstanding results across a number of competitions. Mathematics enrichment program results across all year groups were very pleasing.

**Leadership** – Opportunities for playing a leadership role in the school continue to increase. Apart from becoming a Prefect, member of the Student Representative Council or House Captain, students aspired to positions on the following committees: Charities, Environment, Social Justice, Student Wellbeing Action Team and Visions, and also as leaders in the Peer Support Program within our school and with our local school Cammeraygal High. Students were encouraged to step forward as leaders and in so doing be positive role models for their peers.

**Sport** – The season of summer and winter grade sports saw some great successes. In the North West Metropolitan Zone competition NSBHS were premiers in basketball, futsal, table tennis and tennis. Our swimming team finished second at the Zone Swimming Carnival and several students qualified for the Sydney North Regional Athletics, Cross Country and Swimming Carnivals.

**Crawford Shield** – Our annual exchange with Melbourne High School was held on home ground in 2016. While NSBHS had decisive victories in badminton, fencing, futsal, lawn bowls and music, unfortunately Melbourne HS claimed the shield with a 7.5 to 5.5 win.

The school's parent run Saturday sports program, **Falcon Sport**, continued to be well supported by students across all year groups who had the opportunity to compete in club sport in basketball, cricket, futsal, orienteering, soccer, table tennis and tennis.

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

Over the past three years there has been a 40% turnover of teaching and administrative staff. At the beginning of Term 4 56% of the 52 classroom teachers and counsellors in the school were women and 21% of classroom teachers worked part time. On the executive staff six out of ten Head Teacher (HT) positions were held by women and both Deputy Principals (DPs) were men.

**New staff** – We welcomed teachers Justine Garforth, Carolyn Gibbs, Sophia Lee, Kayla Newton, Nicholas Shirlaw and Andrew Watson to the school. Matthew Dopierala (DP) and Nigel Kuan (HT Science) joined the staff in permanent promotions positions. Both Tania Linnertson (HT Welfare) and Kate Richards (HT English) were internal appointments. Alison Fowler was appointed HT Teaching & Learning late in Term 4 and was due to take up her new position in 2017. We welcomed Rufina Ismail to the administrative staff and the permanent appointments of Minnie Cooke and Claude Sacchetta to School Administrative Officer positions occurred in Term 4.

**Departing staff** included teachers Justine Garforth, Barry Oxby and Andrew Watson. Andrew Mitchell was promoted to DP at Castle Hill HS at the end of Term 1 and Chay Williams was promoted to HT HSIE at Prairiewood HS at the end of Term 3. We farewelled administrative staff Sandy Denlow during the year.

The **professional development program for teachers** included providing support for both beginning teachers and early career teachers, and career development through the aspiring leaders and Highly Accomplished Teacher (HAT) programs developed through our two Communities of Schools (Lower North Shore and the Northern Sydney Entente–Cordiale). Head Teacher, Deputy Principal and teacher networks were established, with some of these working very effectively.

The annual **Executive Conference** was held in June. Over 3 intensive days the school executive covered the major themes of the school plan – milestones, project based learning and curriculum collaboration through scope and sequence realignment in Stages 4 and 5.

**Staff Development Day programs** focused on 2015 HSC results, technology platforms training, student wellbeing, WH&S, developing teacher capacity and pedagogy, social networking in the school context, faculty planning on emerging technologies and the use of technology to deepen students' learning, providing feedback on Year 12 survey data and Tell Them From Me surveys, PDP/2016–2020 Staffing Agreement, Filmpond and teacher sharing rounds.

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

The **P&C** organised the annual working bee in May, had regular meetings with guest speakers and managed Falcon Sport. The **Auxiliary** organised the Year 7 Welcome Afternoon Tea, the Annual Dinner (raising over \$25,000 for the school), managed the uniform shop and catered for various school functions including Open Day, Orientation Day and Parent/Teacher Nights.

NSBHS is part of two Communities of Schools, Lower North Shore and Northern Sydney Entente–Cordiale, and has strong relationships with schools in these networks.

NSBHS also has strong links to our local community. We hosted a visit from two Brisbane state high schools in June, consulted with North Sydney Council on a number of issues and worked with North Sydney Police.

Regular social and extra–curricular events are a feature at NSBHS. Among those held this year were debating competitions, outdoor education camps, trivia nights, dances, interschool competitions, forums, Old Falconians Union dinner and Crossroads career program.

## 4 Facilities, Buildings and Grounds

Refurbishment of the stage, external Hall doors, the Science staffroom, the expansion of the Mathematics and IT staffrooms and the refurbishment of the staff shower/toilet/change room were completed during the year.

The Bottleyard Project (our multipurpose all–weather playing surface behind the gym and beside the AF Henry Hall) has been on our wish list for a number of years now. Construction finally began late in Term 4. The project will not be completed until the end of Term Two 2017. Once completed, this space will be used by students during break periods, before and after school for sport, during timetabled PDHPE and Sport lessons, and of course for Falcon Sport on week nights and the weekends. This project has been jointly funded by the P&C, Auxiliary, Falcon Sport, and a community grant from 2012 and the school.

## 5 School Plan, Annual Report

The school was in the middle year of its three year school plan. The three strategic directions of the school plan included staff leadership and learning; student performance and quality teaching; and wellbeing and belonging. Most of the priorities in all areas were achieved with some held over for 2017. Planning for 2017 was completed.

**Robyn Hughes**

**Principal**

### School contact details

North Sydney Boys High School

Falcon Street

Crows Nest, 2065

[www.northsydbo-h.schools.nsw.edu.au](http://www.northsydbo-h.schools.nsw.edu.au)

[northsydbo-h.School@det.nsw.edu.au](mailto:northsydbo-h.School@det.nsw.edu.au)

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## School background

### School vision statement

To be the premier boys' school in New South Wales

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 923, 92% 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 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. Every student has a digital mobile learning device (Bring Your Own Device).

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

### Self-assessment using the School Excellence Framework

The school reviewed progress of its implementation of the School Plan each term and twice a term in the latter half of the year using milestones developed by the executive. A major area of emphasis for the annual executive conference was to conduct a detailed analysis of progress in all three strategic areas. Much was achieved during the year. Refinements were made in response to emerging needs in all three areas and a revised 2017 School Plan was developed and endorsed by the leadership team.

The school undertook self-assessment using the elements of the School Excellence Framework (SEF) across the domains of Learning, Teaching and Leading.

**1** In the domain of **Learning** the school assessed itself in the areas of **learning culture; wellbeing; curriculum and learning; assessment and reporting;** and **student performance measures.**

The school **excels** in a **learning culture** where teaching staff understand that student engagement and learning are related and the school effectively communicates priorities for strengthening both. Expectations of behaviour are explicitly taught to students, school programs address the needs of identified student groups and attendance rates are regularly monitored and prompt action is taken to address any issues. Positive, respectful relationships are evident among students and staff, there is school-wide, collective responsibility for student learning and success, and high levels of student, staff and community engagement.

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance **wellbeing** and lead to improved student outcomes. Students are taught to accept responsibility for their own behaviour and to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe. Students care for self and contribute to the wellbeing of others in the school and in the wider community.

In the area of **curriculum and learning**, in addition to curriculum delivery the school excels in providing significant extra-curricular learning opportunities and supporting student development, whilst ensuring that these are strongly

aligned with the school's vision, values and priorities. Curriculum provision meets community needs and expectations and provides equitable academic opportunities, and teachers differentiate curriculum delivery to meet the needs of individual students. Curriculum delivery integrates technology, library and information services and the school provides a range of extra-curricular offerings for student development.

In terms of **assessment and reporting** the school analyses internal and external assessment data to monitor, track and report on student and school performance. Teachers set transparent criteria for student assessment and follow principles of consistent assessment and moderation. The school has developed explicit processes to collect, analyse and report internal and external student and school performance data and is aware of trends in student achievement levels. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

**Student performance measures** indicate that the school achieves excellent value-added results. Students are consistently at or above national minimum standards on external performance measures and show higher than expected growth on internal school performance measures. Around 20% of students achieve at high levels on external performance measures.

**2** In the domain of **Teaching** the school assessed itself in the areas of **effective classroom practice; data skills and use; collaborative practice; learning and development; and professional standards.**

**Effective classroom practice** is delivered by teachers who regularly review and revise teaching and learning programs and routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers regularly use student performance data and feedback to evaluate their effectiveness and provide specific and formative feedback to students on how to improve.

In terms of **data skills and use** the school leadership team has **excelled** in building the collective capacity of the staff and school community to use data to inform strategic school improvement efforts. Teachers analyse and use student assessment data to understand students' learning needs and the school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis.

The school has embedded explicit systems for **collaborative practice**. These include teacher collaboration, classroom observation and the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. Executive, staff, faculty, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Teachers work together to improve teaching and learning in their year groups, faculties, or for particular student groups. Teachers also provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

The school evaluates, identifies and systemically promotes the most effective strategies for professional **learning and development**. Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. Beginning and early-career teachers are provided with targeted support in areas of identified need. Analysis of the teaching team identifies strengths and gaps, to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

Teachers exhibit the highest **professional standards**. They demonstrate responsibility and adaptability in working towards the school's goals and work beyond their classrooms to contribute to broader school programs. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher-level accreditation and teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

**3** In the domain of **Leading** the school assessed itself in the areas of **leadership; school planning, implementation and reporting; school resources; and management practices and processes.**

The school is committed to the development of **leadership** skills in staff and students. Staff have purposeful leadership roles based on professional expertise and the school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. Leadership development is central to school capacity building.

**School Planning, Implementation and Reporting** – The broader school community is welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. Effective implementation of the school plan is engendered by collaboration with key stakeholders. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

Strategic use of **school resources** is achieved by integrating longer-term financial planning with school planning and implementation processes. The use of school facilities is optimised within the local community to best meet the needs of students and that community. School staffing ensures that full curriculum implementation and delivery requirements are met. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School facilities are used creatively to meet a broad range of student learning interests and needs. Workforce planning supports curriculum provision and the recruitment of high quality staff.

The school provides opportunities for students and the community to provide constructive feedback on **management practices and processes**. Administrative practices support school operations and accountability practices are tied to school development and include open reporting to the community. The school leadership team communicates clearly about school priorities and practices and creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

## Strategic Direction 1

### Staff Learning and Leadership

#### Purpose

To build individual and collective teacher capacity to support organisational innovation, leadership development and leadership sustainability.

#### Overall summary of progress

The school Professional Learning (PL) team conducted online surveys of staff to identify PL needs. The PL team then developed and organised programs to target these needs, and programs were run on Staff Development Days (SDDs) or at after school or in-school training sessions.

At the annual Executive Conference the school executive covered the major themes of the School Plan – milestones, project based learning and curriculum collaboration through scope and sequence realignment in Stages 4 and 5.

A team of school executive staff and aspiring leaders completed the third and final module of GROWTH Coaching (GC) to further develop their expertise in this area. The training provided a framework for undertaking Professional Development Programs (PDPs) with staff by applying GC techniques in professional conversations.

Head Teachers (HTs) collated data on PL needs as identified by the PDPs of the staff in their own faculties and presented these to the senior executive team for consideration and inclusion in the PL program. Staff completed an evaluation/reflection on the 2016 PL program at the school.

The culture of classroom observations across the school was further developed following the executive team's endorsement of a small number of quality Lesson Observation Tools (LOTs) to allow teachers to select the most appropriate model to support their professional growth.

The school was an active member of two Communities of Schools (CoSs) – North Sydney (NS) and Northern Sydney Entente Cordiale (NS-EC). Each CoS established and developed beginning teachers, early career teachers, HAT and aspiring leaders programs. The aim of these programs was to meet the needs of teachers aspiring to HT and Deputy Principal (DP) level as well as teachers aspiring to HAT and acquiring Proficient accreditation. The CoSs developed a similar program for all aspiring teacher leaders.

A beginning teacher program and a teacher induction program were implemented. The early career teacher program continued to provide critical PL support to its identified first and second year teachers. PL was provided by the school and CoSs programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Internal and external survey results indicate that teachers are pursuing deep knowledge and relevance, and that there is a positive inclusive learning environment fostering success.	<p>In 2016 staff were surveyed (eg TTFM) specifically to address this area. The previous TTFM staff survey was conducted in 2014.</p> <p>There were 32 respondents and mean scores out of 10 are given below (<i>previous survey scores in brackets</i>):</p> <ul style="list-style-type: none"><li>• Leadership – 6.7 (6.4)</li><li>• Teacher Collaboration – 7.9 (7.5)</li><li>• Data Informs Practice – 8.5 (8.1)</li><li>• Inclusive School – 8.3 (7.8)</li><li>• Challenging and Visible Goals – 7.5 (7.4)</li><li>• Planned Learning opportunities – 7.8 (7.5)</li><li>• Quality Feedback – 7.5 (7.1)</li><li>• Overcoming Obstacles to Learning 7.0 (7.4)</li></ul> <p>Students were surveyed twice in 2016. They responded to questions on:</p> <ul style="list-style-type: none"><li>• effective classroom learning time</li><li>• relevance (students find classroom instruction</li></ul>	<p>Human Resources \$41,022</p> <p>School Technology Human Resources \$22,122</p> <p><b>TOTAL – \$63,144</b></p>



Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	<p>relevant to their everyday lives)</p> <ul style="list-style-type: none"> <li>• rigour (students find classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn)</li> <li>• positive teacher/student relationships</li> <li>• positive learning climate</li> <li>• high expectations for success</li> </ul> <p>Student data showed a slight decline in all areas except 'rigour' when comparing Term 1 and Term 3 results. The school scores over the last 3 years were consistent and higher than the NSW Government norm in all areas.</p> <p>The Parent Surveys had a very significant increase in number of respondents – from 47 to 268 in 2016. They indicated an improvement in the responses to:</p> <ul style="list-style-type: none"> <li>• School (Teachers) Supports Learning</li> <li>• Inclusive School</li> </ul> <p>The data affirmed that teachers were pursuing deep knowledge, relevance and a positive inclusive learning environment fostering success.</p>	
<p>Increased numbers of teachers participating in leadership programs and seeking additional roles and responsibilities.</p>	<p>The professional development program for teachers included providing support for early career teachers and career development through the aspiring leaders and HAT programs developed through our two Communities of Schools. Consequently, a Head Teacher was promoted to Deputy Principal in another school and three aspiring teachers were promoted to Head Teachers. Three temporary casual teachers attained permanent teaching positions, one of them in our school.</p> <p>A substantial number of staff sought additional roles and responsibilities in student leadership, wellbeing, extracurricular and school teams such as PL, literacy and Problem Based Learning.</p> <p>Our school worked collaboratively with North Sydney Girls High School (NSGHS), Willoughby Girls High School and the NS-EC schools to facilitate professional learning sessions for staff seeking accreditation at a higher level (highly accomplished and lead). These were well attended by CoS staff.</p>	<p>TPL Tied Funds \$11,764</p> <p>School Funded PL \$768</p> <p><b>TOTAL – \$12,532</b></p>
<p>Teachers using data, current pedagogical research, observation, professional conversations, explicit feedback and self-reflection to inform their teaching practice.</p>	<p>Data analysis was extended from Head Teachers to teachers as part of the annual HSC and Literacy faculty evaluation processes.</p> <p>School PL programs developed by the PL team focused on 2015 HSC results, technology platforms training, student wellbeing, WH&amp;S, developing teacher capacity and pedagogy, social networking in the school context, faculty planning on emerging technologies and the use of technology to deepen students' learning, providing feedback on Year 12 survey data and Tell Them From Me surveys, PDP/2016–2020 Staffing Agreement, Filmpond and teacher sharing rounds.</p> <p>The adoption of DoE PDPs has further formalised</p>	<p>TPL Tied Funds \$2,390</p> <p>PLA1 Funds \$8,400</p> <p><b>TOTAL – \$10,790</b></p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	the process of professional learning and self-reflection upon an individual's teaching practice. This led to improvements in the quality of teaching at the school. All teachers completed their PDPs and two lesson observations per teacher. Each observation included a critical reflection by the teacher which aimed to inform their future practice.	

## Next Steps

- School developed professional learning for all staff will be targeted to meet the needs identified through PDPs and online surveys. Alignment of PL needs and the School Plan will be a critical component. Staff will be given opportunities to develop as leaders of PL and run workshops for school staff and CoS staff.
- Cross faculty collaboration will increase through meetings, lesson observations and programming.
- The aspiring leaders program developed by the two Communities of Schools will continue to cater for the needs of those teachers aspiring to Head Teacher and Deputy Principal level as well as those teachers aspiring to HAT and acquiring Proficient accreditation.
- The early career teacher program will continue to provide critical PL support to its identified first and second year teachers with PL provided by the school as well as opportunities in the CoS programs developed by the member principals.



## Strategic Direction 2

### Student Learning and Performance

#### Purpose

To embed quality learning and engagement in every classroom through dialogue, collaboration and professional learning informed by research and data in order to achieve academic excellence and sustain high performance.

#### Overall summary of progress

Staff continued to develop skills in data analysis to inform teaching practice. Head Teachers led staff in the faculty analysis of RAP and SMART data and application to teaching and learning programs. Data sets from a growing number of areas including the Tell Them From Me (TTFM) suite of surveys and Year 12 interviews were analysed and shared with staff. The executive team were trained in the Business Intelligence tool, providing them with the ability to access, combine and analyse data from a variety of disparate sources in the future.

Expressions of interest were called for and a Literacy Team was established with representation from across the school. The team reviewed faculty identified needs, and analysed RAP, NAPLAN, and ICAS data. The Literacy Team reported on their research and data analysis to all staff, sharing identified areas for improvement and strategic directions for a common school approach to improving students' literacy performance.

Partnerships beyond the school were strengthened through the Community of Schools networks, with many staff engaging in subject level network meetings. Alumni created and launched the Falcon Academy Stage 6 e-learning platform to support and motivate Year 12 Chemistry students. The former students continued to build Falcon Academy and included Physics, Biology and Economics over the course of the year with access provided to the class of 2017 in Term 4.

The annual executive conference provided a focus on enhancing cross faculty collaboration. The scope and sequence documents for stage 4 and 5 were shared and collated for all KLAs. The executive worked to find areas of overlap, connection and knowledge transfer. Programs were adjusted to enhance teaching and learning through connected curriculum. An evaluation of the 2015 Year 8 Problem Based Learning was very positive and opportunities were explored for both Years 8 and 9. Two teams of teachers developed authentic problems, programs and activities for these structured, cross-curricular tasks. Timetabled classes were restructured for the project and teams showcased their solutions to the school and the community. Students were highly engaged and produced outstanding work. The winning teams were acknowledged and celebrated at Presentation Day assemblies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased growth and value-added data in NAPLAN, ICAS and HSC with an increase in the gap between the school and SSG schools.	<p><b>NAPLAN</b></p> <p>The percentage of students achieving greater than or expected growth in each area tested is shown below. <b>The number in bold</b> is the gap between the NSBHS mean and the selective schools mean:</p> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Reading – 63.1% <b>(+21.1)</b></li> <li>• Spelling – 71.8% <b>(+32.1)</b></li> <li>• Grammar &amp; Punctuation – 64.4% <b>(+25.9)</b></li> <li>• Numeracy – 61.0% <b>(+49.5)</b></li> </ul> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Reading – 65.8% <b>(+26.4)</b></li> <li>• Spelling – 83.9% <b>(+33.6)</b></li> <li>• Grammar &amp; Punctuation – 68.5% <b>(+26.5)</b></li> <li>• Numeracy – 84.6% <b>(+41.3)</b></li> </ul>	<p>TPL &amp; PLA Funds</p> <p>\$13,947</p> <p>Beginning Teachers \$63,911</p> <p>English Proficiency \$23,074</p> <p>RAM Equity \$3,948</p> <p><b>TOTAL – \$104,880</b></p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased percentage of Band 6s and E4 in all HSC courses including positive growth in numbers of HSC students moving from Band 5 and E3 into Band 6 and E4	<p>There were 191 individual students in the high achievers list (achieving Band 6 or Ext Band 4) in at least one subject, cf. 186 in 2015.</p> <p>In total there were 581 credits (or individual Band 6 achievements), cf. 584 in 2015.</p> <ul style="list-style-type: none"> <li>• The school had 51 all-rounders in 2016, cf. 46 in 2015.</li> <li>• Ten students narrowly missed out on being listed as all-rounders, cf. 26 in 2015. These students achieved exclusively Band 6 in all subjects bar one, namely a high Band 5 in one subject.</li> <li>• Fourteen students were listed as top achievers in the state in different HSC courses.</li> <li>• Mathematics was outstanding. NSBHS was ranked second in the state in Mathematics with a success rate of 82.7% (average of Band 6s or Band E4s) in the calculus based courses.</li> <li>• Students also demonstrated excellence in the performing arts with selections for ENCORE and Art Express.</li> </ul>	<p>TPL \$8,567</p> <p>Common Start \$11,089</p> <p>Literacy Initiatives \$44,105</p> <p><b>TOTAL – \$63,761</b></p>
All faculties with digital portfolios according to agreed NSBHS protocols and BOSTES standards.	A commitment to Google Docs as the school's shared tool for all key documents at faculty and executive level was enthusiastically embraced. Transparency of process, and increased collaboration was evident.	Not Applicable

## Next Steps

- In 2017 the school will continue to expand and develop its use of data to guide teaching, learning and wellbeing programs.
- The Literacy Team will build on strategic directions and initiatives in 2017 to empower students and maximise performance. There will be a focus on improving students' approach to stimulus questions, connecting ideas, inferring and interpreting. Assessment for and of learning in this area will reflect this focus. Through the sharing of ideas and information the school will develop a whole school approach. The development of a NSBHS Glossary and Exemplar Booklet including extended response structure with teacher and student examples will help to build student literacy skills and confidence.
- Staff are to be encouraged to embrace the professional learning opportunities provided through the community of schools networks.
- The Falcon Academy will continue to be supported and will be expanded to include other areas.
- Cross faculty collaboration is to be fostered and further improved through classroom observations and continued professional dialogue.
- Project Based Learning programs are to be evaluated to maximise real world learning and student engagement.
- Digital portfolios are to be further developed with regular sharing of best practice.

## Strategic Direction 3

### Student Wellbeing and Belonging

#### Purpose

To provide multiple opportunities for students to serve our community and become innovative, resilient 21st century learners who engage and play.

#### Overall summary of progress

The school achieved almost all of its goals in this area in 2016. Students had a very successful year engaging in the life of the school and increased their involvement in leadership teams and enrichment activities. The framework which underpins the wellbeing of students was also strengthened through new policies and programs, complemented by professional learning for staff in wellbeing practices and processes. The foundations of a modified **PBL** (Positive Behaviour for Learning) approach to school culture was also initiated to further enhance the existing concept of Falcon Pride.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NSBHS has in place a comprehensive and inclusive wellbeing framework that supports the wellbeing of students.	<p>The school implemented a full review of its Wellbeing Policy and aligned it to Department of Education requirements. A scope and sequence of wellbeing events was also created for each cohort.</p> <p>The school introduced a laptop-free Wednesday in an effort to encourage greater social interaction between students and reduce the dependence on technology. This was also in response to parent concerns regarding loss of laptops and the increased weight of bags whilst students were travelling to and from sport venues during the sport program on Wednesdays. Whilst it was acknowledged that the laptop-free Wednesday did create some challenges for teaching and learning, upon formal review a decision was made for the policy to remain as it has notably helped reduce student back strain and the occurrence of lost and damaged laptops.</p> <p>Staff and students also developed a number of strategies to minimise device use during the break periods across the week, including a 'no device use' policy during recess and lunch. A large variety of alternative activities for students during these times were compiled into a timetable to encourage collective engagement around the school.</p> <p>To further support the wellbeing of students, the school investigated staff communication media with parents. The school developed training in the use of the school platform Sentral and identified key areas of the database where access could be provided to parents. Parents were then provided with access to Sentral and this was communicated in a variety of ways including emails and the Falcon Bulletin.</p> <p>The Wellbeing Team investigated other measures to support students, such as the MindMatters program and organised digital nutrition information for parents.</p>	<p>Student Leadership Initiatives \$20,383</p> <p>Student Welfare \$11,523</p> <p>PLA Funds \$5,400</p>

**Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Progress achieved this year</b>	<b>Funds Expended (Resources)</b>
<p>Enrichment and mentoring opportunities are significant and are aligned with the school's vision and values.</p>	<p>The school worked to engage all students in school life in both the classroom and areas of enrichment. Extracurricular, co-curricular and student leadership initiatives were promoted to students through the implementation of LEAP (Leadership, Enrichment and Activities Program) led by the Prefect leadership team. This consisted of two separate exhibition days – one for leadership committees and the other for clubs of interest. All students were introduced to the programs in the school and were provided with the opportunity to be involved.</p> <p>Staff were further trained in the use of Sentral in order to record enrichment data and effectively use the reward system associated with this. The school then collected all enrichment data and incorporated these into both semester reports for all year groups. This strategy allowed the school to recognise the importance of such activities as a key part of the well-rounded education on offer at the school. This data was compared to that of 2015. The comparison revealed significant growth in student involvement in a wide variety of enrichment activities.</p> <p>A peer mentoring program was investigated and trialled with a small sample of junior and senior students and this will be further developed and expanded in 2017.</p>	<p>Nil</p>
<p>The development of a Falcon Code.</p>	<p>Positive Behaviour for Learning was investigated further in 2016. From this, a decision was made to apply elements of the model with the aim of enhancing the school's current culture of Falcon Pride. This will be done through a consistent code of recognisable values termed the Falcon Code.</p> <p>This process was begun via a student leadership conference in Term 3. Leadership teams devised their own ideas about elements of the code, and this data was collated and presented to the school executive team.</p> <p>The Tell Them From Me survey was also adjusted to collect data about school pride. All students were required to submit their own ideas and values significant to them. This data will be used in 2017 to develop a range of code ideas for students to elect in a vote.</p>	<p>Nil</p>

## Next Steps

- A student wellbeing continuum will be developed, aligning with student leadership.
- The development of a draft student peer mentoring program will be adopted during 2017 to extend student leadership and support.
- The effectiveness of parent access to the Sentral database will be reviewed in 2017 and may be extended to students.
- The wellbeing team began the development of resources to present to parents on digital nutrition and hopes to deliver an address to a parent forum in 2017.
- The development of the Falcon Code will continue in 2017 and will be incorporated into school culture and the merit system.
- A comparison of student involvement in enrichment and leadership activities will be continued in 2017 to compare with previous years and measure overall effectiveness. School reports will be used to monitor this and review student participation and engagement in camps, enrichment and leadership activities.
- The school will continue to analyse student survey data (principally TTFM data) and focus group feedback that will allow the school to inform its directions and improvements and ascertain student satisfaction and engagement.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	The school received no funding in this area.	
<b>English language proficiency</b>	The funding was used: <ul style="list-style-type: none"> <li>• for supplementary teaching allocation to deliver high quality teaching programs;</li> <li>• to provide sustained and meaningful feedback on literacy responses; and</li> <li>• to support Consolidating EAL/D students to achieve equitable learning outcomes through programs such as Falcon Academy.</li> </ul>	\$23,074
<b>Low level adjustment for disability</b>	The funding was used to deploy the school's resources to promote timely and effective learning and support for students with a disability and/or additional learning and support needs. By using the funding for the LaST and some counselling when needed, the Learning and Support Team worked to facilitate a whole school approach to the development and provision of personalised learning and support in consultation with students and their parents and carers.	\$40,408
<b>Socio-economic background</b>	This funding was used to support individual students to increase their participation and engagement in learning and co-curricular activities, thereby developing a positive and inclusive school culture built on collaboration and trust amongst students, parents and caregivers, teachers, leaders and the community.	\$15,666
<b>Support for beginning teachers</b>	<p>The funding was used to assist 10 teachers in the new teachers' induction program, professional development and achievement of accreditation at the level of Proficient teacher (where applicable). Seven teachers were supported by using their first and second year funding. The other three teachers were supported by using their first year funding; two of these teachers were not new to teaching. The school designed support that took into account each teacher's specific strengths, needs and context.</p> <p>All beginning teachers had reduced teaching loads to support the development of their skills. They were provided with ongoing feedback and support from their mentors and Head Teachers. Mentoring structures were also provided through the Beginning Teachers network and Early Career Teachers network within our Community of Schools. The teacher mentors had access to training and release time to support classroom observation and provide structured feedback.</p> <p>The funds were used to support all beginning teachers to participate in targeted professional learning activities.</p>	\$75,732
<b>Targeted student support for refugees and new arrivals</b>	The school received no funding in this area.	



<p><b>School to Work Funding</b></p>	<p>The School To Work Career and Transition project was subdivided into three main projects:</p> <ul style="list-style-type: none"> <li>• Crossroads;</li> <li>• School to Work (STW) Year 12 Life Skills Initiative; and</li> <li>• Year 12 exit feedback.</li> </ul> <p>Crossroads was a student organised careers market where selected former students of NSBHS were invited to return to the school to share their experiences in university courses that had been identified via a student survey as being of most interest to current students.</p>	<p>\$5,212</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	917	919	923	923
Girls	0	0	0	0

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	97.9	97.7	97.9	98
8	96.4	97.1	96.4	97.6
9	95.8	97	97.2	97.5
10	96.7	96.1	96.3	97.2
11	97	97.1	96.6	97.3
12	94.4	95	96.2	95
All Years	96.3	96.6	96.7	97.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

Comment on student attendance is mandatory.

## 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

There were no Year 12 students undertaking vocational or trade training in 2016.

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

One hundred percent of Year 12 students attained their HSC qualification in 2016.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.8
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	0.8
School Administration & Support Staff	11.37
Other Positions	1.7

\*Full Time Equivalent

The school workforce did not have any Indigenous staff.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	26

## Professional learning and teacher accreditation

Teachers attended a range of courses provided by the Department of Education, professional teachers' associations and universities, and consultants to share ideas and learn new skills.

Fifteen teachers were involved in **HSC marking** in Visual Arts, English, Indonesian, Latin, Music, Drama, Biology, Chemistry, Physics, Japanese, Economics, Geography, Information Processes and Technology, German, Legal Studies, Software Design and Development and Engineering Studies. Three of these were appointed as Senior Markers.

The staff development days during 2016 focused on roll marking, use of Sentral, emergency management and consultation plan, HSC reporting, Year 12 survey feedback, TTFM student surveys, teacher sharing rounds, 8 Aboriginal Ways of Learning, student wellbeing policy, learning support and adjustment, use of Facebook, Australian Professional Standards and accreditation, emerging technologies workshops, CPR and emergency care.

The school participated in two Communities of Schools and between both, programs supporting beginning teachers, early career teachers, aspiring leaders and teachers proceeding to HAT accreditation were developed throughout the year. Head Teacher, Deputy Principal and Principal networks were also run.

**Four** teachers achieved Proficient accreditation during the year and maintenance of accreditation was completed for **one** teacher.

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

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

A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
<b>Balance brought forward</b>	<b>1 839 551.61</b>
Global funds	737 801.90
Tied funds	273 493.39
School & community sources	2 442 834.15
Interest	46 416.89
Trust receipts	444 682.30
Canteen	0.00
<b>Total income</b>	<b>5 784 780.24</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	180 759.65
Excursions	250 702.75
Extracurricular dissections	881 809.94
Library	13 210.40
Training & development	768.18
Tied funds	258 502.80
Short term relief	131 002.68
Administration & office	308 807.48
School-operated canteen	0.00
Utilities	125 055.41
Maintenance	214 483.78
Trust accounts	464 161.90
Capital programs	1 046 713.94
<b>Total expenditure</b>	<b>3 875 978.91</b>
<b>Balance carried forward</b>	<b>1 908 801.33</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 30 November 2016.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school remained in a sound financial position. The school's Finance Committee reviewed its finances on a regular basis. A substantial sum was given to the Department of Education for the Bottleyard Project late in 2016.

### Financial summary equity funding

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

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

## School performance

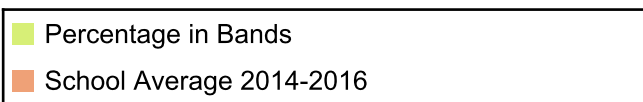
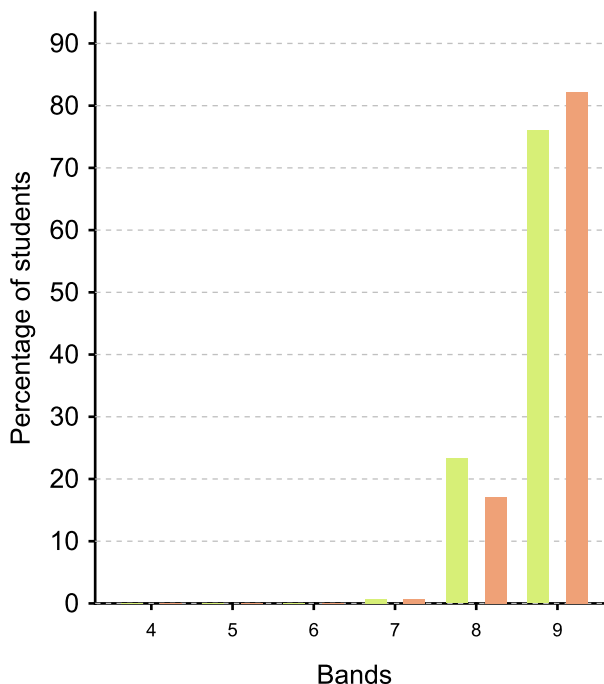
### NAPLAN

In the National Assessment Program, the results across 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 skill and understanding demonstrated in these assessments.

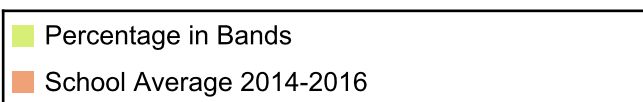
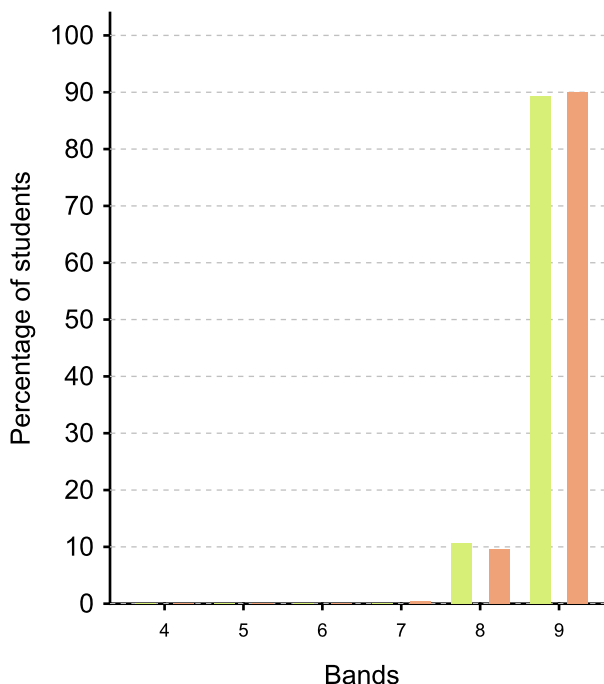
The My School website provides detailed information and data for national literacy and numeracy testing. Insert 'North Sydney Boys High School' in the Find a school box and select GO to access the school data. Analysis of NAPLAN and HSC results is reported on in Strategic Direction 2 of this report.

NAPLAN literacy assessments include Reading, Writing, Spelling and Grammar and Punctuation. The school's literacy results exceeded the school's statistically similar group (SSG) and state results in all areas.

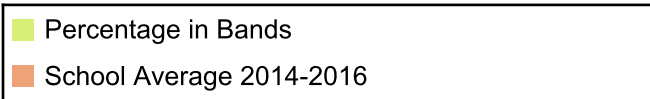
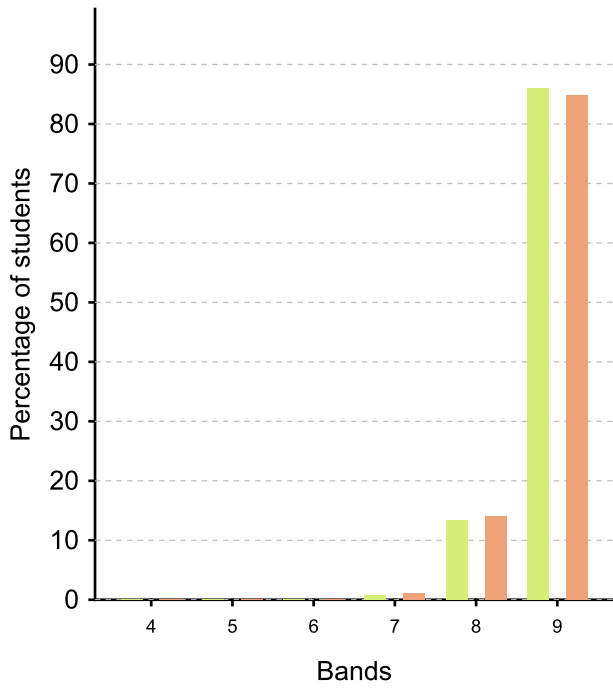
Percentage in bands:  
Year 7 Reading



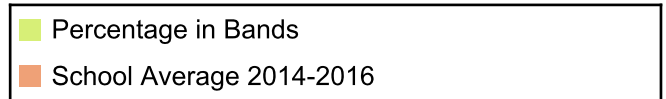
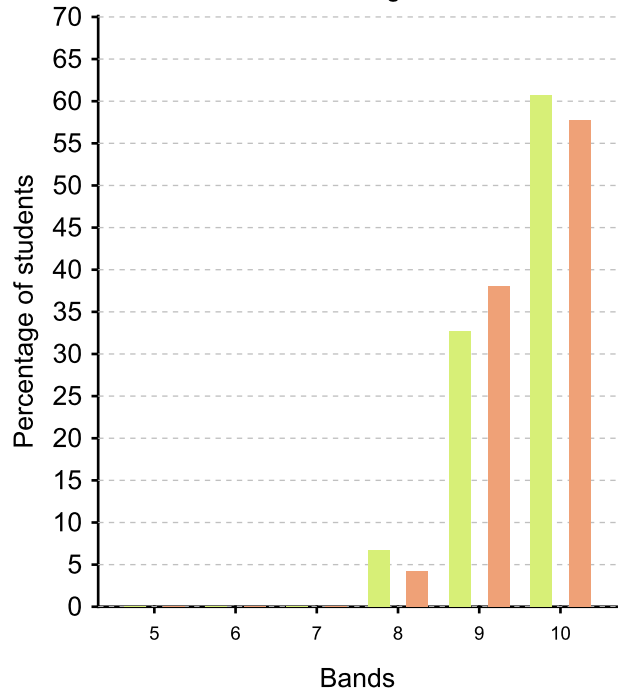
Percentage in bands:  
Year 7 Spelling



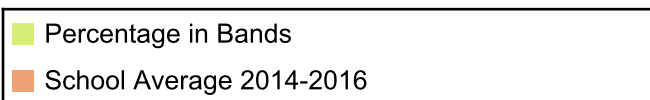
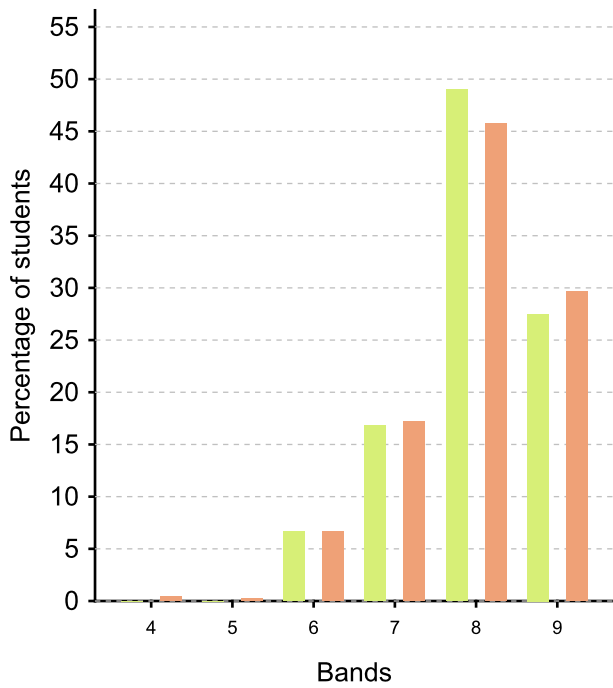
**Percentage in bands:**  
Year 7 Grammar & Punctuation



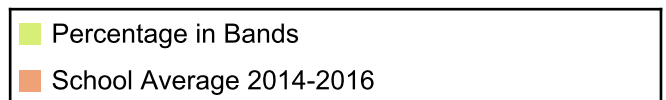
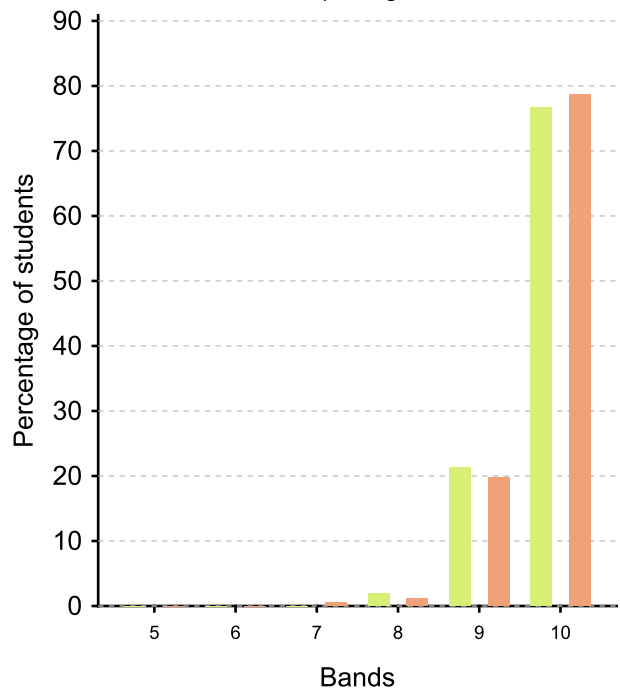
**Percentage in bands:**  
Year 9 Reading



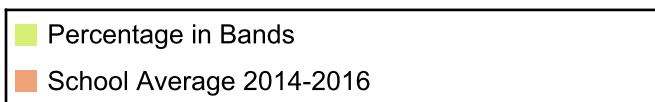
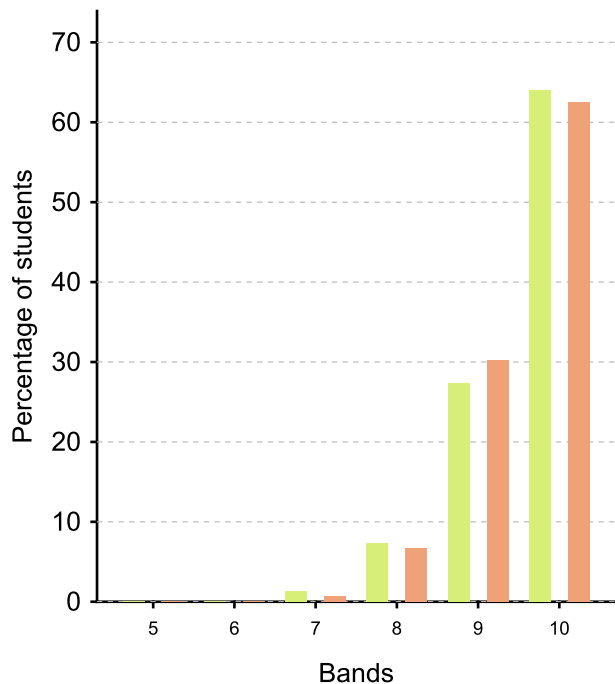
**Percentage in bands:**  
Year 7 Writing



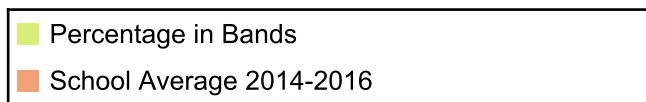
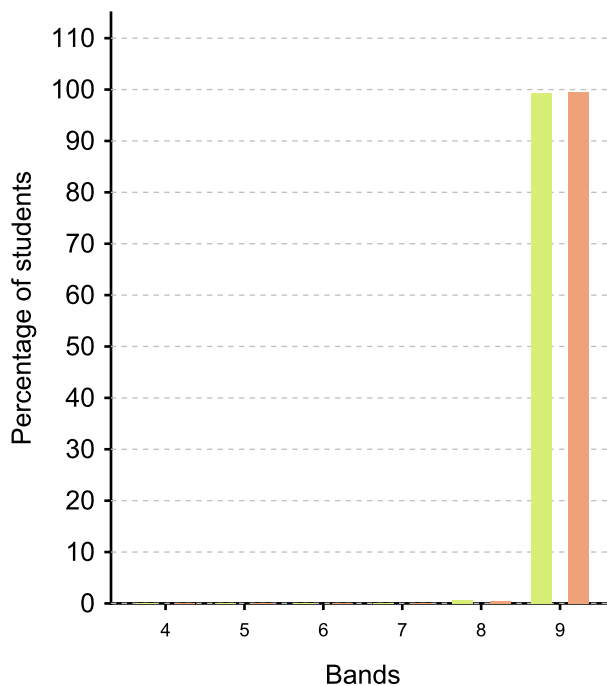
**Percentage in bands:**  
Year 9 Spelling



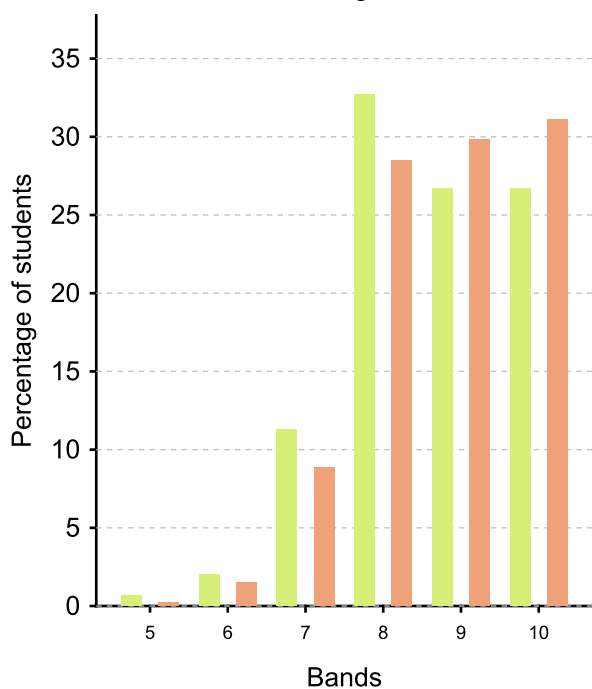
**Percentage in bands:**  
Year 9 Grammar & Punctuation



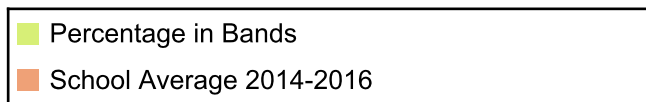
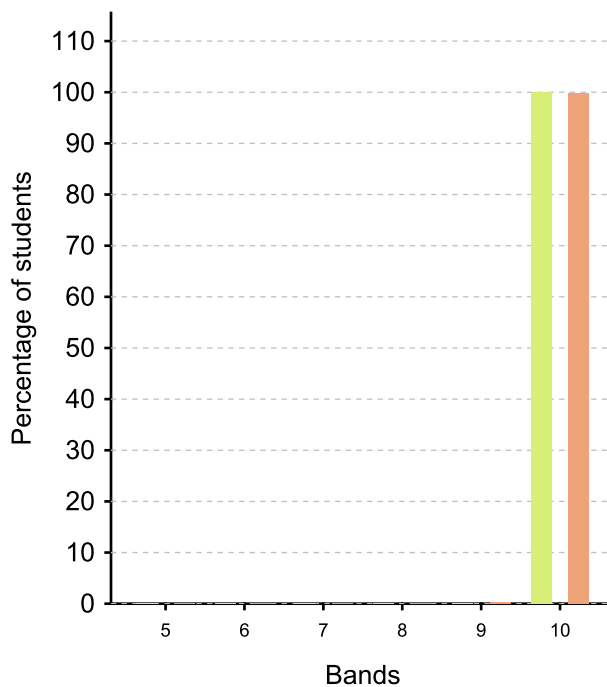
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Numeracy

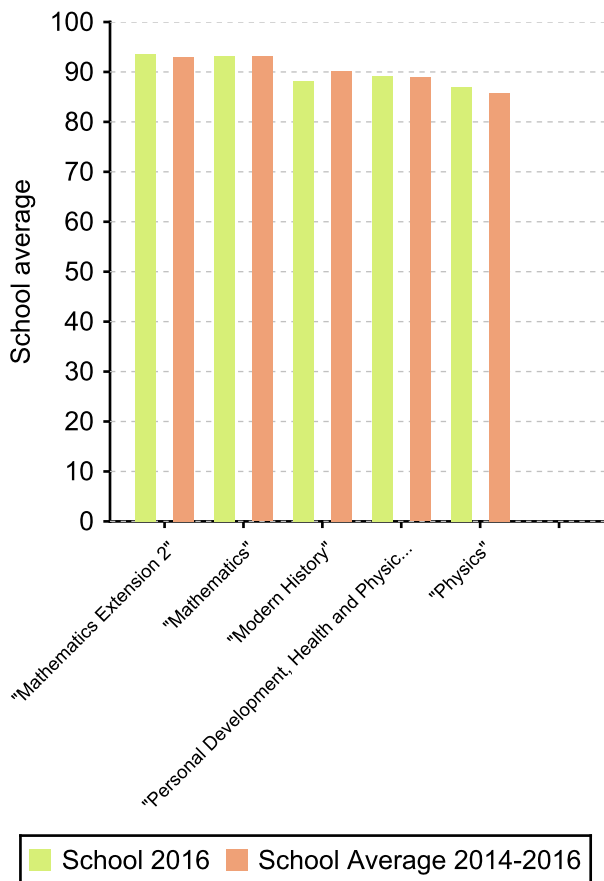
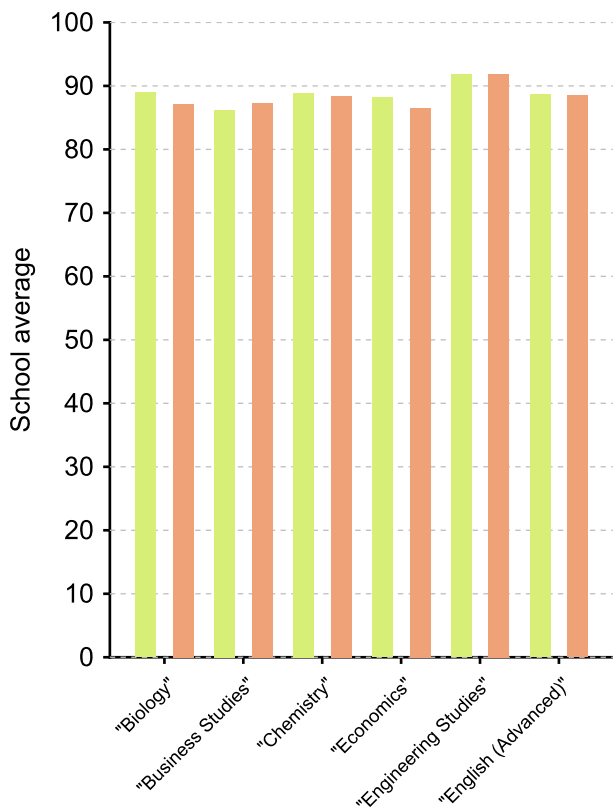


In Year 7 Numeracy, the school outperformed the state by 190.6 scale scores and the statistically similar group by 41.3 scale scores. The 100% of Band 10 results for the school's Year 9 cohort was consistent with last year's results. In Year 9 Numeracy, the school outperformed the state by 196.3 scale scores and the statistically similar group by 49.5 scale scores.

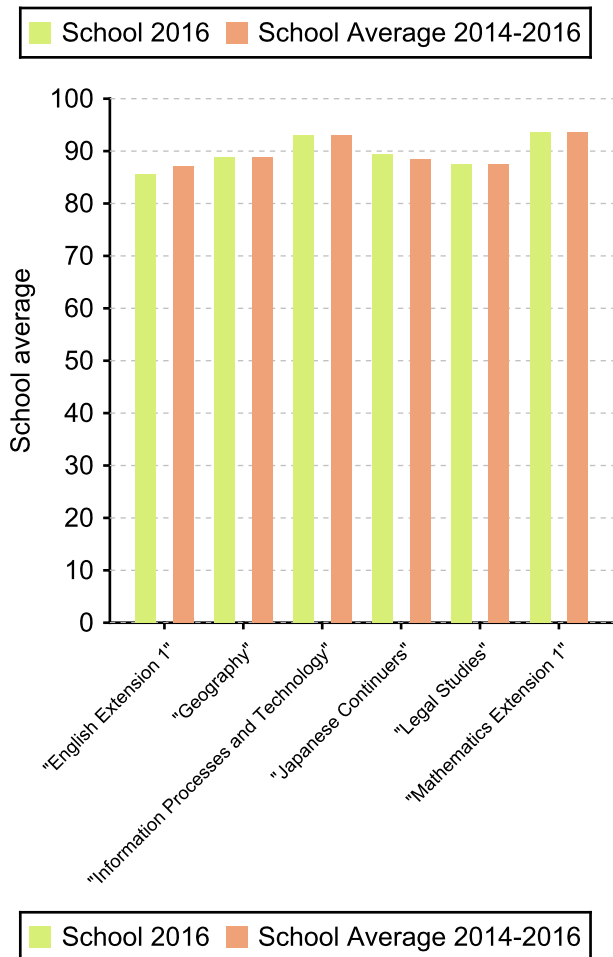
Mandatory comment on additional State reporting requirements

## Higher School Certificate (HSC)

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



Overall the 2016 HSC results were outstanding.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

### Perspectives of Parents

The Tell Them From Me (TTFM) "Partners in Learning" Parent Survey was conducted between 29 August and 23 Oct 2016 and had 268 respondents.

The survey included seven separate questions which were scored on a ten–point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; and 5 is a neutral position (neither agree nor disagree).

In summary:

- parents indicated that they felt welcome when visiting the school;
- parents were well informed, with information presented in clear, plain language. Reports on their son's progress were written in terms they understood;
- parent responses regarding their support for learning at home revealed that they generally encouraged their sons to do well although they were not directly involved in the learning process;
- the school was seen to support learning with high expectations for student application and effort;
- positive behaviour was supported through clear expectations;
- parents reported most positively that their sons felt safe at school; and
- parent response was generally positive regarding inclusivity in this academically selective school context.

### Student Engagement

Eight hundred and six students in this school participated in the TTFM survey between 13 March and 5 April 2016 and enabled the school to ascertain student engagement at the school. 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 there and they were involved in sports or other extracurricular activities. This involvement gave them a sense of belonging at school and increased academic motivation. Below are figures showing the percentage of students at the school who were socially engaged (*figures in brackets are NSW government norms*):

- Sense of Belonging – 81% (65%)
- Participation in Sports and Clubs – 80% (58%)
- Positive Friendships – 82% (77%)

The survey results indicate that in the three areas of social engagement the students at the school were above the NSW government norm and ranked in the highly engaged range (80% and above) in each area.

#### 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. Levels of institutional engagement at the school are shown below (*figures in brackets are NSW government norms*):

- Values Schooling Outcomes – 80% (71%)
- Attendance – 97% (90%)
- Positive Behaviour – 98% (86%)
- Homework and Study Habits – 82% (54%)

The survey results indicate that in the four areas of institutional engagement the students at the school were above the NSW government norm and ranked in the highly engaged range (80% and above) 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 was 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 the school are shown below (*figures in brackets are NSW government norms*):

- Interest and Motivation – 38% (28%)
- Effort – 73% (65%)
- Appropriately Challenged – 54% (37%)

The survey results indicate that in the three areas of intellectual engagement the students at the school were 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 figures show the school's results for each factor measured on a ten–point scale (*figures in brackets are NSW government norms*):

- Quality Instruction – 6.8 (6.0)
- Teacher/Student Relations – 7.0 (6.1)
- Learning Climate – 6.9 (6.1)
- Expectations for Success – 7.8 (7.1)



## Perspectives of Teachers

The TTFM "Focus on Learning" Teacher Survey was conducted between 12 and 19 October 2016 and had 32 respondents. The questions in the survey were grouped to assess eight of the most important Drivers of Student Learning. Research on classroom and school effectiveness has consistently shown these factors to be strongly correlated to student achievement.

In summary:

- staff reported that school leaders had helped to create a safe and supportive environment;
- collaboration between staff was seen as extensive;
- a very strong learning culture was evidenced by quality teaching and learning;
- teachers reported most positively that data informs practice;
- teachers also positively reported on teaching strategies;
- technology was readily accessible and used as a learning tool;
- teachers reported a high level of inclusivity and that they differentiated teaching and learning to meet the needs of all students; and
- parents were not extensively involved in the teaching and learning process.

## Four Dimensions of Classroom and School Practices

These were scored on a ten-point scale and the results for the school are shown below:

- Challenging and Visible Goals – 7.5
- Planned Learning Opportunities – 7.8
- Quality Feedback – 7.5
- Overcoming Obstacles to Learning – 7.0

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

## 2016 Exit Survey Results

The 2016 Year 12 exit survey confirmed that the school is a caring community which encouraged student leadership and student voice. Below is a sample of the key survey results from the 160 respondents:

**The school finds ways to help every student succeed** – 90.4% of respondents agreed

**There are opportunities to display leadership** – 91.1% of respondents agreed

**This school is a caring community** – 95.2% of respondents agreed

The students responded well to the part of the survey relating to the **strong points of the school**. They were asked questions about:

- the range of available extracurricular activities on offer;

- whether interesting subjects were offered;
- whether the curriculum covered all student interests;
- teachers being helpful;
- discipline, school atmosphere and the quality of the students.

Responses were also high in the survey area relating to **quality of teaching**. Students were asked:

- whether teachers were experts in their subjects;
- classroom atmosphere, clear explanations and work being structured efficiently;
- whether teachers checked students' understanding and gave constructive feedback on work;
- whether teachers respected students as fellow learners.

Students responded that they had learnt the following **at this school**:

- to take pride in personal achievement;
- to be confident in their own abilities;
- to be organised;
- to value knowledge and ideas;
- to take responsibility for decisions in their lives;
- to respect people from other backgrounds; and
- to work well with others.

## Policy requirements

### Aboriginal education

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

The **Principal** gave a presentation to the school on her three years as the principal of an Indigenous school, Djarragun College, in Far North Queensland, working with Aboriginal and Torres Strait Islander families to engage all students in the education program offered at the school. She provided insights into some of the educational issues experienced by Indigenous students and staff in the Djarragun community.

In the **English** faculty Year 8 studied the poems of Oodgeroo Noonuccal and Jack Davis within a collection of poems celebrating difference and diversity. Students empathised with Indigenous experiences through poems representing the tragic dispossession of the Stolen Generation and the 1960s movement for Indigenous Australians to be granted voting rights. Two Year 11 classes undertook a comparative study of texts depicting civil rights movements set in different contexts, including powerful Aboriginal experiences.

In **Science** Year 8 students examined bush tucker, Year 9 students engaged in a 'sustainability' task with an Indigenous perspective and Year 10 astronomy excursions to Sydney Observatory had a focus on Indigenous astronomy.

In **Mathematics** the main references to Indigenous issues were when studying statistics. Students looked at source data relating to Indigenous health issues and other key metrics.

In the **TAS** (Technological and Applied Studies) faculty Year 7 completed a small group research task on elements of Aboriginal culture. Stage 5 students in Food Technology did a unit on Australian cuisine and learnt how food trends evolved over time and the influence of Aboriginal culture. Students completed a range of assessments in this unit from cooking with traditional Aboriginal ingredients to completing research tasks.

Frequent connections were made in **Languages** classes between English, the target language and Indigenous dialects and cultures. More specifically, students did the following: a comparative study of Mythology and the Dreamtime in Latin; a study of 15th century trade links between Indonesian fishermen and northern Australian Indigenous communities resulting in Indigenous names being used in some areas of southeastern Indonesia; a comparative study of the Japanese kanji writing system and Indigenous symbols; a comparison of the role of elders in the Indonesian, Japanese and Indigenous communities; and a cultural project on La Perouse and his contact with Indigenous Australians.

In **CAPA** (Creative and Performing Arts) Year 7 Visual Arts students studied ceramic story pots and fabric sculptures by Indigenous artists Brook Andrew and Thanakupi (Gloria Fletcher). Year 9 did a unit on Aboriginal music and culture and in Outdoor Education Year 7, Year 9 and Year 10 camps had elements of Indigenous education – boomerang throwing, bush tucker, didgeridoo performances and lessons on Aboriginal culture.

The **PDHPE** (Personal Development, Health and Physical Education) faculty incorporated a task into its Stage 4 Dance Unit which required students to choreograph a dance with an Indigenous theme. In Stage 6 the 'Closing the Gap' campaign was examined 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 guest speaker was our Principal who gave the students some insight into the impact that health issues had on the efficacy of education in Far North Queensland.

The school **Library** housed an extensive collection of Indigenous resources, both contemporary and historic. These supported our faculties' cross-curriculum priorities – Aboriginal and Torres Strait Islander histories and cultures. The collection provided a balance of non-fiction material covering historical, human rights, social and legal matters and fiction by contemporary Indigenous authors. Exemplary sculptural works created by Year 7 Visual Arts students in conjunction with an Indigenous study unit were acknowledged by a display in the library. The library also created displays of Indigenous resources to support and promote NAIDOC Week.

In **HSIE** (Human Society and its Environment) Year 12 Geography students visited Barangaroo Reserve and learnt about the area's huge significance in Aboriginal culture. Other HSIE assessment tasks also required

students to study Aboriginal issues such as native title law, Aboriginal justice in criminal law and Aboriginal leaders and activism.

## Multicultural and anti-racism education

### International Day

International Day is held each year to celebrate the many cultures of the school. The event, organised as a day by Year 10 students involved the entire school. The school came together to share the food of the different cultures represented by our multicultural community.

### Languages

The school is proud of its offering of five languages from Years 7 to 12 – French, German, Indonesian, Japanese and Latin. Some of the great opportunities for our students in 2016 included the biennial exchange with Tokyo Metropolitan Kokusai High School, the hosting of a French exchange student for 6 weeks and two of our Year 11 students winning scholarships to spend 2 months in Germany.

### Biennial Exchange with Tokyo Metropolitan Kokusai High School

#### (1) Kokusai Visit to NSBHS

On 31 July 18 girls, 2 boys and 2 teachers from Tokyo Metropolitan Kokusai High School (Kokusai) arrived to spend a week at NSBHS. They were billeted by 20 of our Year 10 and 11 Japanese language students. The combined group of NSBHS and Kokusai students went on many Sydney based activities together including an outing to Luna Park and visits to iconic locations like the Sydney Opera House and the Harbour Bridge. Our boys saw it as their responsibility to introduce their Japanese counterparts to the sights and sounds that make Sydney the uniquely diverse place it is. Apart from being shown the iconic sights the visitors were also introduced to many multicultural aspects of Sydney, especially its food. The most popular items on the students' menu were halal snack packs, pad thai and pho.

The Kokusai students experienced the Australian lifestyle, language and culture and NSBHS school culture. Most importantly, they formed new friendships. The Kokusai students experienced the differences between our society and theirs whilst also broadening their knowledge of the English language. They attended many timetabled classes with their host brothers and also had intensive English classes taught by old boy Kenta Treacher.

#### (2) North Sydney Boys Japan Trip

Twenty students and 3 accompanying teachers left Sydney in September for a 16 day cultural excursion. The first week was spent travelling to Hiroshima, Kyoto and Osaka and the students were exposed to a wide range of experiences, such as visiting Hiroshima's Peace Park and Museum, a tour of some of the iconic

temples and gardens in Kyoto, cultural performances and learning how to “survive” using their Japanese language skills to buy their meals, read signs etc.

The boys tried new foods, rode the shinkansen (bullet train) and slept in tatami rooms (traditional style Japanese rooms). The visit to the A-Bomb Dome and the Hiroshima Peace Memorial Museum was a confronting experience. In Kyoto they visited Kinkakuji (Golden Pavilion), Nijo Castle, Ryoanji Garden and Kiyomizudera (Pure Water Temple). At Kiyomizudera all the students drank water from the Otowa waterfall for either increased longevity, academic success or romantic fortune!

In Osaka they visited the Momofuku Ando Instant Noodle Museum where they made their own custom cup noodles and explored the history of arguably the most valuable invention for all university students worldwide. They then caught the shinkansen to Tokyo to meet their host families to begin their homestay exchange with Tokyo Kokusai Metropolitan High School.

During the second week the boys were forced to speak much more Japanese in conversations with their host families and during school hours. School week was packed with classes and activities – 4 periods of intensive Japanese, 2 periods of normal classes and the last period of each day for activities including kendo, calligraphy and tea ceremonies which allowed them to experience Japanese traditions first hand. In their free time they visited places like Akihabara, Ghibli Museum, the zoo, Disneyland, Asakusa, Harajuku, Shinjuku and Odaiba.

The boys returned from the trip with an enhanced understanding about many aspects of life in Japan and their experiences will stay with them for a lifetime.

This sister school relationship began in 1990 and since then, over 600 students from both schools have been able to take part in the biennial exchange.

### **Excursion to Greece and Italy**

On 9 December 2016 eighteen students from Years 10 and 11, accompanied by the Principal and 2 teachers, left for a tour of Greece and Italy. They started their trip in Athens with a guided tour of many ancient sites including the Acropolis, the Parthenon, the Theatre of Dionysus and the Temple of Olympian Zeus. Next on the itinerary was the Temple of Apollo in Delphi, followed by a visit to Olympia, the home of the Olympic Games. The last stop in Greece was Sparta where the boys visited the Archaeological Museum. After four nights they boarded an overnight ferry from Patras to Brindisi in Italy.

The Italian leg of the tour began with a guided tour of Pompeii, a once bustling Roman city destroyed by Mt Vesuvius in AD 79. The following day the boys visited Herculaneum and Stabiae, also affected by Mt Vesuvius's eruption. One of the boys described the experience of walking along the streets of Pompeii and Herculaneum, with their bumpy lavastone blocks, as “watching the textbook come to life”. The boys gained

an insight into the lifestyles of the citizens who inhabited these cities centuries ago before they were engulfed by pumice and molten rock.

Other places visited included Villa Jovis on the island of Capri, which was built by Emperor Tiberius, and the National Archaeological Museum of Naples. The final stop on this tour was Rome which, like Athens, has been built and redeveloped around its ancient city. On their walking tour of Rome the boys visited the Colosseum and the Roman Forum. At the latter they enjoyed a Roman Gladiator experience. On the final day in Rome the boys toured the Vatican City.

While visiting famous sites gave the boys an insight into ancient civilisations, they equally enjoyed the times when they were free to explore the cities they visited and make their own discoveries. The cultural richness was expected and amazing but adding to the overall experience, and enriching it, were the strong bonds formed between students and staff on the tour.

### **Other school programs**

#### **Environment Committee**

The Environment Committee provided leadership opportunities for NSBHS students and actively encouraged good environmental citizenship throughout the school community.

The year started with the annual Teachers' Car Wash in which students washed cars to raise funds to support the committee's ongoing projects. The students used a biodegradable soap and washed the cars on the school's grassed areas to reduce any run-off into our waterways.

The committee managed a number of ongoing projects, always with the aim of expansion. These included horticultural activities, paper recycling and communicating the benefits of environmental citizenship. The horticultural activities involved the use of the school's greenhouse to grow herbs and vegetables. The students learnt about crop selection, cultivation using organic principles and sustainability in food production. The paper recycling project was well established and both students and staff were active participants. Used paper was collected in specially marked bins and emptied weekly by the committee's members. There are plans to extend the recycling to include aluminium cans and plastic bottles in 2017.

The committee established a vertical garden outside the science block to beautify the built environment in that area. The students selected Boston Ivy, a plant known for its resilience and climbing ability. The committee also began investigating the feasibility of installing solar panels on the roof of the science block. This was in the early planning stages and is expected to be ongoing during 2017.

To foster whole of school participation the committee organised Green Week and registered for Clean-Up Australia Day. During Green Week activities were undertaken to raise awareness of environmental issues

and to provide suggestions as to how students could help address these. Earth Hour was one such activity.

The committee's executive team represented the school at several external environmental meetings, such as the Earth Hour Breakfast at a local school. Students were encouraged to exchange ideas on the projects undertaken by their respective schools. Our students also attended the quarterly School Environmental Network North Sydney meeting which involved students from other North Sydney Schools and the North Sydney Council Environmental officer.

### **Co-curricular and Extracurricular Excellence**

Dapu Ben Wang (Year 11) was admitted to **MIT Launch**, a prestigious summer program run by Massachusetts Institute of Technology (MIT) for high school students from around the world.

Joshua Wang (Year 11) was chosen to attend the **UBS Finance Academy 2016**. The Academy's objective is to provide leadership in investment banking education with a particular focus on senior secondary school students. Joshua was one of 50 students chosen from public schools in ACT, NSW and Victoria.

Colin Huang (Year 12) represented Australia at the 2016 Asian Physics Olympiad and then went on to represent Australia at the **2016 International Physics Olympiad** in Zurich, Switzerland, one of only 17 Australian representatives across all four Science Olympiads. Colin was awarded a Bronze medal.

Fifty students entered the **Computational and Algorithmic Thinking (CAT) Competition** which was open to all students with an interest in programming. We had 2 students with High Distinctions – Tishan Ritigahapola (Year 7) and Hanyuan Li (Year 8), and 24 students with Distinctions.

Several **Year 12 (Class of 2015) students won scholarships**: Nanway Chen (UNSW Co-Op Scholarship for Mechanical Engineering, UNSW Scientia Scholarship), Leon Cheung (UNSW Co-Op Scholarship for Actuarial Studies), Antony De Araujo (UNSW Co-Op Scholarship for Finance and Banking, UNSW Scientia), Danny Deng (University of Sydney Scholar Chancellor's Award), Lucas Haywood (UNSW Chemical Engineering High Achievers Scholarship), Max Moffat (Australian National University Tuckwell Scholarship), Saroop Philip (UNSW Co-Op Scholarship for Actuarial Studies), Raymond Shi (University of Sydney Business School, Scholarship for Excellence in Academic Achievement), Adam Stanton (Rolls Royce Naval Marine Engineering Cadetship), Ramanathan Udaiyappan (UTS Bachelor of Information Technology Co-Op Scholarship), William Xu (University of Melbourne National Scholarship) and Otto Zhang (University of Sydney Scholar Chancellor's Award).

Onur Tanglay (Year 11) represented Australia at the **International Brain Bee World Championship** in Copenhagen.

Dapu Ben Wang's (Year 11) project for a wire-free electronic prototyping board was selected as one of

100 Regional Finalists in his age group at the **Google Science Fair**.

Rishi Maran (HSC 2015) top-scored in Mathematics Extension 2. He was presented with the **TG Room Medal** by the Mathematical Association of NSW.

In the "Challenge Stage" of the **Mathematics Challenge for Young Australians (MCYA)** the following students gained a High Distinction: Year 7 – Shayan Eftekhari, Oscar Fevre, Caleb Hanly, Gun Im, Daniel Jian; Year 8 – Martin Knezevic, Donren Leung, Hanyuan Li, Pranav Nagalakonda, Benjamin Nguyen; Year 9 – Daniel Arackal, Wisdom Cai, Jiaheng Chen, Roland Cheung, William Feng, Andy Huang, Nathan Huang, Samarth Shrivastava; Year 10 – Thomas Xin.

Science Week activities were run to celebrate **National Science Week** in August: Education Perfect Science Championships; Mr Butt's 'Big Science Show'; a 'walk on water' pool filled with non-newtonian fluid; robotics group showcase; lunchtime 'Scinema' science film festival; and the National Paper Plane Challenge for Year 7s.

The school's robotics group entered a team into the **MIT International Robotics Programming Competition**. The 'Flying Falcons' – Kristian Nolev, Richard Jin, Chen Zhou, Justin Brown, Toby Wong and Ben Wang – came first in the Australian Round! They were mentored by old boy Jeremy Cox (HSC 2011).

Thirty-two Year 10 students competed in the **Science and Engineering Challenge** run by the University of Newcastle. The teams competed in 8 challenges spanning bridge building, logic puzzles and earthquake-proofing buildings and NSBHS was placed third overall.

Eighteen students obtained 'Gold Summa Cum Laude' awards from the American Classical League (ACL) in the **National Latin Exam**. Congratulations to: James Ngo, Joshua Park, Max Xu, Rui Zhang, Chwen Sern Sim, Jack Jiang, Allen Ma, Alexander Frisina, Maksim Lisau, Soorriamoorthy Saruva and Bhavesh Balaji of Year 10; Chan-Woo Shim, Edward Feng and Chris Zeng of Year 11; Daniel Liu, Stanley Zhao, Rishabh Khanna and Dennis Chen of Year 12.

The annual NSBHS Year 8 **Celebration of Languages Day** was held in June. Students took part in these activities: a Roman Army Show; a performance and workshop by a traditional Japanese drumming group; German and French cooking and French soccer; Sepak Takraw (Indonesian volleyball); information sessions about language study at NSBHS; and a mega "Who Wants To Be a Millionaire" competition based on the languages and cultures studied at the school.

These students received High Distinctions in **International Competitions and Assessments for Schools (ICAS) Digital Technologies**: Jonathan Yeo, Shunyao Liang, Nathan Lai, Jiachen Wu, Ethan Chan, Ronald Fong and Chi Yeung Hau of Year 7; Roger Chen, Ricky Huang, Gabriel Phua, Craig Huang, Hanyuan Li, Desmond Ma, Duc Thinh Ong, Varun Sethu and Dylan Shadbolt of Year 8; Jim Huang,

Alexander Cai, Anthony Lin, Matthew Tsang, Nick Dodd, Nicholas Shalaby, Steve Li, Alexander Cronin, Nathan To and Nilesch Nirmalan of Year 9; Joseph Isaacs, Maksim Lisau, Matthew Li, Ben Tran, Victor Bian, William Dieu, Jack Jiang, Sooriamoorthy Saruva, Raymond Su and Justin Wu of Year 10.

These Year 7 students received High Distinctions in **ICAS Spelling**: Ethan Chan, Ian Fan, Samuel Lim, Tianlin Qu, Joshua Tran and Ken You. Ian Fan was also awarded an ICAS medal.

Andy Huang and Ran Shi of Year 9 won medals in **ICAS Mathematics**.

Oliver Brunsdon, Cameron Chang and Bodu William Gong of Year 9 were shortlisted for and/or had works chosen to be read at the **2016 Mosman Youth Awards in Literature**.

In the **UNSW Mathematics competition** Nicholas Dodd (Year 9) scored a High Distinction and won \$100; Cedric Siu (Year 9) and Thomas Xin (Year 10) scored Distinctions and each won \$50. Simon Lin (Year 9), David Lau (Year 10), Rikita Miyamura (Year 10) and Toby Wong (Year 11) scored Credits.

We had some wonderful results in the **Australian Mathematics Competition**. Eleven students won prizes: James Sommer (Year 7); Hanyuan Li and Angus Zeng (Year 8); Wisdom Cai, Daniel Huynh, Eden Lin, Tiancheng Xia and Tim Zhang (Year 9); Daniel Allen, Allen Ma and Yuchen Zeng (Year 10).

In August Year 11 Legal Studies students attended the sentencing hearing in a high profile court case at the **Darlinghurst Courthouse** – Roger Rogerson and Glen McNamara v Regina.

Eric Lee (Year 8) was judged a State Winner and a National Winner in the Year 8 category of the **2016 National History Challenge**.

These students received High Distinctions in the **Science Olympiad 2017** exams: Justin Brown, Rohit Parthasarathy, Divyansh Sharma, Toby Wong and Chen Zhou (Year 11); Aaron Huang and Joshua Park (Year 10). Justin Brown (Physics); Toby Wong, Joshua Park and Chen Zhou (Earth & Environmental Science) have been invited to attend the 2017 Olympiad Summer School.

Joshua Wang and Hal Whitehead (Year 11) both won the prestigious **SAGSE Scholarship** for study in Germany sponsored by the German business community in Sydney. The two-month scholarship provided free travel to/from and within Germany and accommodation with German families.

These students achieved a High Distinction in the **ALC Languages Competition**: Zhiyuan Zhang (French); William Hou, Marco Kall, Joshua Wang and Zhiyuan Zhang (German); Lawton Cao, William Ham, Won Jae Lee, Marcus Lo, Jason Xing and Rui Zhang (Japanese).

Raman Sood and Arthur Wong (Year 11) attended

the **Honeywell Engineering Summer School (HESS)** in December. This was an initiative of Honeywell, Engineers Australia (Sydney Division), NSW 'Engineering' Universities, engineering companies and participating Rotary Clubs. HESS brought together 100 students from across NSW and the ACT.

Victor Liang (Year 10) did work experience at the **Royal Australian Historical Society**. He subsequently wrote an article entitled – Documentation of History in Australia (1780s – 1900s) – which was published on the society's website.

At the awards ceremony for the 2016 Minister's Awards for Excellence in Student Achievement for **Community Languages Schools** Leslie Peng (Year 11) received a Commended Award for his study of Mandarin and Angad Singh (Year 7) received a Minister's Award for his study of Punjabi. Angad also shared MC duties, speaking in his community language.

Darren Huang and Jonathan He (Year 12) each won a Major Prize in the 2016 NSW Year 12 **UOW Engineering Studies Competition**.

### The Arts

Artwork by Christopher Li (HSC 2015) was selected for the **ARTEXPRESS** exhibition and featured on The Arts Unit's Facebook page.

Year 12 students Nigel Lin, Joshua Ning, Ingar Wong and Leon Yao were shortlisted for **ENCORE**.

Joshua Ning (Year 12), Pranav Gilder (Year 11) and Alexander Vorstermans (Year 9) played with the **Arts Unit's music ensembles**.

Orchestra, Symphonic Winds, Stage Band and Year 12 Music students competed in the **North Shore High Schools Music Spectacular**. Orchestra, Symphonic Winds and Nigel Lin progressed to the final.

Simran Thind (Year 10), Joseph Isaacs (Year 10), Philip Han (Year 9) and Luca Thomas (Year 9) attended the **Arts Alive Drama Camp**. They also performed at NSBHS's Drama Performance Evening.

Oliver Brunsdon (Year 9) was a Featured Artist in the **2016 Schools Spectacular**. Oliver's words on the theme of "Dream Big" were included in publicity material for the World's Biggest Classroom, a Schools Spectacular satellite initiative.

The annual **CAPA Expo** in July showcased the talent of our artists, musicians and actors. Year 7 Art classes displayed Indigenous inspired ceramics, lino-prints, self-portraits and sculptures. Year 8 elective Art students displayed colourful bird sculptures, Year 9 displayed landscapes done in oil on recycled table tops and Year 10 students showcased their body of work 'Harbour' and their Banksia Animations. The Year 11 Art class displayed their detailed body of work 'The Figure'. Matthew Tsang (Year 9) designed the CAPA Expo poster and Colin Lu (Year 12) curated the artworks.

Audiences were entertained by the school's **Theatresports** players and Elective Drama students staged short theatre performances. Music students from all years performed including a special performance from Year 11 students and an after-school showcase from the school's immensely talented Year 12 HSC performers.

Ken Li (Year 11) performed at the Sydney Opera House in the **Young Pianists Showcase**, one of 10 local pianists who performed alongside 15 touring pianists from China.

NSBHS Orchestra performed in the Jacaranda Concert of the 2016 **State Festival of Instrumental Music** at the Sydney Opera House.

Ken Li and Pranav Gilder (Year 11) performed a flute and piano duet in the Uluru Concert of the **NSW Primary Proms** Concert Series at the Sydney Town Hall.

The annual **Musicale** in August was a brilliant showcase of the school's diverse music program and the musical talent of our students. The evening featured all major aspects of the music program at NSBHS including Concert Band, Symphonic Winds, Symphonic Orchestra, Stage Band and vocal ensembles, along with individual performances from some of the most talented musicians. The night climaxed with **Mozart's Requiem Mass** performed by all Year 7 students, elective music students and the orchestra.

Michael Deng (Year 10) was the Junior Champion in the **NSW State Band Percussion Championship**.

Pranav Nagalakonda, Benjamin Nguyen, Matthew Truong and Danil Dosen of Year 8 represented NSBHS at the regional **Theatresports Gala Day**. These students were nominated due to their rigorous participation in our co-curricular Theatresports Program. The boys came first and were awarded the Gala Day Trophy.

The Year 8 team in the **Junior Theatresports Competition** won their regional semi-final and then competed in the state-wide Grand Final in November. Danil Dosen, Vincent Go, Benjamin Nguyen, Gabriel Phua and Matthew Truong came fourth in the competition.

Leo Guo (Year 12) had his HSC artwork "Inheritance – Through the Lens" selected for inclusion in **ARTEXPRESS 2017**.

Theo Picard (Year 9) was selected to sing in the chorus for Opera Australia's production of Szymanowski's opera **King Roger** during their 2017 summer season.

### Cultural Excellence

The students in the **Year 9/10 Premier's Debating Challenge** Team (Alex Frisina and Kireth Sandhu of Year 10; Arasa Hardie and Zachary Beauchamp of Year 9) won the regional semi-final against Hornsby Girls High School. They beat North Sydney Girls High School in the regional final. Kireth and Alex were

selected to compete at the junior **State Debating Championship** where elite speakers compete for a place in the NSW Public Schools debating team.

In May Balmain Court House hosted a **mooting competition** for Year 11 Legal Studies students. This competition is "an arena of gladiatorial combat where national and international competitions provide a battleground for law students to test their advocacy skills". Teams of students engaged in question and answer sessions with a panel of judges. Ajwad Jawad, Calvin Kwong, Mark Li, Boswell Lin, Calvin Lin and Garrick Wong represented NSBHS.

NSBHS won their heat of the secondary schools section of the **Interschool Chess Challenge** in April. They went on to play in the semi-final in August and subsequently won the final. The following boys won trophies: 1st – Joshua Behar (Year 11); 2nd – Max Mikkelsen (Year 10); 3rd – Gordon Yang (Year 8). Chris Zeng (Year 11) placed 6th and Kevin Shen (Year 7) was the fifth member of the school team.

The NSBHS chess team took part in the **Australian Schools Teams Championships** NSW Qualifiers. The team comprised Joshua Behar (Year 11), Max Mikkelsen (Year 10), Gordon Yang (Year 8) and Chris Zeng (Year 11). NSBHS tied with James Ruse and also tied in the subsequent playoff. Based on tiebreak chess rules their opponents ultimately won the competition.

In the **Secondary Schools Chess Teams Competition** our Senior Grade chess team won the Metropolitan North Region final. The team was comprised of Cavell Rae, Chris Zeng, Tim Yue and Joshua Behar (all Year 11). The Intermediate Grade chess team also won their final. Team members were Wisdom Cai, Roland Cheung and Zhizhong Guan of Year 9, and David Lau and Max Mikkelsen of Year 10.

The Secondary Schools One Day Chess Teams Tournament for the **Terrey Shaw Shield** was held in September. The shield is named in memory of Terrey Shaw, an NSBHS Old Boy who was an International Master and one of Australia's strongest players. Terrey represented Australia in nine World Chess Olympiads, winning a gold medal in one of them. NSBHS won back the Terrey Shaw Shield from James Ruse AHS. The following students represented our school – Caleb Hanly and Thinesshan Thevathasan (Year 7); Brandon Huang, Archit Mahajan, Ricky Huang and Gordon Yang (Year 8); Max Mikkelsen (Year 10) and Joshua Behar (Year 11).

The inaugural **NSBHS Chess Championship** was held on 12 December and 76 students participated, each playing a total of 7 games. The special lunchtime feature was "rapid chess" played against the school's top players, Joshua Behar (Year 11) and Max Mikkelsen (Year 10), and Neil Wright from Sydney Academy of Chess. Trophies for the first 3 places were awarded to Max Mikkelsen, Gordon Yang (Year 8) and Brandon Huang (Year 8).

## Student Leadership

**Year 10 Peer Support Leaders** from NSBHS and NSGHS ran a full day Peer Support session for Cammeraygal High School's Year 7 in February at St. Leonard's Park. Our boys were led by Eric Moon.

The **Social Justice Committee** organised a discussion panel on LGBTI issues in today's society. Panellists were Cat Rose (National Students Union), Malcolm McPherson (Australian Marriage Equality) and Dr Michael Jensen (St Marks Anglican Church).

In March 25 NSBHS Year 10 students joined students from other local schools in a work experience and career building program known as **NAB Work Inspirations**.

The Charities Committee joined forces with the Salvation Army to take part in the **Red Shield Doorknock Appeal 2016**. Matthew Fu and Hao-Qian Leung of Year 11 met with the Governor General Sir Peter Cosgrove prior to the event to promote the appeal.

In June the NSBHS Social Justice Committee and the NSGHS Women's Collective collaborated for the third time to host the **Domestic Violence Project**. This year's focus was on youth and the impact of domestic violence. Speakers included the Hon David John Hurley AC, DSC – the Governor of NSW, Ms Karen Willis, CEO of Rape and Domestic Violence Services Australia and our Principal Ms Robyn Hughes.

**Crossroads 2016 Careers Event** was jointly organised by the Students Representative Council, Old Falconians Union and the Careers Adviser. Recent old boys of the school were invited back to share their university experiences and evolutions. Featured areas included: Medicine, Allied Health and Science; Engineering and IT; Law; Business, Commerce and Actuarial Studies; and Arts and Fine Arts.

**Leviathan** is a joint initiative with NSGHS involving Year 8 and Year 9 students. The goal of the program is to allow students to develop their leadership skills and knowledge.

The **Students Representative Council (SRC)** initiatives included 'Study Lounge' – this encouraged students to study at school in small groups with senior students as mentors – and Christmas Week events. There were major collaborations with the SRC at NSGHS including dances and trivia nights. Healthy Week was an initiative which considered both the mental and physical health of the students.

The Charities Committee organised the **World's Greatest Shave** to raise funds for the Leukaemia Foundation. Students shaved or dyed their hair and helped to raise more than \$6,200.

On Purple Day our students volunteered to help raise funds for **Epilepsy Action Australia**.

A mufti day was held for **Act for Kids**, a charity that prevents and treats child abuse.

Student volunteers ran the **African Schools BBQ** to raise funds to support the education of African children.

The annual **Australia's Biggest Morning Tea** was held for staff and raised almost \$300 for the Cancer Council.

Nicholas Tse (Year 10) was selected to be part of the **Secretary for a Day** team, a program which forms part of Education Week. Nicholas spent a day shadowing the NSW Department of Education's Acting Secretary Peter Riordan.

SRC representatives from the **North Sydney Entente-Cordiale** community of schools met in June to work through various issues and to work towards developing skills for the future including communication, time management, manners, interpersonal skills, organisational skills, self-confidence, a flexible mindset, passion, enthusiasm and motivation.

Andrew Gorga (Year 11), Yves Yao (Year 11), Joshua Park (Year 10) and Shoryu Das-Zaman (Year 10) took part in the **2016 YMCA NSW Youth Parliament Program**. This program aims to promote community advocacy and leadership as well as provide students with a political forum to express their views and opinions in a realistic parliamentary environment. The final week of this program included 4 sitting days at NSW Parliament House.

**Blu Day** was run by the Student Wellbeing Action Team to raise awareness about mental health and encourage socialisation. The day included specialist speakers on mental health, activities to encourage positive student relationships and student communication about mental health facts and statistics.

The prefect-organised fundraiser **Walkathon** took place on 9 August. Nine hundred boys and teachers set off in groups for the trek from NSBHS to Clifton Gardens where they were rewarded with a barbecue lunch.

The **Prefects of 2016** spent much of their time lifting school spirit and Falcon Pride, particularly amongst the younger students, by initiating many activities within the school. They organised the Walkathon, the Public Speaking Competition, the end of House Cup and the Teacher Thank You afternoon tea. They also organised "The Spectacular Chase" for Year 7s, Prefect Video, LEAP, Blood Drive, So You Think You Can Do Stuff and Do You Even Academic?

The Charities Committee held the **Red Cross Mufti Day** and barbecue, sold Red Nose Day merchandise in conjunction with the charity SIDS and Kids, held a Jeans for Genes Day Mufti Day and sold merchandise for the Cancer Council's Daffodil Day.

Amrit Dhanushkoti (Year 12) was awarded the **2016 Minister's Award for Excellence in Student Achievement**. Amrit received his award from Adrian Piccoli, the NSW Minister for Education.

The 22–week **Max Potential** leadership development program was attended by Arya Khanna, Kristian Nolev, Raman Sood and Kumaren Viknarah of Year 11 and Eric Zekai Kuang, Brendan Ye, Gordon Wu and Kireth Sandhu of Year 10. Each year this program has had a considerable impact on each participant in terms of their student leadership, academic performance, school engagement and overall commitment. The students acquired unique skills that will ultimately enable them to constructively contribute to society.

The Student Wellbeing Action Team (SWAT) promoted **R U OK? Day** in September. The day aimed to meaningfully connect people and to reinforce the concept that just a small gesture can make a difference to someone who may be struggling with their mental wellbeing.

A group of Prefects and teachers attended the **Remembrance Day Service** at the North Sydney War Memorial. Clarence Feng (Year 11) spoke about what Remembrance Day means to him and how his views of it have changed over time. The organisers said that Clarence's speech was key to the success of the day. North Sydney Mayor Jilly Gibson and many others there, veterans and politicians, thanked Clarence personally for his speech. The full text of Clarence's speech was published in the 2016 Falcon Yearbook.

Toby Marlow (Year 12) and Joshua Park, Kevin Yan, Phillip Chen and Shoryu Das–Zaman (Year 10) attended the annual **UNSW Mini Model UN** conference. The students learnt valuable skills such as diplomacy, advocacy, teamwork and negotiation. Toby Marlow received an award for Best Speaker and Joshua Park received an Honourable Mention.

### **Excellence in Sport and the Outdoors**

Our annual exchange with Melbourne High School, the **Crawford Shield**, was held in Sydney but despite the homeground advantage and several closely contested matches the Melbourne team ultimately proved too strong, claiming the shield with a 7.5 – 5.5 win. NSBHS had decisive victories in badminton, fencing, futsal, lawn bowls and music.

The season of summer and winter grade sports saw some great successes for the school. In the **North West Metropolitan Zone** competition NSBHS was premiers in basketball, futsal, table tennis and tennis. The school swimming team finished second at the Zone Swimming Carnival and several students qualified for the Sydney North Regional Athletics, Cross Country and Swimming Carnivals.

Richard Wang (Year 11) participated in the **2016 NSW Table Tennis Junior and Under 18s Closed Championships**. He came second in the under 18 Men's Singles section and won the silver medal.

Mike Liang (Year 10) was part of the U18 Australian **B table tennis** team which beat New Zealand at the ITTF World Junior and Cadet Championships. Mike won the U18 Men's Single Bronze and the U18 Men's Double Gold at the 2016 NSW Junior Open

Championships. He also won the U18 Men's Bronze at the 2016 Elisa Lee Cup TTNSW Open Championships.

Mike Liang (Year 10) competed in the **Australian National Junior Table Tennis Championships**. Mike and Jacob Moore (NT player) won Silver in the U18s Boys Doubles competition. Mike and Richard Wang (Year 11) were part of the NSW A team which won the U18 Boys Team Bronze Medal.

Wilson Hou (Year 10), Joshua Tan (Year 11) and Hal Whitehead (Year 11) represented the Sydney North tennis team at the **NSWCHS Individual Championships**. Joshua was selected in the CHS squad to play in the NSW All Schools State Carnival. Ethan Kwong (Year 9) and Michael Zhang (Year 9) played in the 15 years division at the NSWCHS Individual Championships.

Maxim Nesterov (Year 11) was selected in the Sydney North regional **basketball** team to compete at the CHS State Carnival.

Morgan Yang (Year 10) was selected to play in the **NSW All Schools Golf Championships**.

Kireth Sandhu (Year 10) was selected to represent the Sydney North Region in **hockey** at the NSWCHS Carnival. His team won the tournament.

Kireth Sandhu (Year 10) represented North West Sydney at the **NSW U18 Boys Indoor State Hockey Championships** in Goulburn.

The Year 7 **swimming relay** team – Laurence Lee, Jayden Lee, Alfred Tran and Samuel Yan – won the CHS Gold Medal at the NSWCHS State Carnival.

Aidan Gilling, Alistair Burns and Oscar Fevre, all of Year 7, qualified for the **Sydney North Region Cross Country Carnival**.

Justin Lee (Year 12) competed in badminton at the U19 Australian Championships, helping his NSW team to victory over Victoria and winning the **CP Maddern Trophy**. In the individuals competition Justin won the mixed doubles title for the second year running and was placed 3rd in the men's doubles.

Tyler Martin (HSC 2008) was selected for the **Rio Olympics** Men's Water Polo team. Tom Craig (HSC 2013) was selected as a reserve in the hockey squad.

Pratik Napit (Year 9) played for the Under 15s Met Far North soccer team in the **Football NSW State Titles** competition.