

Blacktown Boys High School

Annual Report



2016



8244

Introduction

The Annual Report for **2016** is provided to the community of **Blacktown Boys High School** as an account of the school's operations and achievements throughout the year.

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

Shaun Addy

Principal

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School background

School vision statement

Blacktown Boys High School continues to be recognised as the school of choice for boys in Western Sydney. A positive learning environment with a culture of continual improvement and collegiality drives the best possible learning outcomes for all students. Teachers are seen as lifelong learners who provide high quality teaching and learning, leading to high student growth levels in a safe, challenging environment. As well as embedding essential skills, innovative approaches to the delivery of curriculum are at the forefront of planning, leading to the development of problem solving skills which prepare students for the challenges of the future. Students are engaged, independent and reflective learners who take pride in themselves and their community as they journey from boys to men.

School context

There are over 500 students enrolled across the six years of schooling. Situated, close to both road and rail transport hubs, BBHS, draws on students from the local area, and also permits enrolments from further afield, for those seeking a boys only environment. Blacktown Boys High School has been a Partially Selective high school since 2010, providing for the learning needs of a Gifted and Talented stream, as well as mainstream students. It caters for a culturally diverse student population, with high expectations for all. This is demonstrated through inclusive teaching and learning practices for every student. BBHS emphasises a holistic approach through the development of the whole student, with academic, sporting and cultural opportunities as well as quality extracurricular activities. BBHS enjoys positive working relationships with all major Sydney based universities, and key local and CBD businesses, which combine to provide academic, social and vocational mentoring. As a member of the Blacktown Learning Community, BBHS helps ensure the smooth transition of boys from primary to secondary school and aligns teaching practices between the two systems. Identification of best practice and sharing of skills is fostered through membership of the Nirimba Learning Community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that BBHS is Sustaining and Growing in the domain of Learning. At BBHS we pride ourselves on having a strong learning culture based on positive, respectful relationships and engagement between students, teachers and the wider community, including our ongoing partnerships with Macquarie University and the Australian Business and Community Network (ABCN). In 2016 BBHS continued to have a strong focus on improving men's health, and increasing a sense of civic responsibility. Our students performed well in external testing, demonstrating above expected growth across all levels.

Our self-assessment against the School Excellence Framework demonstrated that BBHS is continuing to deliver in the domain of teaching. Staff are continually engaged in improving classroom practice through professional learning and collaborative practice. Staff utilise internal and external data to evaluate and update teaching and learning programs. Our process of curriculum evaluations are a direct application of the professional teaching standards.

BBHS is committed to building the leadership capacity of all staff and students. This is supported through the implementation of the current school plan, strategic use of school resources, and through efficient management processes and practices.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education. We will continue to develop new strategies to improve communication with the school community, focusing on improving student outcomes, promoting quality student leadership opportunities, and providing enrichment opportunities. We will continue to improve classroom management skills, and promote best practice evidence-based pedagogy, devoting time to the analysis of data to inform teaching.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students will be successful lifetime learners with improved educational outcomes.

Purpose

To build the self-efficacy of students and demonstrate student growth through improved literacy, numeracy and ICT learning outcomes, and the development of skills that are transferable to all learning areas.

Overall summary of progress

The Student Active Learning Team (SALT) made significant progress towards our improvement measures in 2016 with the continued development of programs designed to support and enhance student learning. Achievements include:

- Development of an Integrated Curriculum unit of work encompassing the learning outcomes for two KLAs.
- Introduction of "Acing Assessment" aimed at improving the quality of work produced by students for assessment tasks by explicitly teaching verbs and formal language.
- Continuation of the HSC student mentoring program, HSC Afternoon Tea, and HSC Seminar Day to reduce the stress on senior students while building study and strategic planning skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
40% of students will achieve at least two Band 5 or 6 results in the HSC. 50% reduction in the number of students achieving a Band 1 or Band 2 result in the HSC.	In 2016, 41% of students achieved at least two Band 5 or 6 results in the HSC. However, there has been no reduction in the percentage of students achieving a Band 1 or 2, compared to the 2014 baseline data.	\$46,324
Improving the relative proportion of students achieving at or above national minimum standard in Year 9 NAPLAN Writing compared to Year 7. SMART data will show student growth in literacy and numeracy.	The relative proportion of students achieving above the national minimum standard in the NAPLAN writing task fell to 72% for the 2014 Year 7 cohort. The Fuller-Lit program was developed in Term 4 2016, and will continue in 2017, to address this issue.	\$4183
BBHS will increase the number of students continuing to their desired tertiary education course or post education pathways.	The annual destination survey showed that 100% of Year 12 2016 students continued to their desired post-high school pathway. 60% of students entered university, 14% entered TAFE, while 26% achieved full-time employment.	\$1496

Next Steps

2017 will see the implementation and evaluation of the whole-school Integrated Curriculum program. This program has already yielded improved inter-faculty understanding and collaboration, and aims to improve student learning by building links between subjects; and promoting the development of critical thinking and problem solving skills.

The Acing Assessment program will continue to be implemented across the school, with two full cycles to be completed in 2017. Teachers will receive additional training in how to use Reading to Learn strategies to improve the writing of students. The Fuller-Lit program will continue in 2017, offering explicit literacy teaching and support for at-risk students in Year 7, 8 and 9.

The HSC student mentoring program and Afternoon Tea will continue to operate in 2017. Feedback from 2016 shows the usefulness of these programs for students. The 2017 programs will be designed to integrate these processes into the Step-Up program. The HSC Seminar Day will be offered to all students, and held before the Half-Yearly examinations to maximise the impact of the day. A specialist talk by the counsellor on stress and time management techniques will be added. It is proposed that a second day, targeting Year 10 and 11 students, will be held in Term 3.

Strategic Direction 2

Students will develop skills for life in a positive, inclusive learning environment.

Purpose

To foster the personal growth of all students so that they will grow into valued members of the school and the broader community in a supportive environment.

Overall summary of progress

In 2016, the Community Links and Wellbeing team (CLAW) continued to embed the whole-school Positive Behavior for Learning (PBL) philosophy in all aspects of school life. Existing and new staff regularly participated in professional learning to develop a shared understanding of the school's three core expectations "Learning", "Respect" and "Safety". Consistent use of PBL language when correcting and celebrating student achievement and behaviour, has progressively resulted in the development of an inclusive and respectful learning environment. This was evidenced by improved attendance, academic results, and increased candidature for leadership positions within the school. Our annual Men's Health Day, Harmony Day and NAIDOC week celebrations highlight our commitment to cultural diversity and gender equity. The implementation of the MindMatters program continues to be central to developing resilient, happy and successful school and community members equipped to deal with the changing world.

Accomplishments

- Reviewed the ViVo reward system with feedback from students and staff resulting in changes to the accompanying Silver, Bronze and Gold Award system.
- Introduced the School Pledge and Merit Badge initiative to strengthen belonging and pride in their school.
- Participated in the Tell Them From Me Survey.
- Provided ongoing PL on MindMatters, Positive Behavior for Learning and the Vivo reward system.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
15% increase in candidature for SRC positions through successful promotion of the SRC and development of the leadership capacity of the student body.	<p>The leadership capacity of the student body continued to be developed in 2016 through school initiated programs such as Step Up and the Leadership Training Day. Attendance at external leadership workshops and extracurricular activities further developed students' leadership skills.</p> <p>SRC initiatives, and the chairing of all school events has resulted in the increased profile of the SRC within the school and wider community. Candidature for SRC elections has exceeded the initial 15% improvement measure.</p>	\$14680
Develop and strengthen community links and improve parent communication and engagement with the school.	Improved parent communication has been facilitated through the Sentral Parent portal, SMS Messaging and the School Website. Data indicates a significant increase in the number of people viewing the school Website and a steady increase in parents accessing the Sentral Parent portal.	\$10145
80% of staff consistently uses a whole-school approach to wellbeing to create a positive teaching and learning environment.	A comparison between the first semester and third semester survey results from the Tell Them From Me Survey was undertaken and presented to staff. The results reinforce the progress made through our consistent use of PBL and the Vivo reward system in creating a positive environment.	\$9757

Next Steps

- Work towards the accreditation of Blacktown Boys' as a MindMatters school.
- Continue to refine and expand strategies to increase parent attendance and participation in school events.
- Initiate strategies to increase the number of parents completing the Tell Them From Me survey.
- Continue to promote and develop a respectful, inclusive and safe learning environment which supports student learning and wellbeing.
- Continue to develop the leadership capacity of all the student body, including the SRC.
- Continue developing school pride, identity and belonging through targeted celebrations and initiatives such as the school pledge.

Strategic Direction 3

Staff are recognised as leaders and acknowledge their own leadership capacity, by continually enhancing their skills, and sharing them to improve student opportunities.

Purpose

To develop a collaborative learning community where staff can develop, improve and share their skills in order to ensure the best possible student learning outcomes.

Overall summary of progress

Over 2016, staff engaged in two rounds of peer observations, and experimented with process differentiation. Achievements include:

- Majority (85%) of staff also meeting up after the lesson to discuss the feedback in greater detail.
- Staff survey data indicated that engaging in observations had supported their own reflection and teaching, often in ways they hadn't considered.
- Lessons were learnt about how to embed process differentiation strategies in an authentic manner.
- Increased collegiality and sharing.
- Insight into the teaching styles and approaches of others.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of BBHS staff have participated in reciprocal teaching observations, constructive feedback sessions, or peer coaching, in order to continually improve their pedagogy and maximise learning outcomes for students.	96% of staff felt they could give useful feedback, with the same number reporting that this had, in turn, caused them to reflect more on their own professional practice.	\$35428
Differentiated teaching practise has improved learning outcomes as measured by 1) a 10% decrease in the number of N-award warning letters for the non-completion of tasks; and 2) 75% of students recording expected or better than expected growth in NAPLAN data.	Collection of faculty documentation identifying applications of the Maker Model was completed for year 8 classes. Impact on student learning not yet measurable. Student and teacher reflections indicated greater levels of satisfaction with the differentiated lessons.	\$7763

Next Steps

Peer observations will continue, with a focus on integrating the Professional Teaching Standards and elements from the QTF. Majority of people would not change the process (however it will require some minor adjustments, mainly regarding observer pairings).

The school will continue to work towards the more widespread inclusion of process differentiation in teaching programs, with a focus on this occurring at appropriate points in the teaching and learning sequence. Responsibilities and processes for grouping students will aim to better reflect the ability and interest levels of students within KLAS, as this can differ considerably. There is also room for increased collegiality within faculties to develop suitable resources to address all of the different student groups to best address student learning needs.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	Process for the identification and assessment of students implemented. Successful provision of professional learning for staff and targeted intervention programs for identified students.	\$36,202
Low level adjustment for disability	Funding used to assist students with learning support needs. Each student was provided with an Individualised Education Plan (IEP) in consultation with carers and school based staffing. SLSO positions were funded to provide support in the classroom. Professional Learning was provided to staff relating to curriculum differentiation and assessment modification.	\$20,309
Socio-economic background	Students identified and provided with student support funds to enable full access to resources and learning experiences that may otherwise be beyond their reach, including a Homework Centre that operates two days per week and increased access to computers.	\$35,646
Support for beginning teachers	All funds expended in the provision of a reduced teaching load and targeted professional learning for beginning teachers at Blacktown Boys. In addition, a designated executive member was provided with release time to work individually as a mentor with each new teacher.	\$18,867
Targeted student support for refugees and new arrivals	Department of Education Funding allowed for the provision of language support, teacher professional learning and community engagement activities. Macquarie Mentoring funding also allowed for mentoring and university engagement activities for refugee students.	\$7,720

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	409	412	441	473
Girls	0	0	0	0

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.8	92.9	93	94.7
8	89.7	91.7	92.2	91.8
9	91.3	93.7	91.9	91.9
10	87.6	90.3	91.5	89.4
11	78	80.9	88	91.8
12	87.3	85.4	86.6	89.3
All Years	88.6	90.3	91.1	91.8
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

At Blacktown Boys High school attendance is managed and dealt with at a number of levels. Rolls are marked daily in the morning via Homeroom and then period by period through Sentral. SMS messages and emails are sent via Sentral daily to inform parents of their son's absence. If a student is away for more than two consecutive days, the Year Adviser is notified via the Homeroom teacher and the YA calls home to make sure that the parents are aware of the attendance situation of their son. Students who fall under the 85% band when it comes to their attendance are reported back to the Year Advisors at the Welfare meeting which occurs every 2nd Monday. Action is then recommended by the Head Teacher Welfare to the Year Advisors who follow up and report their actions on Sentral. Students who fail to improve their attendance after several interventions by the school are then referred to the HSLO for action at a higher level. Our systems are

working very efficiently as our data above shows where we have improved our overall attendance for the 5th year.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	0
Employment	0	0	26
TAFE entry	0	0	14
University Entry	0	0	60
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

No students undertook vocational or trade training in 2016.

Year 12 students attaining HSC or equivalent vocational education qualification

All students who completed Year 12 at Blacktown Boys High received an HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	24.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	7.78
Other Positions	4.3

*Full Time Equivalent

One member of our teaching staff identifies as being of Aboriginal background.

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	15

Professional learning and teacher accreditation

The main whole school focus for professional learning centered on curriculum differentiation, peer observation the implementation of STEAM and the continued implementation of Reading to Learn . In addition to external professional learning, BBHS also runs 2 Professional Learning activities per week where experienced staff can lead colleagues in learning experiences. Over 90% of teachers attended at least 2 of these sessions, covering the use of technology, differentiating curriculum, literacy intervention strategies, Gifted and Talented education, report writing, first aid and career development. In addition, all executive and aspiring executive staff accessed the Nirimba Learning Community Leadership program. Four School Development Days were held during 2015. Two of these had 100% staff attendance, with illness preventing a similar figure for the other two days, which each had over 90% attendance. A fifth School Development Day was undertaken in the form of 2 equivalent evening sessions. Topics for these days covered student well-being, developing greater community links, curriculum differentiation, programming, PBL, Nirimba Learning Community KLA sharing and D of E mandated training requirements. From a variety of funding sources, \$62,295 was allocated to Teacher Professional Learning in 2016. All new scheme teachers maintained accreditation at Proficient level.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 378 411.97
Global funds	444 417.60
Tied funds	253 468.37
School & community sources	148 586.01
Interest	28 509.02
Trust receipts	33 626.57
Canteen	0.00
Total income	2 287 019.54
Expenditure	
Teaching & learning	
Key learning areas	58 436.46
Excursions	23 300.80
Extracurricular dissections	22 637.17
Library	1 235.56
Training & development	0.00
Tied funds	266 920.40
Short term relief	3 880.68
Administration & office	131 147.25
School-operated canteen	0.00
Utilities	94 312.68
Maintenance	137 085.99
Trust accounts	18 073.58
Capital programs	54 717.77
Total expenditure	811 748.34
Balance carried forward	1 475 271.20

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.

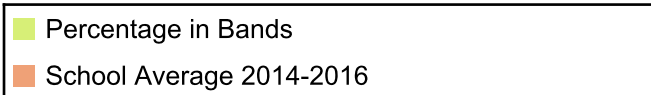
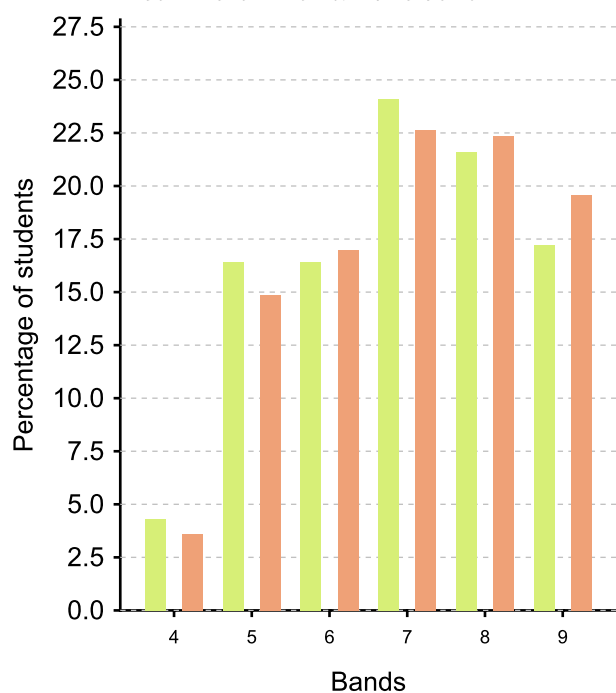
School performance

NAPLAN

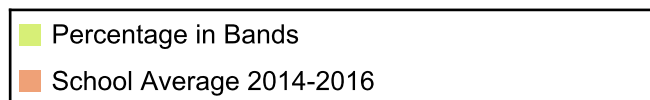
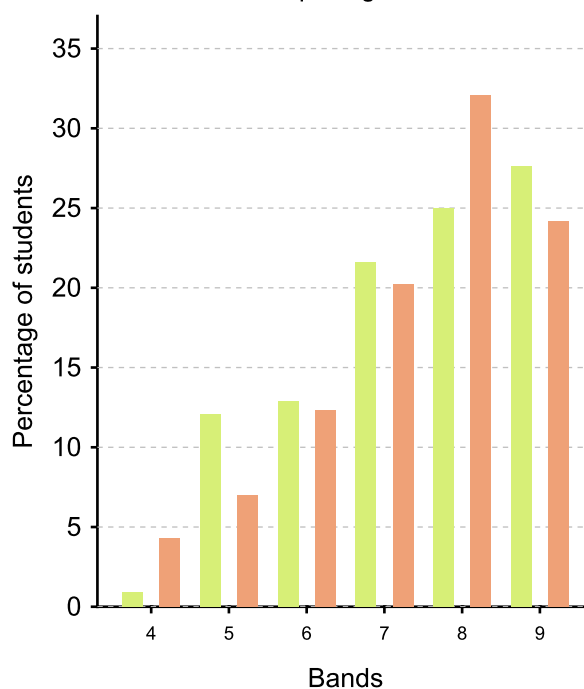
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

With the exception of writing, students at Blacktown Boys in 2016 matched or exceeded our own 4 year trends in literacy, and exceeded the state average performance. Writing will be a focus for 2017.

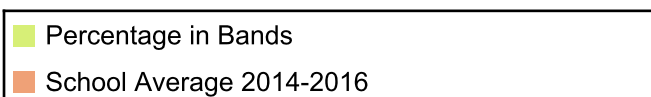
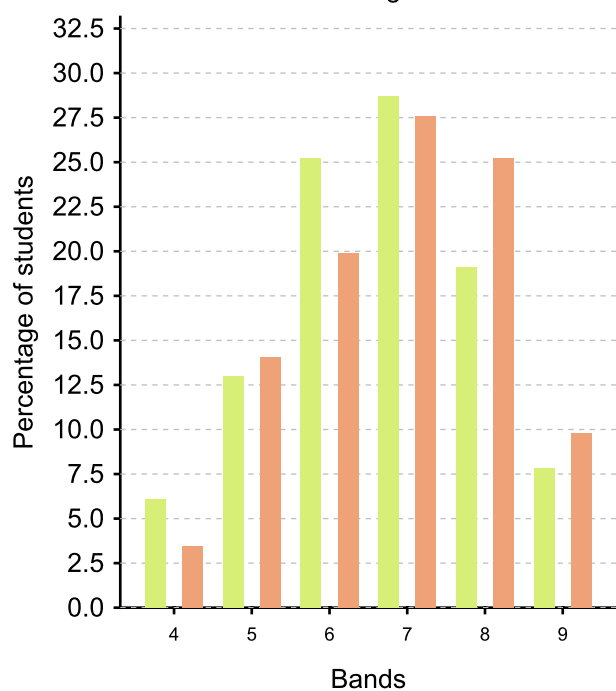
Percentage in bands:
Year 7 Grammar & Punctuation



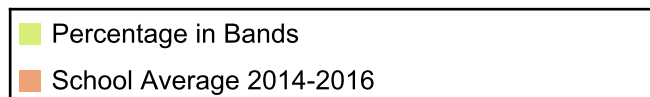
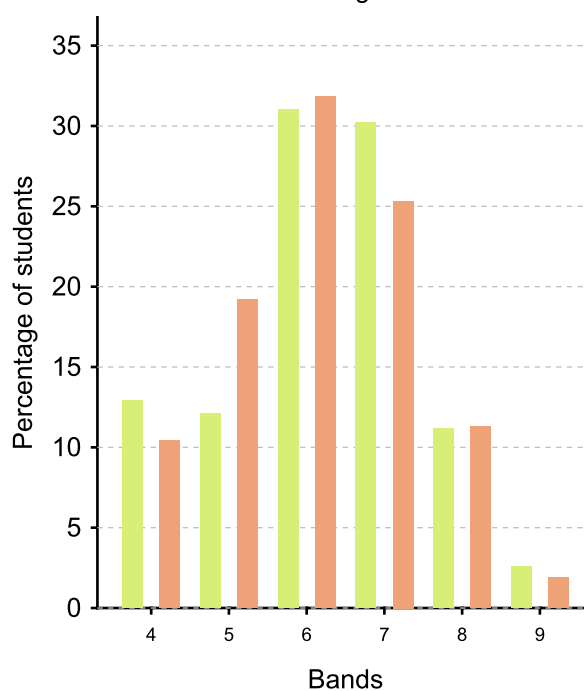
Percentage in bands:
Year 7 Spelling



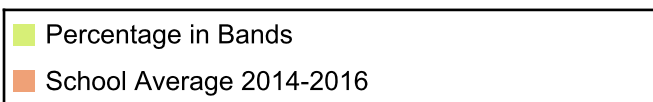
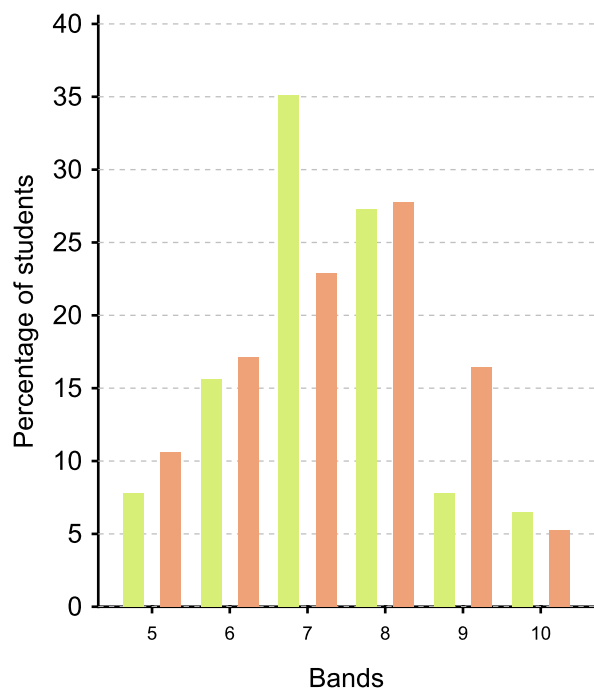
Percentage in bands:
Year 7 Reading



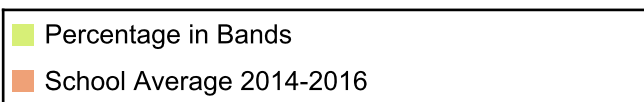
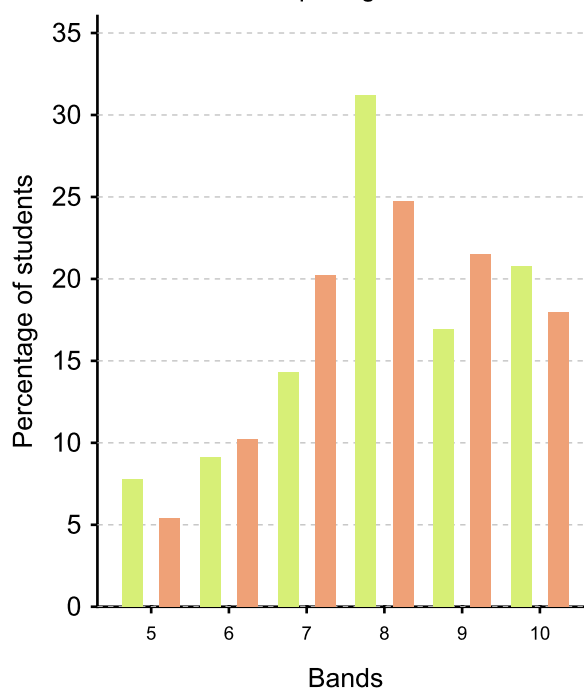
Percentage in bands:
Year 7 Writing



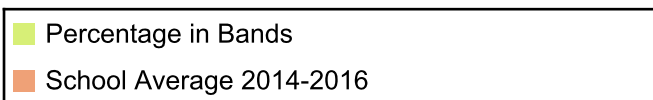
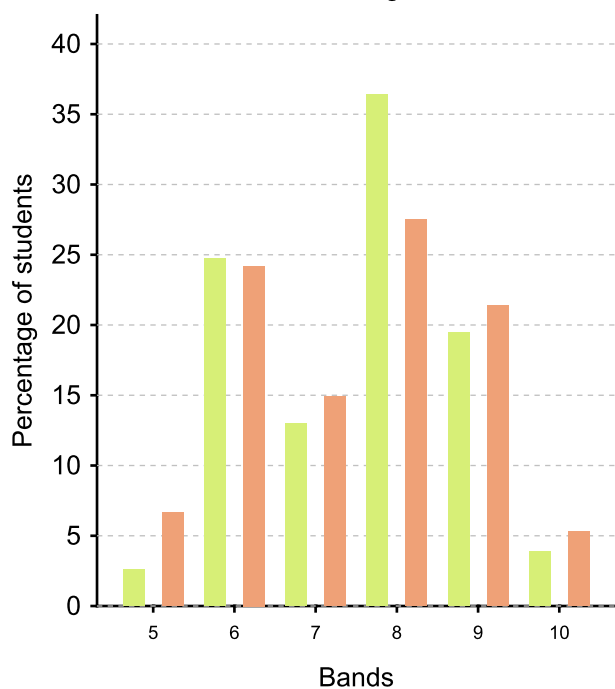
Percentage in bands:
Year 9 Grammar & Punctuation



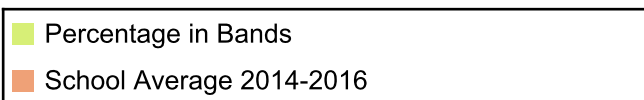
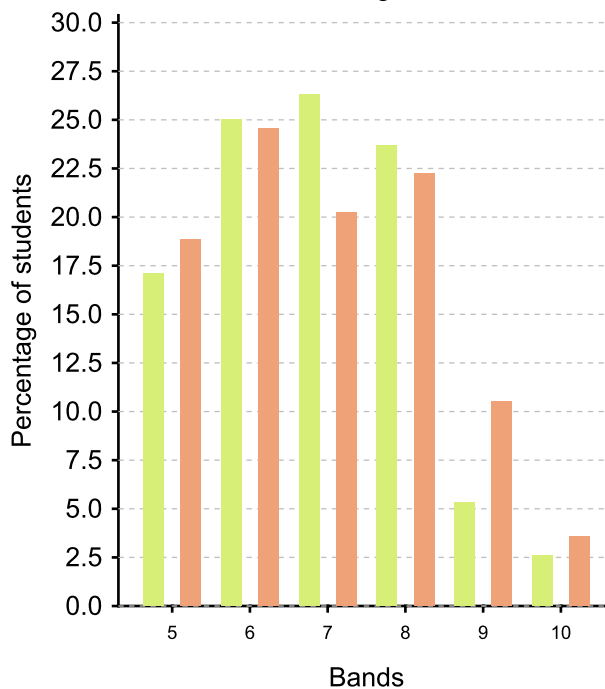
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading

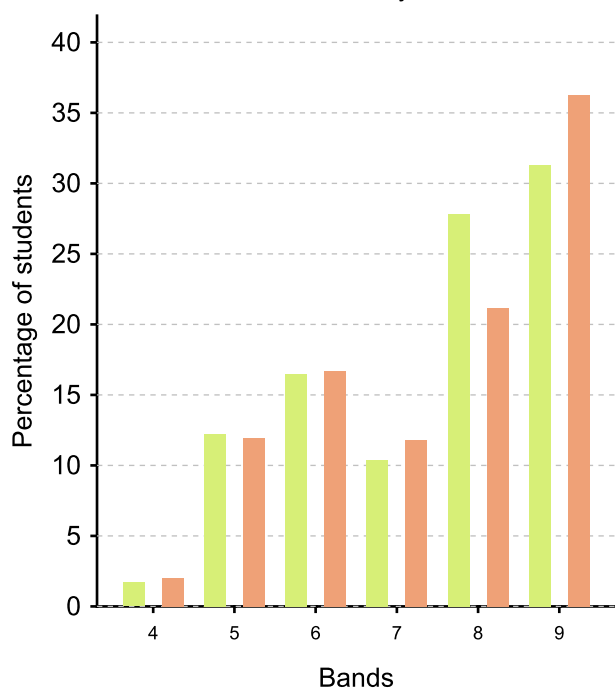


Percentage in bands:
Year 9 Writing



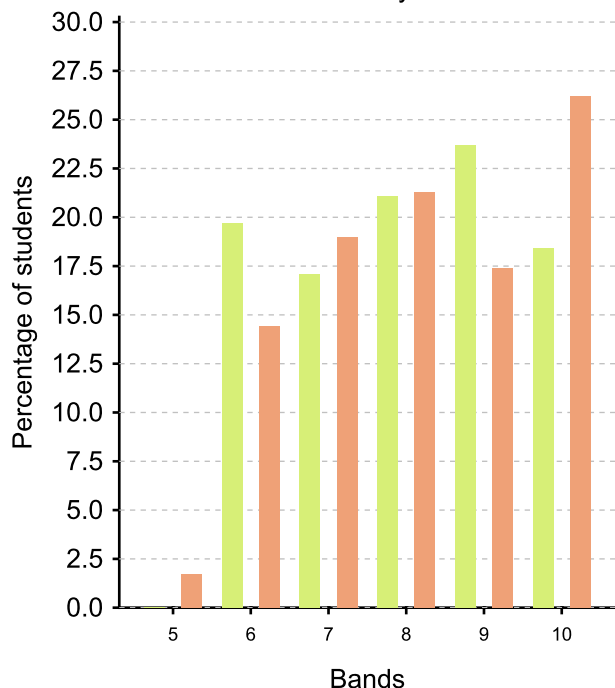
Students at Blacktown Boys High matched or exceeded our 4 year trend and as a group, performed well above state averages in Numeracy.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy

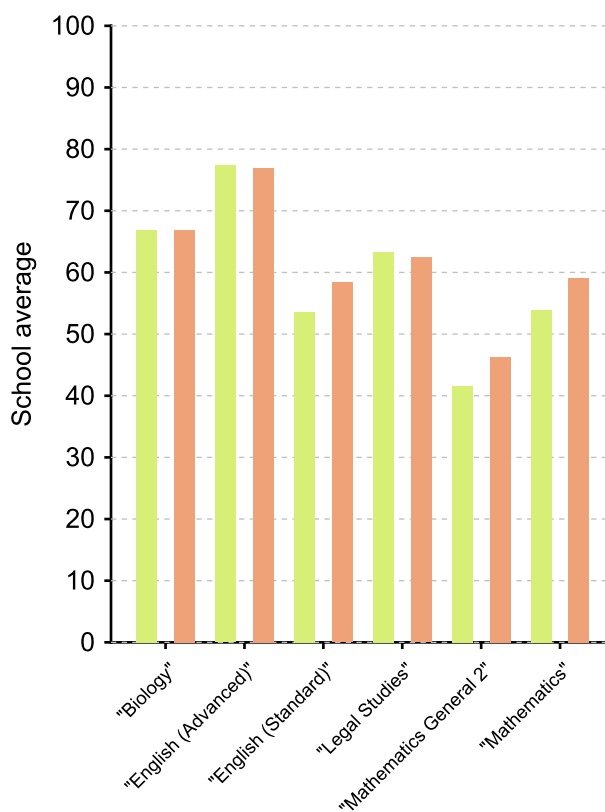


Percentage in Bands
School Average 2014-2016

On the whole there were improved educational results as shown by NAPLAN at Blacktown Boys High, although writing is an area that we will continue to focus. The very small number of Aboriginal students enrolled in Years 7 and 9 does not allow for a meaningful statistical analysis.

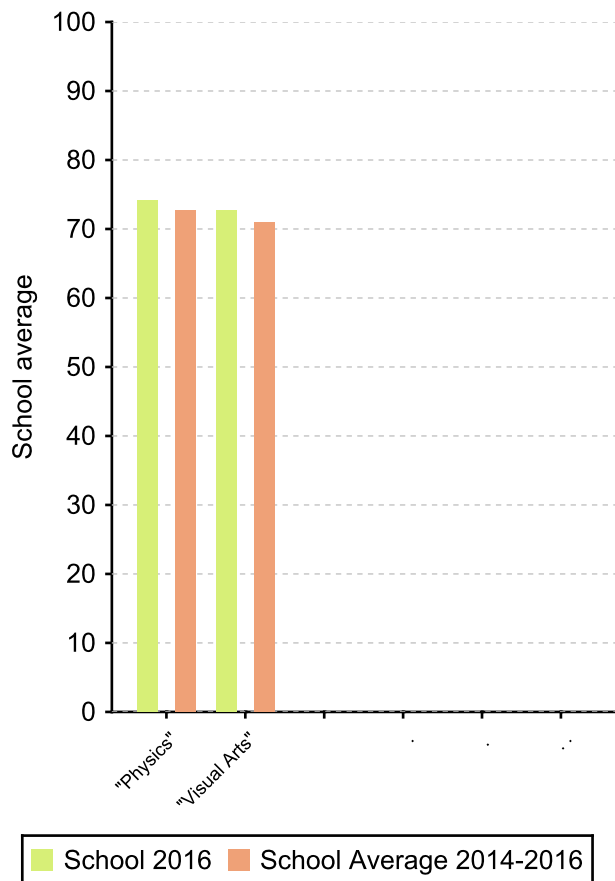
Higher School Certificate (HSC)

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



School 2016
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

In 2016 the school participated in the Tell Them From Me survey. 92% parents were satisfied with the general communication from the school, with identified strengths in written communication channels being of desired depth and in language easily understood by parents. Parents generally felt the school is welcoming and has a broad curriculum catering to the needs and interests of their sons. Specific curriculum evaluations indicated that parents felt that teachers provided high levels of challenge and support. There was a high level of agreement between student and parent feedback regarding the school setting clear expectations for positive behaviour and learning, with strong student belief in the benefits of education. The majority of students reported that they are intellectually engaged and find learning interesting, enjoyable, and relevant. Further, students reported that teachers communicated high expectations for their success and actively supported them when they needed help.

Policy requirements

Aboriginal education

Aboriginal Education is addressed within teaching programs and units of work in all KLA areas. These focus not only on the History of Indigenous people in Australia, but also the cultures, values and practices of Aboriginal peoples. In these programs, students learn about the cultural interactions within and between Indigenous groups and other cultural groups. They investigate sustainability in ecosystems, and explore

the indigenous ideas of being connected to the land and Aboriginal identities. These are taught through Aboriginal cultural expression, incorporating poetry, artwork, and other history and story-telling practices. The experiences of Aboriginal people are studied for the impact on culture, Australian identity, and politics. With some staff receiving training in the 8 ways pedagogy, there has been an increased effort to teach through Aboriginal culture, rather than only about it. There is an effort to incorporate a stronger focus on the 8 ways pedagogy in teaching and learning activities. Students who identify as Aboriginal or Torres Strait Islander are encouraged to pursue opportunities to explore their Aboriginality, with all students also encouraged to view all cultures for their value and contribution to Australian multicultural society. Throughout 2016, BBHS worked with community groups to support all students, including some activities and programs that specifically supported those with an Aboriginal background. Students were provided with access to tutoring and the AIME program to assist them in their academic and career achievements. Our annual Men's Health Day in 2016 focused on Aboriginal culture and tradition.

Uncle Wes, a local Aboriginal elder commenced the day with a smoking ceremony in which Aboriginal students participated, providing all students with a greater awareness of Aboriginal beliefs and culture. Later in the day Uncle Wes participated in a Yarn circle with interested students keen to deepen their understanding of the Aboriginal experience. The day ended with a performance by our junior Aboriginal students showcasing what they had learnt in their 3 week "Liven Deadly" program. As part of the performance staff joined these students on stage to perform the emu and kangaroo dance. The positive feedback from parents, students and staff was testament to its success.

Multicultural and anti-racism education

Approximately 30% of students at Blacktown Boys High were born overseas, with a further 20% being born here of migrant parents. Direct LBOTE support is provided to those students who require it, either within existing classrooms, or as part of a withdrawal program. Many students also benefit from external links to university via the Macquarie Mentoring program and to the workplace via our links to the Australian Business Community Network. The school celebrates diversity as part of our commitment to PBL and in our Harmony week activities designed to promote the acceptance of cultural diversity within the one "Blacktown family". The Blacktown Boys Anti-Racism policy was revised last year, with input from students community and staff. Presentations to staff and students were made during staff meetings and year meetings to thoroughly ensure that everyone at Blacktown Boys is aware of the policy and the role of the ARCO. The policy is based on the following principles: Australia is a multi-cultural society. People have the right to live in an environment free from racism and discrimination. People have the responsibility to ensure that individuals and groups are protected. Schools and school personnel have a legal responsibility to take action should a racist incident be

reported. Blacktown Boys High School is committed to addressing and eliminating racism so that students, employees, community members and visitors can perform at their best, enabling our school to be "A Successful Place of Learning". Blacktown Boys High School sees the importance of promoting a positive awareness of other cultural groups and developing suitable programs to foster positive attitudes.

Other school programs

Environment and Sustainability

In 2016, Blacktown Boys High School continued to play its part in being a good environmental citizen and in teaching students about the importance of our environment and sustainability. The school continued to maintain a 'Going Green' section on our school website. To visit the page website visit <http://www.blacktownb-h.schools.nsw.edu.au/our-school/going-green>. The staff at Blacktown Boys High School continue to stress the importance of disposing of waste in bins provided in order to maintain a pleasant and safe school environment. In 2016, Blacktown Boys High School started a new Environment Group who met during recess on Tuesdays and Wednesdays to organise environment related activities within the school.

In March, the school organised its own contribution to Clean Up Australia Day in Year 10 Geography. The work to upgrade the school rugby field was completed providing a great boost to the school environment and quality of our sporting facilities. The field is watered by rainwater collected in two new water tanks. During Term 3 students volunteered to be a part of the inaugural Tree Planting Day in conjunction with Greening Australia. Students planted 500 native trees and shrubs along the oval.

During Men's Health Day in Term 4, Greening Australia returned to BBHS and another 500 native trees and shrubs were planted. The school's TAS block has a 520V solar array which help offset the electrical usage of the school, particularly on hot and sunny days to power ceiling fans and air conditioners. The TAS faculty are working towards rejuvenating our school farm with a Year 7 and 8 Technology classes working on the farm. The school is also readying itself to offer a broader curriculum to stages by offering Agriculture again as a Stage 5 elective subject. The school is continually looking at new ways to broaden the curriculum for students to increase their awareness of environmental issues.

Sport.

BBHS implements an integrated sport unit in which each year group is allocated two consecutive periods to partake in mandatory physical activity. 2016 had a core focus on skill development through evolving stability skills, object control skills, and locomotor skills. Upon completion of the skills components of each sport, students then competed against another class in their respective year group. This allowed for the progression in 'games sense' where students could develop their

thinking in action skills and knowledge of differing physical activity contexts. It also allowed for students to cultivate a sportsmanship culture in which they were able to link their behaviour skills with persistence and independence in sport and positive values and attitudes.

2016 saw Blacktown Boys teams entered into the Sydney West Knockout Competition, covering: Baseball, Basketball, Tennis, Touch Football, Volleyball, Soccer, Cricket, and Rugby League.

Randall Bentoy was Blacktown Zone athletics champion and Benny Muyambo was both Blacktown Zone Cross Country and Athletics age champion. Blacktown Boys was successful in having students represent Blacktown Zone at Sydney West levels in Swimming, Baseball, Soccer, U15s Rugby League, Basketball, Cross Country and Athletics.