



SYDNEY BOYS HIGH SCHOOL

2000 Annual Report

Moore Park, Surry Hills 2010
School Code No: 8137

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This report contains important information about the performance of the school in key areas.

The self-evaluation committee has gathered information from evaluations conducted during the year, analysed other information about the school's practices and student learning outcomes and synthesised it in this report. Targets have been determined for the school's future development. The targets have been developed in consultation with a Chief Education Officer and noted by the District Superintendent in order to facilitate district planning and allocation of district resources. Targets are summarised on page 12 of this report.

Members of the self-evaluation committee included:

Dr. K.A. Jaggar, Principal
Mr. Dennis Briggs, President SBHS P & C
Mr. Michael Selway, Teacher, SBHS
Mr. John Kaldor, Parent Representative.

Public Meeting

The school will hold a special meeting to discuss the contents of this report in the school at 7 p.m. on Tuesday, May 29.

You are encouraged to come to discuss the information contained in this report.

Dr. K.A. Jaggar
Principal

Section 1 — Major School Achievements

Achievements in the Arts

The school has a very strong emphasis on co-curricular activities, particularly musical and choral performance and debating.

- The double in debating - GPS Roat Shield and State Hume Barbour Shield - was achieved. The firsts (Oscar McLaren, Hilbert Chiu, Robbie Moore and Mike Martin) were an undefeated.
- Eugene Schofield-Georgeson, Jonathan Ailwood, Morgan Green - Art Express finalists.
- Jack Manning-Bancroft and Mihai Sora participated in the English Teachers Conference.
- Michael Nelson, Jason Kok and Thomas Norrie were chosen to play in the NSW Public Schools Symphony Orchestra.
- Robbie Moore's play 'Wolves' was accepted for a reading by a theatre group.
- Phillip Lesnie won the Sydney Theatre Company's 'Young Playwrights Award'.
- Peter Hayward, Justin Hill and Thomas Beamish sang at the opening ceremonies at the Olympic Games, the Paralympic Games and the Pacific Schools Games.

Sporting Achievements

Participation in competitive sports is a major component of the school's ethos. Sydney Boys High is a member of The Athletic Association of the Great Public Schools. Our boys also compete in Combined High Schools tournaments and carnivals.

- Our Water Polo team claimed the second division GPS premiership.
- The Fencing team won the Nutt Shield again for the 3rd time in four years.
- High regained the Cec Rubie Trophy at the *Five Highs* cricket competition in Melbourne.

Fine individual performances in sport:

- Our 14s and 15s cricket teams were successful in winning the *Trans Harbour Trophy*.
- Our team finished a creditable seventh in the Australian Schools Volleyball Tournament.
- Michael Terry-Whitall was selected in the Australian Under 17 Youth team in water polo.
- Hamish Scott-Stevenson was awarded a CHS Blue for rowing.
- Stephen Irwin was selected in a combined GPS first XV rugby side.
- Andrew Light made the first XI GPS combined side in cricket.
- Paul Carvouni and Gabriel Knowles were chosen in first grade for combined GPS soccer.
- The Australian Sports Medal was awarded to David and Andrew Jacques for Rifle Shooting.
- Paul Watzlaff, Peter Godfrey, Nadeeka Jayarathna, Kyle Solomon, Andrew Walters, David Harris, Scott Morrow and Saul Wodak represented at the CHS Athletics Championships.
- Scott Morrow ran 3rd. in the Open 1500 at the annual GPS athletics carnival.
- Nadeeka Jayarathna finished 2nd. in the GPS Cross Country carnival.
- Andrew Light and Michael Roucek were invited to attend the *Macquarie Bank Leadership Forum* for able young cricketers.
- At the National championships our senior rowers contested: the open VIII, the under 18 sculls (M.Prater, N.Rozen, H. Scott-Stevenson) and the under 16 sculls (G.Barris).

General Achievements

Students are encouraged to participate in programs and events which build leadership skills and a sense of civic duty and community service.

- Daniel Gilbourd won a silver medal at the International Biology Olympiad held in Turkey.
- David David was successful in the national Bible Quiz, winning a trip to Israel.
- At the City of Sydney Junior Chess Competition, Ilya Zvedeniouk and Alex Feldman top scored in their age groups.
- David Nguyen – scored in the top 10 overall in Australian Geography Competition.
- Charles Qin (Year 9) and Shihab Hamid (Year 10) were awarded High Distinctions in the *Mathematics Challenge for Young Australians*
- Beneficiaries of student charity fund raising included: Stewart House, The Cancer Council, The Lions Club of Bondi, The Asthma Foundation, Jeans for Genes Day and Lifeline.

Section 2 — School Features

Sydney Boys High School provides equal opportunity for boys to achieve excellence in academic, cultural, sporting and social endeavours, in an environment conducive to learning, teaching and friendship.

The uniqueness of the school lies in its tradition as the first state secondary school; in its membership of the Athletic Association of the Great Public Schools and its participation in CHS competitions; in its selective enrolment intake, and in its site sharing with Sydney Girls High School.

The school is supported by various incorporated organisations and school committees, including: The Sydney Boys' High School Foundation Inc., the School Council, The P & C Association, The Creative Arts Council and The Sports Council Partnerships among staff, students, parents, old boys and supporters of High are fundamental to the operation of the school.

School enrolment and attendance profile

- SBHS has the highest enrolment of any state school in the Bondi District, averaging around 1090 students per year, a seventh of state high school enrolments in the district.
- Attendance rates in 1999 and first semester 2000 were around 94% in the junior years and 93% in senior years, averaging 3-5% higher than rates in the district as a whole.
- The proportion of students recorded as coming from non-English speaking backgrounds at SBHS was 66.2% in August 1999. There were similar proportions at a number of other Bondi district high schools.
- The retention rate to the HSC for SBHS boys who completed the School Certificate in 1997 was 91.6%, as compared to 66.4% for all students in the district and 61.1% for NSW.

Parent and community participation

- Parents are offered a formal meeting with teachers once each year to discuss their sons' progress, and have the opportunity to arrange additional meetings as required.
- Parents are formally represented on the School Council and the SBHS Foundation through the P&C.
- As members of the School Council, parents have the opportunity to play a role in the development of the school budget.
- Parent representation on the School Foundation give parents a strong say in fundraising and development projects.
- Virtually all co-curricular activities are run with extensive involvement of parents in planning, organising and fund raising.
- *The Sports Council* and *The Creative Arts Council* serve as umbrella bodies for a range of activities, with specialised committees reporting to them or to the P&C.

Curriculum 2000

In Years 7 and 8 students follow a common curriculum: English, Mathematics, Science, Geography and History, Languages, Visual Arts, Music, Design and Technology and PD/Health/PE. Students in Year 8 are able to choose up to two languages from Chinese, Classical Greek, French, German, Hebrew and Latin.

In Years 9 and 10 students follow a common curriculum: English, Mathematics, Science, Geography and History and PD/Health/PE. They are also able to select three elective subjects from: Architecture - Building Design, Chinese, Classical Greek, Commerce, Design and Technology, Drama, French, German, Hebrew, Latin, Music, Technical Drawing and Visual Arts.

Year 11 students were involved in the introduction of the New HSC. The subjects available for study were:

English – Advanced, English Extension, Mathematics, Mathematics Extension, Ancient History, Biology, Business Studies, Chemistry, Chinese, Classical Greek, Economics, Engineering Studies, French, Geography, German, Hebrew, Industrial Technology, Information Processes and Technology, Latin, Legal Studies, Modern History, Music, PD/Health/PE, Physics, Practical Writing Skills, Software Design and Development, Visual Arts.

Year 12 students were involved in the final year of the old HSC. A number of students accessed the Pathways option to complete the HSC over three years.

The subjects available for study were:

English, Mathematics, Ancient History, Applied Studies, Biology, Business Studies, Chemistry, Chinese, Classical Greek, Computing Studies, Economics, Engineering Science, French, Geography, German, Hebrew, Industrial Technology, Latin, Legal Studies, Modern History, Music, PD/Health/PE, Physics, Visual Arts.

Post School Destinations

All students who apply for university entrance are usually placed in tertiary institutions. In the last 5 years the major destinations were:

university	2000	1999	1998	1997	1996
UNSW	84	85	92	83	85
Sydney	52	44	41	43	41
UTS	16	25	17	11	14
Macquarie	14	9	10	11	8
UWS	4	2	4	6	3
Wollongong	2	1	1	2	5

Staffing 2000

Principal
K Jaggar

Deputy Principal
J Beringer

English/History

M Shepherd (HT Eng)
C Barris (HT Hist)
K Arhondas
B Berger
D Cameron
J Eggleton
R Eggleton
G Gilligan
A Hannon
M Jones
S Langker
L Pearce
M Selway
J Walker
N Whitfield
M Wood

Classics

S Mason (HT Cl (RI))
D Matsos
C Werner

Social Science

P Day (HT Soc Sc)
D Baker
S Codey
R Darnley
T Dolan
S Storey (Y9 SA)
S Tiedgen
M Zirps

Industrial Arts

J Fittler (HT IA)
R Dam
R Gifford
C Kesting (Y11 SA)
L Lindwall
J Prorellis (Y8 SA)

Library

P Noller (HT Admin)

Mathematics

P Bigelow (HT Maths)
R Dowdell (HT Admin)
R Boros
E Choy
T Donnellan
AM Gainford
P Harnett
D Hespe
F Jordan (Y7 SA)
C Kourtesis
S Parker (Y10 SA)

Science

M Kay (HT Sci)
TT Benett
E Coan (Y12 SA)
I Cox
B Deeming
S Gorney
C Harvey
M Luithle
A McCormick
M Smith

Modern Languages

G Davies (HT ML)
R Fleming
L Guthrie
H Hua
J Kleber

Creative Arts

N Morris (HT CA)
D Gilmore
T Leung
J May
R Miller
H Tuthill

PE
G Stein (HT PE)
J Anderson
R Farrington
T Ryan

Support

C Swaddling (Counsellor)
R Watson (Careers Adviser)

School Assistants

B Cripps (Sen SA)
L Clarke
L Dwyer
J Lawson
R Meakin
B Mourtzouhos
S McCormack
S McGuiness
G McLachlan
J Newton
R Robson
S Schlederer
N Paterson (GA)

Financial Statement — Summary

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

Date of Financial Summary: 30/11/2000

Income	\$
<u>Balance brought forward</u>	\$72288.00
Global funds	\$356786.00
Tied funds	\$46042.00
School & community sources	\$769867.00
Interest	\$14155.00
Trust receipts	\$152687.00
<i>Total Income</i>	\$1411825.00

Expenditure

Teaching & learning	\$610244.00
Library	\$16360.00
Training & development	\$10654.00
Tied funds	\$44443.00
Casual relief teachers	\$79012.00
Administration & office	\$133047.00
Utilities (power, water)	\$83092.00
Maintenance	\$61929.00
Trust payments	\$151494.00
Capital programs	\$146570.00
<i>Total expenditure</i>	\$1336845.00
<u>Balance carried forward</u>	\$74980.00

Voluntary School Contributions

The amount set by the school's community for annual voluntary school contributions is:

Years 7–12 per student \$470.00

Principal's Comment

A full copy of the school's 2000 financial statement is available from the school.

n.b. 'Global' and 'Tied funds' come from DET.

- More than 80% of total voluntary contributions were collected.
- Capital programs included the refurbishment of three staff spaces and the creation of a Digital Photography Lab.
- Administration and Office expenses were reduced by assigning curriculum delivery paper and printing costs to the faculties.
- The school's Training and Development budget was increased significantly.

Community Use of School facilities

- *Dancelovers* ballroom dancers hire the school hall on a permanent basis twice per week.
- The hall is casually booked by *Lifeline* and the *French School*.
- The High Club, the Old Boys Union, the P & C Executive, the Sydney Boys High Foundation, the Sports Council, the Creative Arts Council, the various Sports Committees and the Rifle Club, use the school facilities regularly for their meetings.
- The *High Store* is operated by the *Sydney Boys High School Foundation* out of premises on the school grounds.
- The P & C runs the *School Canteen*.
- The *UTS Stadium* is used by university and community sporting groups.
- The school provides occasional parking opportunities for patrons of the SCG and SFS.

Section 3 — Evaluation of Key School Programs

3.1 Educational Practice Evaluation

Student Welfare

The *Student Welfare Committee* aims to focus strongly on the establishment of whole school policies and programs that will help to create a positive shift in the school culture and best meet the welfare needs of individual students. A review of Student Welfare policy and practice was undertaken.

- The committee drafted an *Anti Bullying Policy* with the purpose of protecting students from bullying and fostering a school culture where bullying is seen as unacceptable.
- The introductory pages to the *School Diary* were completely revised by Mr. Walker and Mr. Beringer to clarify discipline policy and provide a comprehensive alphabetical guide to school procedures.
- The selection method for the position of Year Adviser was changed from a voting procedure to a merit selection process.
- The status of the SRC was enhanced. Opportunities to represent the school in forums on youth issues were provided. Leadership in charity work and liaison with service clubs was promoted.
- A *Transition Policy* was drafted, covering Years 6->7, 10->11, 12-> tertiary. Its purpose is to facilitate a smoother transition between the important stages of a student's educational experience. Contacts were made with feeder primary schools and destination universities. Changes were made to course selection procedures in Year 10 to improve support and counselling of students while making their selections.
- A student monitoring program (RISC) was upgraded. Referral lists were published for executive action.
- Progress letters on students in Years 10-12 were centrally recorded and follow-up procedures implemented by Head Teachers, Year Advisers and senior executive.
- Period-based attendance monitoring was introduced for Years 10-12. Twice per term teachers' class rolls are collected and attendance patterns analysed by a Head Teacher Administration.

Student Welfare matters have a raised profile in the school this year. The Student Welfare Committee has played a pivotal role in establishing this change. The *Student Welfare Strategic Plan 2001-2003* was produced.

3.2 Program evaluation Boys Education

Boys' Education is the term given to the analysis of the way schools are encouraging boys to construct their masculinity. It is about giving them the understanding that masculinity, like femininity, is a construct and that they should be able to choose the way in which they construct their masculinity from the many very different ways of doing so.

A presentation was made to staff on a *Staff Development Day* on the aims of *Boys' Education*. This concentrated on the idea of masculinity as a construct. The talk was followed by a series of exercises involving the analysis of men's magazines and calendars and advertisements from both men's and women's magazines. It illustrated the pressures upon young males to construct their masculinity in a certain way; and exemplified the differences between the way men's magazines and women's magazines view the 'ideal' male.

Boys' Education perspectives on the curriculum include:

The **English Faculty** introduced a unit into the Year Eleven program studying the constructions of masculinity in literary texts. All English programs have possibilities for the treatment of gender issues and stereotyping in various spoken, written and visual texts.

The **History Faculty** introduced the *Women of Significance School History Project, Investigating Australian Women* into the year Nine *Wars* elective. This unit makes up 50% of the Term One assessment and also culminates in possible entry in a national competition.

Issues such as stress, coping, adolescent risk-taking behaviour (substance abuse, road safety, sexuality), body image, interpersonal relationships and male stereotypes are addressed in **PDHPE** in the senior and junior curriculum.

For Years 7 and 8 issues such as how male images are portrayed in tobacco and alcohol advertising are discussed.

Interpersonal relationships and the understanding and respecting of the views of others are covered in Year 8 with an extended focus on sexual relationships and preferences in Year 9.

For senior students sexuality, drug issues and road safety education are covered in the *Crossroads* program, as well as in the HSC Option One topic, *The Health of Young People*.

An importance is placed on regular exercise and physical fitness by the faculty, providing positive role models for young students in this regard. The material presented in PDHPE is designed to broaden the understanding of issues related to males and provide students with positive strategies in dealing with these issues.

The **Social Science Faculty** encourages boys to be non-sexist, non-racist and to work to their full potential. Tolerance to all is actively promoted.

The school views constructing appropriate perspectives on masculinity as an important foundation of its Boys Education program.

3.3 Programs to Support Learning Technology in teaching and learning

- Major improvements to access occurred in 2000 with students having up to 100 computer terminals with Internet access available in four major sites around the school.
- All staff are able to access the school's intranet / Internet - resulting in a wider variety of resources being downloaded for student use.
- Technology consultants were engaged to improve the reliability of the network. The power supply to the network was protected.

English Teaching and Literacy

English outcomes improved in 2000. At both School Certificate and Higher School Certificate levels there was evidence of significant 'value adding' based on incoming BST scores and School Certificate results.

- Training and Development, Programming and Stage 6 Implementation were emphasised in 2000.
- Improvement in assessment instruments and procedures was seen as a priority.
- Four teachers attended a two-day English Teachers Association conference.
- Programs for Years 7-10 were rewritten. Greater emphasis will be given to the teaching of film. Units based on multiple texts will be taught.
- All students in Year 7 and all new students are *literacy tested* to establish their degree of ESL need.

- Our testing and information-gathering program has generated files assessing the English literacy performance of our students.

3.4 Equity Programs Aboriginal Education

- The Stage 4 History Program was rewritten to focus on indigenous cultures and to engage in a comparative study of Australian Aboriginal and North American Indian cultures.
- Sydney Boys High SRC collaborated with Sydney Girls High to organise activities. Reconciliation issues were addressed through joint lecture days and a 'Sea of Hands' display. This activity culminated in a whole school assembly addressed by a tribal elder.
- An Aboriginal artwork on the theme of reconciliation was hung adjacent to the main office.

Multicultural Education/ESL

- Nearly 800 students at Sydney Boys' High come from Non-English-Speaking Backgrounds. The majority are of Chinese background—one student in every three.
- Approximately 20% of students require ESL support.
- ESL staff monitor and assist the majority of junior ESL students—either with classroom teachers or through direct teaching.
- Students in the senior school self-refer. One of the 10 students who self-referred scored in 91-100% (2-unit general) after ESL assistance.
- Staff were informed on issues concerning NESB learners and multicultural education through 4 issues of *The ESL Informer*.
- A comprehensive policy document covering ESL, NESB, multicultural education and anti-racism was prepared for staff.
- Community outreach was served through a regular *Communities* column in *High Notes*, including use of community languages.
- Two meetings were held in 2000 for NESB Parents with a view to establishing in 2001 a Community Outreach Project. Ms Ursula Ng representing the Chinese community, along with Keith Lee from the Korean Welfare Association, attended the first NESB Parent Meeting.
- The young Asian-Australian group *Mosaic* has several ex-students involved. They produce an annual anthology featuring Asian-Australian writing. Members of the Mosaic group participated in the second NESB Parent Meeting.

3.5 Programs to Support Students Drug Education

There were major initiatives undertaken in this area in 2000, including an overhaul of the Stages 4 and 5 PD/H/PE programs. In 1999 staff had participated in a number of activities, focusing on "harm minimisation" as an underlying principle. They had devoted most of a School Development day to exploring this concept and heard a comprehensive presentation from Dr Alex Wodak, a parent who is also director of the St Vincent's Hospital Drug and Alcohol Services.

This experience, along with a detailed examination of the *Principles of Drug Education in Schools* led to the subsequent rewriting of these programs for implementation in 2000. Some minor modifications will be made in 2001 following an evaluation of the programs.

This revision was supported by significant parent involvement. Joint meetings of Sydney Girls and Sydney Boys High Schools parent groups examined the National Drug Education Strategy and the *Principles of Drug Education in Schools*, and participated in a forum led by Angela Wood (mother of Anna).

The staff considered the *Guidelines for Managing Drug Related Incidents in Schools*. Whilst appreciating the emphases on prevention through drug education and safe and supportive school environments, staff also addressed intervention through appropriate procedures for dealing with drug-related incidents at school and support for students who may be involved.

Student Welfare Introduction of a Living Skills course

The highlight of this year's work in the student welfare area was the acceptance by staff of a Living Skills program for Years 7 & 8 to be implemented in 2001. The units of work link together to assist a smoother transition to secondary school for Year 7 students. They offer meaningful strategies to deal with bullying (Year 7) and to cope with depression (Year 8).

It is anticipated that the program will be developed further in 2001 to include the current Peer Support Program, methods for dealing with stress (Year 9) and Peer Mediation (Year 10).

Student Support

Students with diagnosed learning difficulties receive assistance from a Support Teacher, including: organisation of study materials; prioritising tasks to meet due dates; monitoring progress through assignments; study skills and examination preparation; and liaison with teachers and parents. A number of students also received support through special examination provisions: use of a word processor, extra time or use of a scribe.

Peer Support 2000

Peer Support has long been established at Sydney Boys High and provides crucial support to year 7 students in their initial transition from Primary schools all over Sydney. Peer Support Leaders are given intensive training over two days by teachers and gain valuable leadership experience. Peer Support in secondary school is aimed at developing skills in communication, listening, problem solving, conflict resolution, empathy, assertiveness and relationship building.

In 2000, sixty Year 11 students did a fine job as Peer Support Leaders and demonstrated sincerity and dedication in their role. In 2001 the school will be extending the leadership opportunities to Year 10 students in an endeavour to harness and develop leadership qualities as early as possible.

3.6 Vocational Education Program

A *School to Work* grant was used to further develop our vocational testing program and to purchase folders for senior students.

3.7 Specific School Initiatives Occupational Health & Safety

The Sydney Boys High School Occupational Health and Safety Committee was reactivated in 2000. A new Constitution and Standing Orders were drafted and accepted by members. Mr. Steve Codey was elected Chairperson.

- A site visit by an O.H.& S. training team identified areas for the Committee to address.
- An OH&S area was created in the Staff Common Room and proformas for reporting on OH&S matters devised and distributed.
- Speed bumps, signage and concrete driveways were installed in response to hazards identified by staff.

- The *Critical Incidents Policy* was evaluated. A new set of *Evacuation Procedures* was drafted and new signage purchased to delineate evacuation routes.
- Rear to kerb parking was made school policy as suggested by the visiting committee.
- Electrical cords were checked in various locations and overloaded power boards were replaced with additional power points where necessary.
- A hand drier and soap dispenser were installed in student toilets and deodorised cakes in urinals, in response to requests from the SRC.

Junior Strength Testing Program

The school conducted a strength and fitness assessment program for students in the junior school. Muscular strength is beneficial to young males in respect of sports performance, body image and consequently self-esteem.

A qualified exercise scientist was employed to administer the tests which included: push ups and chin ups for upper body strength, and lying leg curls using 80% of body weight to measure leg strength. All tests were performed to maximum repetitions.

The results averages indicated in general terms that our students were in the "poor" muscular strength category in comparison to other students of similar ages.

Test	Year 7	Year 8	Year 9
Push ups	11	14	16
Chin ups	1	2	4
Leg curls	10	14	10

The strong recommendations from the study were that the weight training facility at the school needed to be expanded and modernised and that students needed to be involved in scientifically designed and monitored individual strength training programs.

A sum of money was set aside for expenditure in 2001 to lease sufficient modern weight training equipment to operate individually tailored programs and to engage staff through UTS to design such programs and monitor their implementation in training sessions. A restricted number of two-hour sessions would be available each week, staffed by final year Human Movement students from UTS.

Selection and role of Prefects

A whole school survey on the role of prefects was administered. Issues about selection, duties, sanctions and numbers of representatives were canvassed among staff and students. The role statements of Captain, Vice-Captain and Senior Prefect were reviewed.

- A new selection process was implemented. It was decided that there would be a mixture of elected and appointed Prefects.
- Prefects were assigned to specific domains of school life.
- A code of behaviour was drafted and penalties for breaches were set out.

Staff Welfare

- The *Allowances System* for teachers who attend Saturday sports was published, discussed and improved using an open forum model. The relative time values for various duties performed on behalf of the school were debated.
- Twenty computers were leased using a grant by the *High Club* for use in staff rooms. Extra data points and printers were installed.
- Staff accommodation was improved by the creation of a new Industrial Arts staffroom by refurbishing Room 801; and by relocating some Front Office staff to McDonald Wing.
- A fixed period of time on Friday morning was negotiated as an appropriate meeting period for staff. Faculties, Committees and whole staff meetings will rotate each Friday in 2001. Scripture was rescheduled for this time. Students not involved in Scripture classes have library access and minimal supervision provided.
- The *Hart Fund* (named after its benefactor) was established to benefit staff who suffer hardship, bereavement or financial losses in the course of their employment.

Visits and tours

- A NSW Government sponsored China Exchange visit took place in 2000. Hangzhou in Zhejiang Province sent students to Sydney and a return delegation of students from Sydney Boys High and Strathfield Girls High visited China. Some excellent outcomes in intercultural understanding resulted from the visits.
- A very successful history tour was undertaken in 2000. Students visited battlefields in North America and Europe. Students studying a *Wars* history elective gained deeper insights into their course.

- A combined team of rifle shooters including our students, attended the Queen's Shoot at Bisley in England this year. The boys from our school competed very well in this prestigious international target shooting event.
- An Anzac Day reunion - Class of 1935-6 - of seventeen old boys, including an Olympic gold medalist and a VC winner, gathered to witness our school ceremony and to socialise at a special school luncheon. Another gathering is planned for 2001.
- Eminent Old Boys writers visited the school and dedicated a section of the library to old boy writers. Offers of writer mentors on line to assist our students were made.

Financial Administration

Significant changes were made to the financial administration policies and practices of the school during 2000. A new set of arrangements with the P & C Association and the School Council was negotiated.

- A system of cash flow budgeting was introduced in 2000. Program managers became responsible for the management of their budgets, including paper costs.
- The Sports Council was re-activated as the financial and policy-making body for sport, making recommendations on budgets to the Finance Committee.
- A new set of protocols was established for the *The Parking Committee* to improve administration and to make allocation of dates more equitable.
- A 15% levy on parking revenue was imposed to finance school ground improvements. A new *Reconciliation Form* for School Family interest groups was devised.
- The Finance Committee was reorganised to become a school executive body to make recommendations to the School Council on budgetary matters.
- A formula was agreed upon as the most equitable method of distributing the grant of money determined by the Principal and the School Council for use by Faculties. Faculties with high consumables costs are compensated outside of the formula, after submitting a cost per student per course analysis.
- The Finance Committee provides an annual list of priorities to the P & C for the allocation of moneys raised by the P & C operated Canteen. The P & C chooses which ones to fund. It has input into the priorities list.

Other initiatives

- Science Faculty enrichment programs that ran through the year included: the Solar Car Project, the Earth Watch Biology research field trip, the Olympiad program, lunchtime physics tutorials, the National Science and Chemistry Quizzes and lunchtime titration coaching.
- Jeremy Charles, Steve Barbouttis, Ari Shapievsky and Ben Lonsdale (Year 10) organised a successful joint barbecue with SGHS which raised a significant sum for Stewart House.

Competitions

Participation in academic competitions is an expectation of every boy in the junior school. It is optional for senior boys. Competitions offer gifted students an opportunity for state and national competition to gauge their abilities and skills.

- The *Australian Mathematics Competition*: 35 Prize winners at the upper 0.3% level of achievement. 134 High Distinctions. 405 Distinctions.
- The *Australian Mathematics Olympiad Committee*- Mathematics Challenge. Charles Qin (Year 9) HD. Year 10- Shihab Hamid HD. Geoffrey Dang, John Bui, Ken Liu, Cheng Fu, David Nguyen - Distinctions.
- Mark Benjamin was selected for the National Mathematics Summer School.
- The *Australian Schools English Competition* (inaugural participation of 106): 7 High Distinctions, 40 Distinctions.
- *National Science Competition* – 58 High Distinctions.
- *The Australian Geography Competition*. 85 High Distinctions. 84 Distinctions.
- The *AMP Australian Economics Competition*. 24 High Distinctions. 29 Distinctions.
- National Finals of the Titration Competition - Matthew Baker, Daniel Gilbourd, Ben Privett.
- Australian Business Week State program – Dorian Beaver.
- UNSW gk.quiz- Joint N.S.W. winners. Jimmy Van (Year 8) and Daniel Chen (Year 10). John Huang (Year 9) was also a NSW winner.
- Five Year 11 Business Studies students produced a report for the NSW Fire Brigade as their E Team project sponsored by the Australian Quality Council.
- Our Karl Cramp and Commonwealth Bank Senior debating teams progressed to the state semi-finals.

3.8 School Certificate Information

State wide examinations

Year 10 students sat for formal examinations in English-literacy, mathematics and science.

Results were reported in six bands: Band 6 representing the highest achievement and Band 1 the lowest.

<i>Subject Area</i>	<i>Comments</i>
<i>English-literacy</i>	The improvement in English results 1998-2000 is gratifying. In 2000, 83% of students gained grades 5 or 6 (state average 30%) and 16% achieved grade 4 (state average 34%). At 2.77 times the state percentage for grades 5 & 6, this year's result is the best since the new test was introduced in 1998. (Comparative figures were: 1999 - 2.44, 1998 - 2.55).
<i>Mathematics</i>	The results in 2000 for the mathematics test were very pleasing. In a candidature of 176 there were 133 students (75%) in Band 6 (ie. the top 8% of the state). Overall the results in 2000 were better than the previous years. Only 1 student was awarded a grade 4 or less (compared to 17 students in 1998). Bands 5 & 6 comparative figures: 2000- 3.5 the state percentage, 1999-3.2, 1998- 4.5.
<i>Science</i>	The SC science results were the best since the test was introduced in 1998. Sixty-four students (36.6%) were awarded grade 6, nine times the state level. 94% of students received grade 5 or 6. Only 12 students were awarded a grade 4 or less (compared to 49 in 1998). Comparative figures for Bands 5 & 6: 2000- 3.5 state percentage, 1999- 3.1, 1998-3.6.

Faculty comments on School Certificate Grades

Social Science grades at the school level were: Geography A-67%, B-25%, Commerce A-69%, B-22%.

In **History** grades at the school level were: 100 hours (A- 45%, B-36%), 200 hours (A-45%, B-27%).

PD/H/PE results were comparable to previous years: 68% were awarded grade C or better. Grades A & B combined were 31% whereas state grades A & B were 38%. The average cardiovascular fitness of junior students as measured by the 1.6 kilometre run was in the 50th. percentile band of national results.

A strong performance in **Visual Arts** saw a higher than state pattern of results for students achieving at the highest level of achievement with no students achieving in the lowest two categories. Grade A- 33%, Grade B - 19%. In **music** 70% of students were awarded As (3.5 times the state percentage).

Languages results in 2000 were mixed. In French and Chinese student grades compared very favourably with State results and were consistent with results in past years. In Latin and German and to some extent Classical Greek there were disappointing tails and A grades were less expected. Better results are foreseen for 2001.

In **Technology and Applied Studies** four Design & Technology and two Technical Drawing classes presented for the School Certificate. The successful Electronics Course, introduced in 1999, led to senior school subject selections in Engineering Studies and Software Design for 2001. Modules on Electronics and Computer Programming have been written for all students studying Design and Technology in 2001.

In **English** literacy skill development has focussed: on recognition and use of text types, precision in language usage, analytical thinking applied to multiple choice questions and familiarity with test vocabulary. ESL support for current Year 10 students has been provided since 1998 facilitating improved student outcomes. In addition, literacy strategies implemented in the English Faculty since 1998 appear to have contributed to rising literacy standards.

3.9 Higher School Certificate Information

Summary of Results for Subject Areas

<i>Subject Area</i>	<i>Comments</i>
<i>English</i>	In 3-unit, 11 students achieved state average results in an elite state candidature. The 2-unit results were the best for several years despite the increase in students attempting the more demanding 2 unit related course.
<i>Mathematics</i>	The results were outstanding. In 4U mathematics, 12 students were placed in the first 100 in the state. Overall 78 students scored 90% or better in their course. The 2-unit results were the best for 8 years.
<i>Science</i>	Student numbers in physics and chemistry were higher than in previous years. Students performed well with the results in physics being particularly good. The school average was (0.993) of a standard deviation above the state mean.
<i>Social Science</i>	The results in business studies, economics and geography were a continuation of the pleasing trend of previous years where the school mean in these subjects was considerably higher than the state mean.
<i>Languages</i>	Classical Greek and Greek results were consistently excellent. Louis Wang came third in the state in 3 unit Latin and Yin Hong Lee sixth. The French results equalled or exceeded expectations for each student.
<i>Creative Arts</i>	A terrific year for the visual arts candidates in the 2000 2 unit and 3 unit paper with one student placed in the top five for the state in 3 unit while also achieving 100 for his 2unit mark. 60% of students were placed in the top percentile band.
<i>PD/H/PE</i>	Seven students sat the 2-unit examination. Two students achieved in the 91-100% band. The school average was 10.6 above the state mean.
<i>Technology</i>	3-unit computing studies results were the best ever, and the 2-unit results the best since 1994. Engineering science students performed very well in 2-unit and were up to standard in 3-unit.

High quality H.S.C. results were again earned by our students, with Louis Wang being awarded a UAI of 100 and accompanied by Yi-Hong Li and Rahul Dubey received a Premier's Trophy for Excellence. The three boys attained 90% or higher in 11 units in the H.S.C. Yi-Hong also gained a Premier's Certificate for his first place in the state in 2- unit Classical Greek. At least 32 boys achieved UAIs of 99 or more, while at least 113 students had UAIs of 90 or better. All 174 applicants to university were placed.

Underachieving students (defined at SBHS as students with UAIs below 80) represented 14.94% of candidates. There were 15 students below UAI 75, the lowest number on our records. Using TER calculations, the average below 80 (1989-1997) was 40% of candidates applying. Since the UAI calculation (1998-2000) the average below 80 is 14%.

The results in physics, business studies, modern history, legal history 3-unit, and mathematics 3-unit, were above the school's long term average for those courses. Twenty-two of forty-four courses recorded results above the long term average (as measured in state standard deviation units). In only German and Chinese were results for any courses below the state mean.

In English, the 3-unit class was the biggest for six years; an extra class of 2-unit related candidates presented for examination; and 2-unit general results improved slightly over 1999.

In ancient history, 2-unit and 3-unit results were outstanding, the best since before 1993, at 1.4 and 1.5 standard deviations respectively above the state mean. Three unit modern history results were the best since 1996.

* HSIE = Human Society and Its Environment

* TAS = Technology and Applied Studies

Section 4 — Targets

4.1 Progress on 2000 Targets

- The *Strategic Plan 2001-3* was produced after a process involving Staff Development Days, staff and executive meetings and several retreats for committees. The Plan was endorsed by the School Council.
- New programs were written in English 7-10. All faculties completed programming for Years 11 and 12 for the new HSC. Additional resources were made available (with P & C help) to ensure effective implementation of Year 11 courses. Year 7 Programs were evaluated.
- A *Student Welfare Plan 2001-2003* was negotiated. The roles of Prefects and the SRC were differentiated.
- A *Site Development Plan 2000-2010* was drawn up by the school architect after a series of consultations with school and DET staff, the Sydney High School Foundation and the School Council.
- The role of the *Sports Council* was clarified and expanded. A revised *Sports Policy* was negotiated and implemented. The school's *Sports Development Project* was registered with the Australian Sports Foundation.
- A *Deed of Licence* was signed by the Sydney Boys High Foundation with Centennial Parklands for the continued use of the McKay Playing Fields and the Fairland Pavilion for the next twenty years.
- The Administration Office was modified to include another service bay. A new School Assistants Office was established. The High Store was air conditioned and provided with storage space. A digital photography lab was developed in the Visual Arts Faculty (with P & C assistance).
- The *High Notes* was re-established as a weekly publication to inform staff and parents.
- The school's network was connected to all buildings. New file servers, hubs and data points expanded staff / student access.
- An active *Grounds Committee* developed a four year plan for ground improvements and held working bees to help landscape the school.
- A bore was sunk to provide water for the school gardens. The Cutler Drive was widened by a metre from the main building to Anzac Parade. Road base was laid to stabilise our road surfaces.
- The Rowing Committee and the Sydney High Foundation built a Caretaker's Cottage and a new pontoon at the Outterside Centre.

4.2 Targets for the Year 2001

- Implement the first year of our *Strategic Plan 2001-2003*. Promote it to stakeholders.
- Resource the Year 12 implementation phase of the New Higher School Certificate and support professional development activities.
- Evaluate and expand our programs and learning experiences to meet better the needs of our students.
- Develop our understanding of the needs of students of non-English speaking background.
- Improve our policies and practices in assessment, performance monitoring and reporting.
- Activate the *Living Skills Program* for Years 7 & 8- plan a program for Years 9 & 10.
- Review the *Student Awards Scheme*.
- Evaluate the school's *Homework Policy*. • Analyse and make recommendations about data gathered from the *Quality of School Life* Survey administered in 2000.
- Expand the school's co-curricular program and consolidate the new *Sports Policy*.
- Consolidate our stakeholder partnerships. Work towards establishing a convocation of interest groups serviced by a Secretariat.
- Promote our *Site Development Plan* to DET, potential joint venturers and the School Family. Achieve a unity of purpose concerning future directions for the school.
- Build our school website and produce a promotional CD as part of our marketing strategy for the school.
- Continue to expand computer access in staffrooms, classrooms and the library. Expand on software platforms for staff and train them in their use.
- Refine our system of financial management so that Program Managers and Stakeholder Committees understand and apply it.
- Enhance the school environment.

In order to facilitate district planning and allocation of district resources, targets are noted by the District Superintendent.

Ann McIntyre

District Superintendent,
Bondi District