



Annual Report 2004

EPPING BOYS' HIGH SCHOOL

School Address: 213 Vimiera Road, Eastwood, NSW, 2122

Phone: 9869 2701

School Code: 8884

Fax: 9868 1198

www.eppingboys.nsw.edu.au

Principal's message

Epping Boys' High has long been recognised as being a leading government comprehensive boys' high school in Sydney. Our motto, Strive to Achieve; our Mission Statement focussing on "participation, responsibility and quality teaching" and our Code of Behaviour based on "Courtesy, Respect and Responsibility" all testify to our high expectations and values.

We believe in traditional values and have a record of producing outstanding student and community leaders. To achieve this we have developed a caring welfare-oriented approach to student management.

The purpose of this report is to highlight some of our extra curricular activities, our academic and sporting achievements, our facilities and special programs that constitute life at Epping Boys' High School.

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

R A Ecclestone

Our achievements

The Arts

There was a continuation of the diverse and rich creative and performing arts program. Many students were given the opportunity to be involved in a variety of activities outside the classroom environment.

Music

- The choir was again invited to sing at the Historic Houses Trust Carols by Candlelight at Elizabeth Farm.

- An Evening of Music displayed the talents of our musicians and featured our major ensembles—concert band, choir, stage band and orchestra.
- Concert band, stage band and choir were all highly successful in eisteddfods and auditions for music festivals within Sydney.
- Danny Cho (violinist) was nominated for Encore (display of 2004 top musicians in the state).
- Many of our instrumentalists performed with school ensembles, as well as being members of the Millennium Marching Band, State Schools Jazz Orchestra, and State Schools Symphonic Wind Ensemble and Orchestra.



Choir performing in Sydney Town Hall

Visual Arts

- A group of gifted and talented (GAT) students was involved in a three-day workshop (Inter School Art Workshop (ISAW)).
- The annual art exhibition was a great success.
- The Year 12 bodies of work by David Brading and Artyom Laletin were selected for inclusion in ArtExpress.
- The visual arts media lab was upgraded.

Drama

- Andrew Gray auditioned at NIDA for the Young Actors' Studio and was offered a scholarship.
- The Junior Drama Ensemble (Years 7 and 8) met weekly for workshops.
- Matthew Chow (Year 11) and Christopher Inada (Year 11) performed as extras in the Sydney Theatre Production of *Far Away*.
- The Years 9 and 11 Ensemble performed at the Sydney North Drama Festival and the NSW Public Schools Drama Festival.
- The Junior Drama Ensemble performed at the Sydney North Drama Festival.



'Double Double' drama performance

Sport

Epping Boys' High School maintained its high sporting prowess in 2004 by winning twenty zone premierships. The school also competed in fifteen NSW Combined High Schools (NSWCHS) knockout competitions. Outstanding and individual team performances were:

- NSWCHS Puma Cup quarter finals (open soccer)
- NSWCHS quarter finals open hockey
- Zone winter champions
- Runner up in overall zone competition
- Stephen Kayes was selected in the Australian Schoolboys Soccer Team, as well as being awarded the *North Western Zone Senior Sportsman of the Year*.
- William Humphreys was selected in the Australian Schoolboys Hockey Team.
- William Thom toured with the Under 17 Australian Soccer Team.

- Gillan Widders (School Sports Captain) was awarded the Pierre de Coubertin Olympic Sports Award.
- The 15 years rugby team made the semi-finals of the Buchan Shield.
- Monty Richards was first in the CHS high jump.



Puma Cup 2004

Extra Curricula

Streamwatch

The school received the prestigious Dolphin Award for overall excellence in monitoring, reporting and quality assurance. A member of the Streamwatch team, Mitchell Leggo, received the *Outstanding Student Award*. In 2003, Mr Jon Lawrence was awarded the *Streamwatch Educator of the Year* for fifteen years of environmental work.



Streamwatch testing Terry's Creek

Animal Appreciation Group

The Animal Appreciation Group was formed to learn about the classification and types of animals. They met once a week with the aim of designing a zoo using the computer simulation, *Zoo Tycoon*.

The group was not only a practical one but also musical and responded to an invitation to perform at Christmas at Taronga. Their choral item was well received and they have been invited to return in 2005.

FUEL (Interschool Christian Fellowship)

FUEL continued to attract interest from students over a range of years. Meetings were held each Friday lunchtime, being well publicised at morning assemblies by student leaders. EXO Day (Life can be excellent), held on 13 September, was a memorable experience for many students. An outdoor party-style environment provided the opportunity for students to relax, socialise and enjoy the entertainment.



Serving pancakes at FUEL breakfast

Enviro Group

The Enviro Group, which is open to all students, participated in conjunction with Ryde City Council to clean up the front boundary of the school adjacent to Epping Road. The primary aim was to rid the grounds of noxious plants such as lantana. Once per term a group of ten students, suitably gloved and armed with saws and loppers, did battle with the weeds.



Clean Up Australia Day

Welfare

Student Welfare was co-ordinated by head teacher welfare, in conjunction with deputy principal (student affairs) and school counsellor. A year advisers committee and boys' education committee operated within the school during 2004. The year advisers committee focussed on meeting the needs of individual students, refined welfare policies and procedures. The boys' education committee focussed on development and implementation of programs, activities and policies that furthered the philosophy of educating boys.

A support learning team, involving the school counsellor, support teacher learning difficulties (STLA) and head teacher welfare, operated to cater for students with special needs. The integration program provided direct support to students with learning, social and physical needs.

Key evaluations

Educational and management practice

Development of Sense of Community

Background

It has been suggested that in line with general community trends, students do not have the same connection with the school as has existed in earlier times. If students feel they 'belong' in a school, they are happier, their attendance stays high, they are good citizens and they perform to their best. In line with Target 1 for 2004, we sought to test this by conducting a school-wide student survey. There were almost 750 responses.

Findings and conclusions

- 93% of respondents considered Epping Boys' High School was a 'good' school.
- 79% of students felt that the house system contributed to their sense of belonging.
- 89% of students were in favour of our current policy of recognising individual student achievement at assemblies.
- 55% of students currently represent the school in a grade sport capacity.

Future directions

- While 65% of the student body saw value in the wearing of school uniform, there was clearly a greater appreciation among senior students than junior.

- While 93% of individuals believed our extensive extra-curricular program was critical to the ethos of Epping Boys' High School, only 34% currently avail themselves of the opportunity.



Sports House Captains 2004

Curriculum

English Faculty

Background

As part of the school evaluation cycle the English Faculty was evaluated with a focus on the delivery of teaching and learning activities and the selection of meaningful texts and topics.

400 students, 200 parents and all English staff responded to a specially devised questionnaire.

Findings and conclusions

In general, parents were positive in their comments on the English Faculty. Likewise, students in general commented favourably on the range of content and choice of texts. It is of noteworthy interest, however, that both students and parents identified positive staff/student relationships as being essential to effective learning.

Some highlights of the more significant responses:

By students:

- Seniors reported a high level of satisfaction in terms of resources, staff readiness to assist and the challenging nature of classes.
- Juniors expressed a wish for a greater variety of activities and the opportunity to display work. They felt very positive with the use of media and film. They also clearly saw the importance of positive relationships with their teachers.

By parents:

- Appreciation was expressed for the faculty's high expectation and ability to motivate students to high levels of achievement.
- Need to reduce 'split classes' where possible.
- Desire for greater discussion of issues and a maturing of teaching and learning styles.
- Some called for a closer bond between teachers and boys.

By Staff:

- Need for greater emphasis on writing.
- Concern that senior students expect 'spoon feeding' rather than a facilitating teacher role.
- New programs were stimulating and creative and provided for greater flexibility.

Future directions

- Development of strategies to give boys more responsibility for their own learning.
- Incorporation of more group work in the junior years.
- Improvement of classroom environment to reflect publication of student work and effort.
- Review of strategies to foster a more positive relationship between staff and students.

Individual Reading Program

Background

In 2003, the Support Learning Centre introduced research-based systems to address the needs of students who entered high school with a weakness in literacy. Year 7 students were assessed and identified on the basis of performance in whole class testing or by referrals from parents or teachers. The assessment procedures determined if students had problems decoding high school text, comprehension or spelling. This assessment was matched against the broadband State English Language and Literacy Assessment (ELLA).

Findings and conclusions

In 2004, approximately forty students were identified as having decoding problems in years 7 and 8. These students were placed into intensive literacy groups to address the identified weakness and develop the prerequisite skills to successfully negotiate the curriculum.

Future directions

The Support Learning Centre will continue to develop whole-school strategies to cater for students

with literacy problems and improve student outcomes through the application of research-based teaching. Increasing numbers of parents and staff (teachers and aides) will be involved in the program.

Other programs

Library Facilities

Background

In late 2003 and early 2004 the executive requested an educational support team be established with the following terms of reference:

1. The level and type of day to day usage of the library by students and staff.
2. The degree and type of involvement of the teacher-librarian and faculties in cooperative planning and teaching.
3. The impact that changing technologies and new curriculum implementation has on the teacher-librarian.
4. The level of loss of resources and the effectiveness of security procedures.
5. The role of the library committee.

The four-member team was led by Barry Laing, CEO, Regional Consultancy Coordinator. Members included two library experts and a head teacher from our staff. The team interviewed randomly selected staff, students, parents and members from the prefect body and SRC. They also examined extensive documentation.



Independent learning in the library

Findings and conclusions

Detailed findings and conclusions were presented to the school executive on each of the terms of reference.

As a result of this visit and in line with Target 2 in 2005, the executive has set up an internal taskforce to

make recommendations for both immediate and long term plans to address:

- Changes needed in the physical layout of the library;
- Changes needed to ensure the library fulfils its fundamental purpose as a resource centre for staff and students and as an attractive, flexible, independent learning centre.

Future directions

The task force is required to report by the end of term 1, 2005. It is proposed to commence work on the physical layout in 2005.

Student performance



Secondary Numeracy Assessment Profiles (SNAP) is undertaken by both Year 7 and Year 8

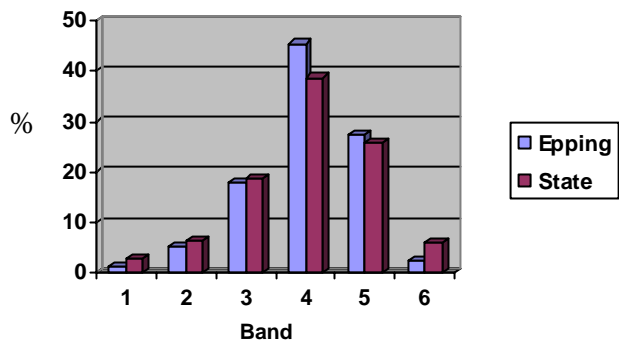
School Certificate

In 2004, 177 boys sat for formal examinations in the core subjects of English-literacy, mathematics, science and civics. Results were reported in six bands with Band 6 being the highest.

- All students performed at higher levels in English, mathematics and science than their Year 5 Basic Skills Test performance would have indicated. In mathematics Epping Boys' High School was in the top decile of the state in this respect.
- Examination results in these core subjects place Epping Boys' High School among the top performers in the state.

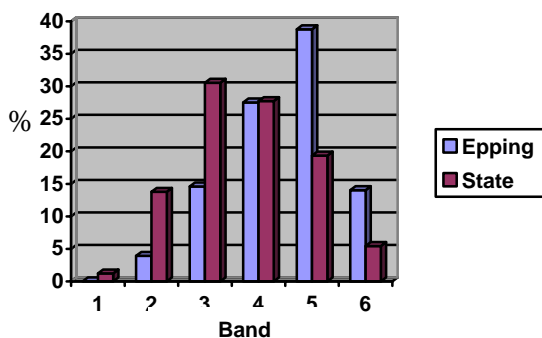
The following graphs compare Epping Boys' High School band results to those of the state.

English – Literacy



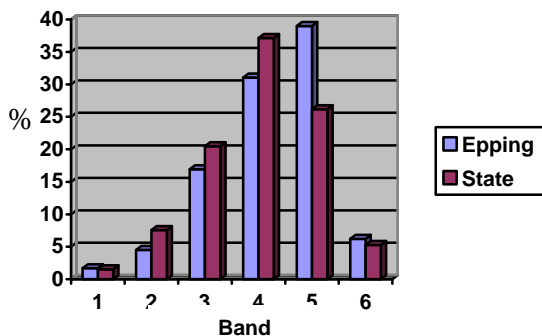
In English-literacy, 30% of Epping students scored in the top two bands.

Mathematics



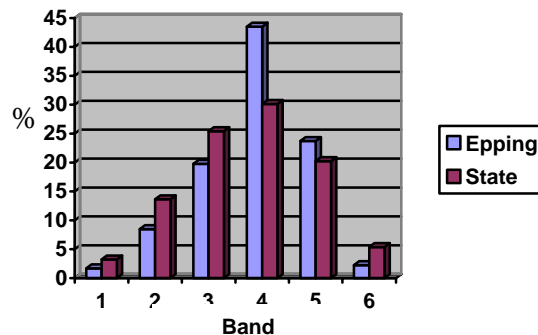
In mathematics, 53% of students scored in Bands 5 and 6 compared with 25% in the state.

Science

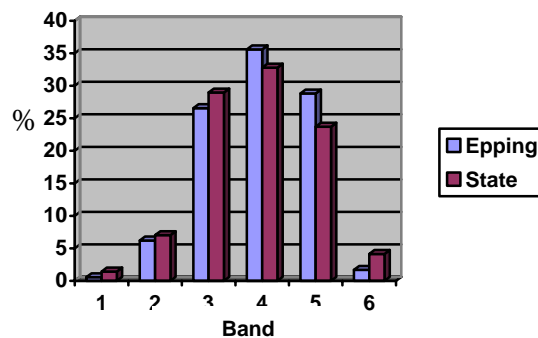


In science, 45% of students scored in Bands 5 and 6 compared with 31% in the state. These outstanding science results again reflect the special science class for the gifted and talented students.

Australian History, Civics and Citizenship



Australian Geography, Civics and Citizenship



In both Civics courses, 28% of students scored in Bands 5 and 6 compared with 27% in the state.

The following sample of results in School Certificate elective subjects reflects a similar overall high standard of achievement. Grade A is the highest.

Subject	A	B	C	D	E	Total %
Commerce	23	18	39	13	7	100
Computing Studies	20	29	34	15	2	100
Technics 1	25	31	28	12	4	100
History	14	31	32	16	7	100
Visual Arts	30	24	36	8	2	100

Higher School Certificate

- 29 of a total of 32 courses have averages above the state, with 20 significantly above.
- 45 boys received mentions for mathematics in the state merit list published in the Sydney Morning Herald.
- Student feedback indicates that 45 students obtained UAIs in excess of 90, with eight exceeding 98.
- Shaun Star (School Captain), Amitoz Gill and Kapil Bazil each received a Premier's Award for scoring over 90 in ten units of study.
- In 2004, the school dux was Shaun Star with a UAI of 99.5.

- Data supplied by the Department of Education and Training indicates that the HSC results showed a significant growth in skill development, relative to already excellent results as measured in the School Certificate in 2002.
- For the fifth year in a row, students studying at extension level achieved outstanding results, given that the majority of candidates in extension courses were from selective schools.
- Four boys scored in the top 10 across the state: extension music – Danny Cho 4th; industrial technology – Andrew Chater 3rd; society and culture – Derrick Gee 3rd and Kapil Bazil 7th.

English—standard, ESL, advanced and extension levels of English all exceeded state averages. This result is particularly pleasing for a boys’ school with a 60% non-English speaking background (NESB) enrolment.

Mathematics—82% of students who studied Extension 1 and Extension 2 mathematics scored in the top two bands of the state. This is particularly significant as the majority of the state candidature in these courses came from selective schools.

Science—above state average results were achieved in all science courses. In physics, chemistry and senior science over 60% scored in the top two bands compared to 35% in the state.

Social sciences—economics, business studies, legal studies and geography results were all significantly above the state average range. In economics 70% of our students were in the top two bands. In society and culture 89% scored in the top two bands.

PDHPE—average course results were well above state average with 65% of students achieving in the top two bands, compared with 27% state wide.



Some of the activities offered at Epping Boys' High School.

Our targets

Progress on 2004 targets

Target 1. Development of a sense of community through promotion of positive social attitudes and citizenship

Our achievements include:

- Over 60 extra curricular activities operated in 2004 with approximately 34% of students involved.
- The establishment of a student environmental enhancement group was indicative of the success of the promotion of values and ideals and the focus on the physical ambience of the school.
- The rejuvenation and extension of the house system has resulted in increased involvement and *esprit de corps* among students.

Target 2. Use of technology for staff communication and teaching resources.



Staff undertaking training in ICT

Our achievements include:

- ICT competencies newly embedded in all faculty programs. All teachers have been trained in the incorporation of these technologies into their lessons.
- School Intranet site extended to accommodate ICT materials.
- Staff teams have been formed to develop and promote materials for student use in the learning process.
- Successful employment of a full time technician for system maintenance.

Target 3. Excellence in teaching and learning

Our achievements include:

- All year 7 students now participate in faculty-based study skills programs throughout the year.
- All students are required to operate a school diary.
- All staff responsible for the introduction of the new Board of Studies syllabuses for the School Certificate have received the appropriate training.
- School funds have been provided for the employment of additional teachers' aides and for the employment of the Support Teacher Learning Assistance (STLA) for four days per week. This has made possible the targeting of students with reading and associated special needs in years 7 and 8.

Target 4. Staff Support and Development

Our achievements include:

- Expenditure in 2004 on professional development increased by over 100%.
- An on-site focussing on the IT needs of staff has resulted in significant increases in this area.
- School development days and a number of after-hours activities have focussed on staff cohesion and inter-faculty communication.



Staff development at Homebush Bay

Target 5. Excellence in assessment and reporting

Our achievements include:

- All student reports 7-12 were produced electronically using the SM package.
- Staff computing facilities have been extended to accommodate the above initiative.
- While learning profiles and outcomes based reporting was being introduced, Epping Boys'

High School has retained normative referencing on our reports. This reflects community wishes.

Targets for 2005

Target 1. Enhance welfare strategies to nurture both the academic and personal development of our students

Strategies to achieve and measure the success of this target include:

- Ongoing promotion of student participation in extra curricular activities
- Promotion of values and ideals by focussing on dress standards, physical ambience of the school and celebration of special events.
- Teaching of social etiquette by focussing on anti-bullying, anger management, student mentoring and the promotion and acceptance of differences within our school community.

Target 2. Excellence in teaching and learning focussing on study skills, literacy, students with special needs and implementation of new syllabuses

Strategies to achieve and measure the success of this target include:

- Inclusion and implementation of specific strategies for learning difficulties, gifted and talented and independent learning into all faculty plans.
- Provide financial resources to extend STLA program in terms of STLA and teacher aide time.
- The current faculty based year 7 study skills transition program will be modified to focus on selected staff presentations.
- Provision of staff training to ensure successful development and implementation of new Board of Studies (BOS) School Certificate syllabuses.
- Establishment of a task force to investigate and recommend reorganisation of library facilities in line with the 2004 library review findings.

Target 3. Enhance use of technology for school communication and development of ICT based teaching paradigms

Strategies to achieve and measure the success of this target include:

- Implementation of the Intranet project to:
-provide release time across key learning areas (KLA) for staff to develop skills in using ICT;

-provide release time across KLAs for staff to develop e-learning resources for classroom use;
-assist staff implement ICT resources in their teaching;
-provide a structure for managing and monitoring project progress.

- Establishment of Intranet strategies to disseminate in-school messages.
- Introduction of teaching paradigms appropriate to ICT use.

Target 4. Develop a supportive professional environment to enhance classroom practices

Strategies to achieve and measure success in this target include:

- Promotion of staff cohesion through inter-faculty professional, sporting and social events.
- Encouragement of all staff to participate in Teaching Professional Learning at an individual level.
- Establishment of a staff peer mentoring program.
- Encourage the concept of the 'collegial staff room' for the enhancement of classroom practices.
- Implement plans to ensure classrooms reflect student work and the facilitation of learning.

Target 5. Relationship building to enhance a sense of whole school community

- For students at Epping Boys' High School to:
 - promote involvement and participation in school activities;
 - enhance school house system;
 - continue mentor program for year 12 students.
- For parents:
 - organise opportunities for parents to connect with the school through year group evenings, Families Matter Project and relevant presenters at P&C evenings;
 - encourage parent participation in extra curricular activities such as music and rugby functions.
- For staff:
 - use ICT development project to foster cross-curricular cooperation;
 - develop a staff buddy program.

Our context

Parent and caregiver involvement and participation

During 2004 the school continued to enjoy strong support from the Parents and Citizens' Association (P&C) and School Auxiliary. The Epping Boys' High School community included 950 families.

The P&C met on the first Monday of each month with attendance varying from twelve to over one hundred people when special speakers were invited. Each month a consistent core of active and interested parents attended. During 2004 the P&C contributed \$40,000 to the operation of the school. The P&C also contributed an outstanding amount of \$160,000 towards the examination hall project.

The School Auxiliary met on the first Wednesday afternoon of each month. Their support in catering for special functions, assisting with the newsletter distribution and operation of the second-hand uniform store was greatly appreciated. They also contributed \$4,000 to the operation of the school.

Five parent-teacher evenings were conducted in 2004. One evening targeted parents of new year 7 students, two provided opportunity for discussion of student progress and two targeted subject selection issues. Over 500 families availed themselves of these opportunities.

Staff contribution to extra curricular activities

The staff at Epping Boys' High School believe that education is more than simply a process of knowledge transfer. It involves a well-rounded growth and development in body, mind and spirit.

To this end we offer an extremely wide range of extra-curricular activities to enhance our students' intellectual, social and physical development. We offer over 60 special activities including academic competitions, creative and performing arts, sport and leadership development. In addition, boys are encouraged to be outward-looking by assisting charities and involving themselves in community outreach to those who are disabled, aged and disadvantaged.

These activities are only possible because of the outstanding support of a wide cross section of the staff.

Community use of school facilities

A wide variety of community and educational groups utilize the school's facilities during evenings and on weekends. These groups include religious, multi-cultural and sporting groups. Activities range from weekly church services, Saturday language and cultural school classes, cricket, basketball and volleyball. Macquarie College operates out of Epping Boys' High School on Monday evenings. The school gymnasium, multipurpose hall and classrooms were used.

Whilst some service and specified community groups enjoyed virtually free access, the school earned \$71,655 from commercial hire agreements. This initiative greatly enhanced our school budget and in turn, the quality of the facilities we were able to offer students.

Opening of Sir Edmund Barton Examination Centre

2004 saw the long awaited opening of our examination centre. The centre is a magnificent venue and represents the culmination of five years of planning and fund raising. The \$1.033 million dollar project was entirely funded from school and community sources. Andrew Tink, MP, declared the centre open on Tuesday 12 October 2004. A number of distinguished guests were present including Mr John Abernethy, NSW State Coroner and ex-Epping student.



Edmund Barton Examination Centre

Enrolment profile

For the last eight years Epping Boys' High School has had four streams of 180 students, totalling 720 in years 7-10. In 2004 in the senior school we had 185 students in year 11 and 167 students in year 12. Approximately 60% of our students have a background other than English. We have students

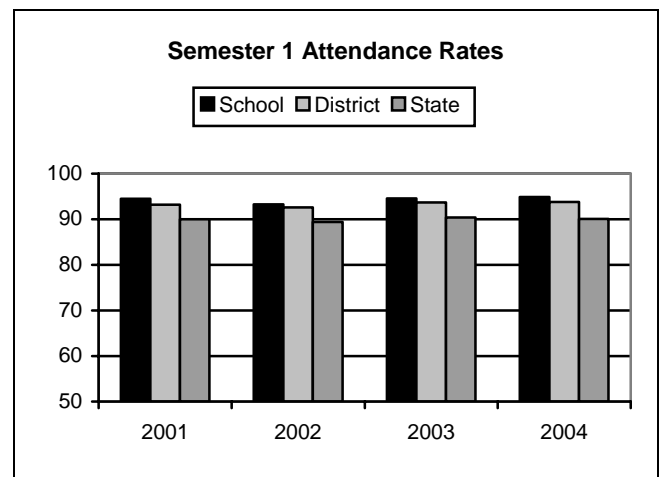
from 51 cultural groups. Our retention rate into Preliminary HSC is consistently high at 90 to 95%.



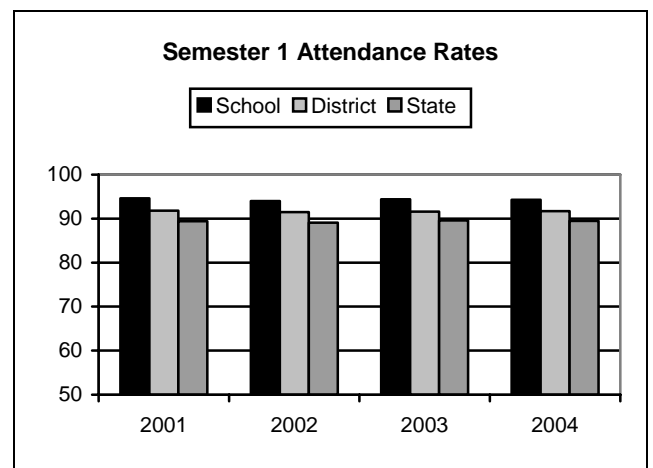
First day of school for Year 7

Attendance profile

For the period 2001-2004 attendance rates have been above state and district. In 2004, our attendance rate for years 7-10 was 94.9% and 94.3% in the senior years.



Attendance rates for Years 7 to 10



Attendance rates for Year 11 and 12

Financial statement summary

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

Balance brought forward	552 228.03
Global funds	449 694.71
Tied funds	172 669.04
School & community sources	723 634.60
Interest	35 905.83
Trust receipts	233 825.89
Canteen	0.00
Total income	2 167 958.10
Expenditure	
Teaching & learning	
Key learning areas	171 324.37
Excursions	106 305.01
Extracurricular dissections	122 305.39
Library	20 677.97
Training & development	17 876.57
Tied funds	141 816.05
Casual relief teachers	76 895.04
Administration & office	373 169.99
School-operated canteen	0.00
Utilities	65 520.68
Maintenance	33 711.11
Trust accounts	206 626.62
Capital programs	148 306.94
Total expenditure	1 484 535.74
Balance carried forward	683 422.36

A full copy of the school's 2004 financial statement is tabled at the P&C Executive. Further details concerning the statement can be obtained by contacting the school.

The amount set by the school's community for the general voluntary school contribution is \$100 annually for years 7-12. Subject fees are levied in relation to consumables used.

In 2004 the school received the following income from these sources.

- Subject specific contributions - \$94,473
- General school contributions - \$89,823

Over the last eight years the school has been accruing community and school-based funds to finance the building of a new Examination Centre. The centre was completed in September 2004 at a cost of \$1,033,000.

About this report

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

Members of the school self-evaluation committee included:

R A Ecclestone (Principal)
 C Brennan (Deputy Principal Student Affairs)
 M Macaulay (Deputy Principal Curriculum)
 K Khurshed (Head Teacher English)
 B Jacob (Head Teacher Social Sciences)
 H Rutherford (Administration Officer)

The school education area chief education officer has provided guidance to the school during the self-evaluation process and validated the analysis of student performance data contained in this report.

Brian Jarman
Chief Education Officer
Northern Sydney Region

The school education director has endorsed the targets contained in this report, which will be used to facilitate area planning and allocation of area resources.

Janet Wasson
School Education Director
The Hills School Education Area

