

Epping Boys High School

Annual Report



2016



8884

Introduction

The Annual Report for **2016** is provided to the community of **Epping 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.

Timothy O'Brien

Principal

School contact details

Epping Boys High School

213 Vimiera Rd

Eastwood, 2122

www.eppingboy-h.schools.nsw.edu.au

eppingboy-h.School@det.nsw.edu.au

9869 2701

Message from the Principal

We, the Epping Boys High School community, actively engage all boys and build fine, resilient young men, who strive to achieve excellence in a safe and inclusive environment.

At the heart of every school is its people: students, staff, parents and community members. All parts need to work in harmony. At Epping Boys High School, I acknowledge each part for their support and persistence in achieving desired outcomes in our fast paced school life. We, together, have accomplished much in 2016, and I look back over the year with pride in what we have achieved.

During 2016, Epping Boys High School began implementing the Positive Behaviour for Learning (PBL) framework. The purpose of implementing PBL is to provide a clear language and structure to promote positive, respectful relationships and to further promote collective responsibility for student learning and success.

Respect, Responsibility and Engagement are the values adopted for the school in 2016. It is interesting to note when reflecting upon an appraisal in 1976 made by the Principal, Mr Brown: "Staff and pupils are encouraged to develop naturally with a minimum of instruction of rules. There are no written school rules. The principle of self-discipline is placed before the boys at every opportunity. There is evidence that the policy has had some effect". Embedded within our three values of 2016, is the notion of self-discipline as described in 1976.

The P&C have been most supportive of our school. With the direct involvement of our P&C and their dedicated executive, the boys and staff have seen major upgrades in facilities and gardens.

I look forward to 2017 when we celebrate 60 years in Public Education at Epping Boys High School. In Week 2 of Term 2, 2017, Epping Boys High School will partner with our sister school, Cheltenham Girls High School, (who are also celebrating 60 years) in the production of the musical, *West Side Story*.

School background

School vision statement

“Engaging all Boys and Building Fine Men”

“Every boy, every day, every chance”

School context

EBHS is in the inner North–West of Sydney, 12kms from the city centre, 1km from Epping Railway Station and Macquarie University. The school has close ties with the community, University of Sydney, University of New South Wales, Macquarie University, Bendigo Bank and partner primary schools. There is an active and involved P&C. EBHS has a Middle School (Years 7–9) and Senior School (Years 10–12) structure to better focus on the needs of students at different stages of their learning. The school community is diverse with 48% of students from non–English–speaking backgrounds. International students join the school in Stage 6. All boys are encouraged to strive for excellence and foster a civic sense of responsibility.

In 2016 our dux achieved an ATAR of 99.35; three students achieved ATARs above 99; 25% of students achieved an ATAR over 90; and 5 students were All Rounders with over 90% in 10 units. There were 131 Band 6s achieved by 61 individual students. Students performed above state average in all NAPLAN tests.

Epping Boys has a long tradition of sporting excellence. The sports program has expanded with a Sports Academy in football, rugby, cricket and AFL.

EBHS enjoys a high music profile with students participating in the Schools Spectacular; and local, state, national and international eisteddfods.

There are more than 100 co–curricular activities offered: including musical/ choral ensembles; drama; academic competitions; various clubs; Duke of Ed; STEAM Team; camps for drama, art, music, whole year groups; and overseas tours to USA, NZ, and Europe. Each year group is involved in charity fundraising.

The Boys to Men Program engages boys in learning, promotes wellbeing and builds men who are connected to their community. There is strong focus on leadership, enhanced learning experiences and engagement for all boys.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. In the school self-assessment survey we reflected upon our school's practices and achievements against the three domains. The school identified that we were Excelling in a number of elements, however based on an overall assessment of all the descriptors, we deemed ourselves at the level of **Sustaining and Growing**.

In the domain of *Learning*, our focus has been on forming a consistent whole school approach to wellbeing through our Middle School and Senior School structure. Curriculum provision is made through our successful Transition Teams who work with learning alliances such as our Partner Primary Schools, Tertiary/VET Education Institutions and other community stakeholders. The current student wellbeing and behaviour management systems have been applied through the Positive Behaviour for Learning (PBL) program in alignment with our school's 'Boys To Men' program and the DE Wellbeing Framework. Our three core values, Respect, Responsibility and Engagement have been implemented around the school community. Through our extensive Extra-curricular programs students and staff have the opportunity to connect, succeed and thrive in every learning environment.

In domain of *Teaching*, EBHS have developed effective communication practices across the KLAs to provide explicit, specific and timely formative feedback to students and parents throughout the different stages of education. Through the use of School Measurement, Assessment and Reporting Toolkit (SMART) and Results Analysis Package (RAP) data, teaching and learning strategies have been developed to target skill gaps and achieve value added results. EBHS staff are actively engaged in their professional communities, maintaining high levels of current content knowledge and pedagogical practices. Through inter and intra-faculty buddy systems, mentoring and coaching processes, and school-wide networks, EBHS have established a culture of collaborative practice. Performance and Development Plans facilitate professional dialogue between teachers and mentors in different levels of the Accreditation process to achieve professional and personal goals. Teachers are encouraged to develop a wellbeing goal with emphasis on a work home balance. Goal setting is focused on enriching the curriculum, providing a positive learning environment through inclusive practices such as NCCD data collection and differentiation.

In the domain of *Leading*, staff and students are provided with the opportunities to develop their leadership capacity. Staff leadership is enhanced through delivering Professional Learning sessions in areas of expertise, appointment in higher duty roles and organising whole school events and overseas excursions. Our extensive range of facilities including the Trade Training Centre and the Examination Centre are highly utilised by the school and wider community. Accredited professional courses are delivered at EBHS to staff across the Dural Network including Gifted and Talented delivered by GERRIC, the Anti-Racism Contact Officer Training, mandatory training in LMBR to principals and SAMs, as well as Performance Development Framework training to Principals and Federation Representatives. Long term school financial planning is being integrated with DE approved school improvements, including "Front of School" upgrade.

In the external validation, conducted Tuesday 13 September 2016, a panel validated our judgement of Sustaining and Growing against the evidence provided. Our self-assessment and the external validation process assisted the school to refine the strategic priorities in our revised 2017 School Plan, leading to further improvements in the delivery of education to our students.

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

Engaging learners to focus on excellence

Purpose

1. Students are supported to make successful transitions from primary to high school; from middle (Years 7 to 9) to senior (Years 10 to 12) school; and from senior school to future learning or employment.
2. To develop the whole boy to be a successful, resilient and informed individual to meet future challenges.

Overall summary of progress

In the Senior School, literacy has been targeted with the continuation of the ALARM model. Across the whole school, teachers evaluated their own class NAPLAN data during faculty meetings and developed targeted literacy strategies. The PBL team introduced the core values throughout the school community. The teaching of these values occurred in extended roll call classes and the PBL language has been embedded across different learning platforms. Consistent assessment procedures and policies across the Middle and Senior School years have enabled students to gain a clear understanding of school expectations and opportunities for feedback. Relationships with Partner Primary Schools has been strengthened. Students were involved in and led initiatives across areas of technology, sport, music, literacy and welfare. Information sharing was enhanced through the implementation of an additional transition form and the Network Sharing afternoon. Resources including additional staff, were allocated to students who required targeted support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased NAPLAN literacy levels for Year 9 above SSG.	In 2016 results in bands 8–10 for Grammar and Punctuation, Spelling and Reading were above state average. In Writing, results in band 9 and 10 were above state average, however a large majority of student fell into the lower bands.	\$5000
Consistent assessment policies and procedures across the Middle and Senior School years.	All year groups have been provided with an assessment schedule for the year. All assessment tasks are administered using the school proforma. The Middle School Assessment Policy was developed in alignment with the Senior School Assessment Policy. The PBL value of Engagement was embedded in the 7–8 assessment schedules.	\$5500
Increased student information regarding wellbeing and learning support from partner Primary schools and EBHS staff.	Consistent Learning & Support and Case Management documentation was implemented across both Middle and Senior School teams. To improve whole school transition, students were identified by the teams and information was documented and disseminated at the end of 2016 for 2017 teachers. For 6 to 7 transition, there was increased collaboration with our Partner Primary Schools, resulting in more student data.	\$23 000

Next Steps

Our main focus in Strategic Direction 1 for 2017 is:

- Improving students' literacy, especially their writing skills, with the English faculty leading and supporting Literacy across the school in line with new NESA requirements.
- Ensuring curriculum differentiation through effective pre and post feedback that addresses the learning needs of all students at EBHS.

Strategic Direction 2

Supporting teachers to create inspired learning

Purpose

1. Teaching is distinguished by high levels of professionalism and commitment.
2. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices.
3. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture.

Overall summary of progress

Throughout the year, teachers have participated in a number of professional development sessions targeted on the use of technology in the delivery of teaching and learning. This has led to an increase in confidence and use of online learning platforms amongst staff. Google classroom has been extensively implemented across the school as a collaborative tool for teachers and students to communicate effectively and support learning. Greater use of Sentral applications such as Attendance, Markbook, Wellbeing and Resource Management has contributed to greater consistency in documentation and monitoring of processes. The minor and major incident flowchart was aligned to Sentral allowing staff to record negative incidents and acknowledge positive behaviour. Access on Sentral to medical and learning support information such as emergency plans, personal learning plans, disability provisions and NAPLAN data has allowed staff to cater to the needs of their students. The intra and inter faculty buddy system has been fundamental in supporting staff to reflect and evaluate their teaching practice and professional goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers have PDPs with goals aligned to the DEC and school priorities. Professional goals are based on development of pedagogy as well as a personal wellbeing goal.	Teachers participated in nominated professional development sessions based on their PDP goals. These sessions were led by other staff with expert knowledge in technology, data analysis, learning support and literacy strategies.	\$50 000
Increased use of online platforms, such as SMART, Sentral and Google Classroom, to enhance communication, data analysis and consistency of documentation.	All staff were provided with training on Sentral applications; staff use was consistently monitored. Improved consistency of Wellbeing and Learning Support documentation on Sentral. Increased use of Google Classroom as a collaborative learning forum across all KLAs.	\$11 000
Scheduled cross faculty buddy sessions during Professional Development to facilitate professional discussions and sharing of teaching strategies.	Increased use of intra and inter faculty buddies to share expertise and develop teaching strategies.	\$80 000

Next Steps

Our main focus in Strategic Direction 2 for 2017 is:

- Continued development and refinement of the PDP, Accreditation and classroom observation processes.
- Building capacity of teachers to mentor new scheme and beginning teachers, as well as teacher education students in alignment with the Australian Professional Standards.
- Staff continue to be responsive to the changing curriculum needs of the students.

Strategic Direction 3

Cultivating excellence in leading

Purpose

1. A commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.
2. Students benefit from the school's planned and proactive engagement with the parent and broader community.

Overall summary of progress

Staff have been provided with opportunities to develop their leadership skills by participating in whole school teams such as PBL, transition and technology. The documentation for the History excursion to Europe; Music excursion to Honolulu; Rugby/Football excursion to New Zealand was used as exemplars across the Dural network. The Middle and Senior School structure is fully operational. There is a consistency in policies and procedures that link the Middle and Senior School. EBHS has continued to foster and strengthen community links with Partner Primary Schools, local high schools, tertiary institutions and local businesses. Front of school upgrade has commenced with a completion date in July 2017. Classroom upgrades in K Block are near completion and the amenities block for the ovals has been installed and is fully operational.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Leadership capacity is enhanced and reflected in greater collaboration, self-reflection, higher expectations and stronger school teams.	There was increased opportunities for staff to be active within key leadership roles and whole school teams such as PBL, transition and technology.	\$6 000
Middle/Senior School structure is sound and sustainable.	Despite the changes in roles across the Middle and Senior School structure, practices were maintained and further developed. This was evident in assessment and reporting and transition.	\$30 000
A greater number of KLAs and individual teachers are engaging with the local and wider community to enhance opportunities for students and teachers.	Relationships with our Partner Primary Schools have strengthened through curriculum initiatives including the reading program, sport coaching, music tuition, game design and coding. School to work program continues to incorporate links to VET and TAFE opportunities. Epping Boys High School maintains their support for Teacher Education Students from various Tertiary Education Institutions. Three overseas excursions took place.	\$377 775 includes the costs of the three overseas excursions
Management systems, structures and processes underpin ongoing school improvement. Resources are aligned to students' learning needs.	Major redevelopment of the school was initiated. The building program began on the refurbishment of the Art block and upgrade of front of school. A toilet block was constructed near the oval and the school's environmental footprint was reduced through the installation of energy efficient lighting.	Front of school upgrade funded by NSW government; P&C and school funds have contributed over \$200 000 to school upgrades.

Next Steps

Our main focus in Strategic Direction 3 for 2017 is:

- Focus on the development of the new senior executive team as well as the executive team as a whole, to be strong teams leading the school.
- Further develop and strengthen Partner Primary Schools and university relationships.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	This year, Aboriginal students were identified and the Wellbeing and Learning Support Team met and developed Personalised Learning and Support Plans (PL/SP) in consultation with parents. Throughout the year, the learning and support provided to these students was constantly reviewed and modified based on the students' progress and their changing needs. The Wellbeing and Learning Support Team reviewed the processes with Principal to plan for 2017.	School staff. The total annual funding for the Aboriginal background loading initiative this year is \$1300.
English language proficiency	Throughout the year, the EAL/D coordinator and Wellbeing Team have conducted assessments, analysed reports, and tracked student progress. This information is distributed to teachers to ensure the ongoing learning and wellbeing needs of EAL/D students are being addressed. Goals have been developed by EAL/D coordinator for 2017.	Employment of additional teachers, professional development and faculty resources. The total annual funding for English language proficiency is \$34000.
Low level adjustment for disability	LAST, Head Teacher Inclusive Education, Head Teacher Welfare, EAL/D coordinator and SLSO's met in consultation with parents and reviewed processes and procedures to support identified students. The team collected and collated information which was shared with teachers and parents.	Employment of additional teachers and SLSOs, professional development and learning resources. The total annual funding for low level adjustment for disability is \$62000 and for integrated support funding is \$78000.
Socio-economic background	Financial assistance has been used to provide support to students: extra classes before and after school, Homework Centre and individual teacher support have been provided throughout the year to ensure students have every opportunity to be engaged and supported in their learning. The principal has allocated funding for continued implementation of the support and programs in 2017.	Additional teachers employed. The total annual funding for Socio-economic background is \$23000.
Support for beginning teachers	Throughout the year, beginning teachers were supported through regular meetings with their Mentor and Head Teacher. A reduced face-to-face teaching load further supported their teaching. Further professional dialogue was facilitated through interviews with Beginning teachers and their Head Teacher in the development of their PDPs.	Beginning teachers and Head Teachers were involved in this process. The total annual funding for the support for beginning teachers initiative is \$35000.
Targeted student support for refugees and new arrivals	The identified student was monitored throughout the year to ensure he was provided with suitable support. Ongoing support will be provided in 2017 to this student and two other students who have been recently identified.	School staff support through low-level adjustment for disability and new arrivals.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	1117	1140	1122	1152
Girls	0	0	0	0

Our school has an excellent reputation within the community which is reflected in the consistently high enrolment numbers each year and in the number of enquiries from outside the catchment area, despite being capped in Years 7–10 at 180 per year.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.4	96.1	95.9	96.8
8	95.2	95	94.1	95.4
9	95.3	94.3	94.7	93.6
10	93.7	94.5	93.2	95.4
11	94	93.8	94.3	93.3
12	92.9	93.8	94.4	95.5
All Years	94.6	94.6	94.4	94.9
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

The following table compares the school's attendance data with the State. The percentage of attendance in Epping Boys High School across all year groups are well above the State numbers. These values reflect the high level of engagement and importance placed on education by the parents/carers and students at Epping Boys High School.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0.55	0	2.3
Employment	0	2	6.6
TAFE entry	0	1	9.3
University Entry	0	0	72.7
Other	0	0	4.4
Unknown	0	1.5	4.7

Over 65% of the 2016 Year 12 cohort have been offered a place at university. The remainder have opted for either the Australian Defence Force, an apprenticeship, TAFE, or are working. Our students were able to access the most prestigious tertiary courses on offer in the state, including Medicine at UNSW, UTS's Bachelor of Accounting scholarship course valued at \$50 000, Combined Law, Actuarial Studies, Aeronautical Engineering and Pharmacy at USyd. The tertiary institution of choice for the class of 2016 was Macquarie University, followed by UNSW, an institution chosen by many of our students enrolling in engineering courses. The most popular field of study this year was the career area of Business, followed by Engineering and Urban Planning. Computing-related courses including Software Engineering, IT, Computer Science and Games Design and Development also featured highly on the the EBHS 2016 cohort's chosen course list.

Year 12 students undertaking vocational or trade training

In 2016, 59 Year 12 students undertook vocational subjects. Some attended TAFE campuses across Sydney including Ultimo, Meadowbank, Ryde, Hornsby and St Leonards. Subjects studied included outdoor recreation at Lithgow, Automotive, Design Technology, Plumbing, Hospitality, IT, Financial Services, Community Services, Retail, Metal and Engineering, Animal Studies and Business Services. Others completed school-based VET courses including Construction, Hospitality, Entertainment and Sports Coaching. One student completed a school based Apprenticeship and Traineeship.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 182 Epping boys completed the HSC for an ATAR, with nine boys completing the HSC for non-ATAR qualifications, two students withdrew from the HSC, and two students undertook Pathways.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	58.1
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	16.37
Other Positions	2.2

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the Aboriginal composition of their workforce. At Epping Boys High School no staff member has identified themselves as Aboriginal.

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	28

Professional learning and teacher accreditation

In 2016 professional learning was accessed by teachers through school development days, faculty planning days, regular Wednesday morning faculty and professional learning meetings, as well as by attending courses run outside the school. During the school's professional development sessions, mandatory training (such as Child Protection, Emergency Care and anaphylaxis) was provided to ensure all Epping Boys High School teachers met the Department of Education and legislative requirements. All Epping staff completed the Working with Communities online modules. The school hosted an accredited GERRIC course attended by identified EBHS teachers and teachers from local high schools.

Whole school professional learning and faculty sessions focused on developing evidence based practice through data analysis and improved knowledge of school systems. Staff were upskilled in the areas of: Sentral, Learning and Support, Wellbeing, PBL, NCCD, NAPLAN, and a range of educational applications. A majority of the professional development sessions used the expertise that exist within the school which enabled opportunities for staff to develop their leadership skills. The knowledge and information gained from attending external courses was disseminated back to the faculty/whole school. All meetings and sessions were developed and evaluated according to the Australian Professional Standards.

Two permanent New Scheme Teacher gained BOSTES accreditation in 2016 with 32 teachers maintaining accreditation at Proficient level, and one teacher formally registered to seek voluntary accreditation at Highly Accomplished.

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

Financial information

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

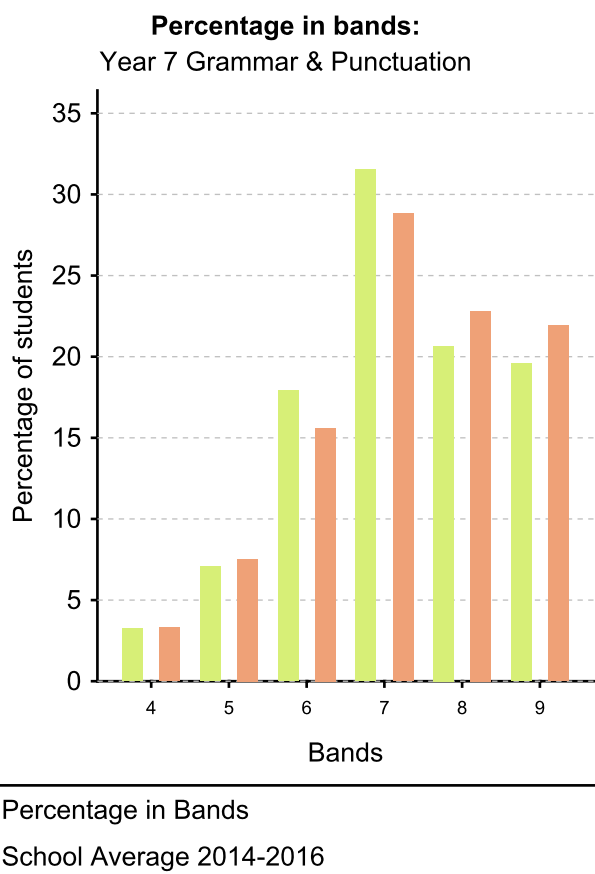
Income	\$
Balance brought forward	0.00
Global funds	897 463.71
Tied funds	386 443.74
School & community sources	1 238 896.78
Interest	21 465.09
Trust receipts	823 645.01
Canteen	0.00
Total income	4 292 741.34
Expenditure	
Teaching & learning	
Key learning areas	282 678.31
Excursions	306 059.82
Extracurricular dissections	302 087.01
Library	11 773.95
Training & development	492.73
Tied funds	449 374.19
Short term relief	234 512.39
Administration & office	321 795.03
School-operated canteen	0.00
Utilities	127 682.97
Maintenance	196 347.13
Trust accounts	890 875.96
Capital programs	266 750.67
Total expenditure	3 390 430.16
Balance carried forward	902 311.18

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.

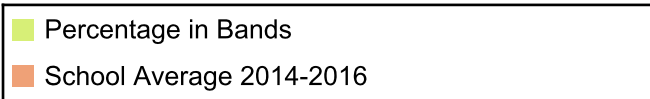
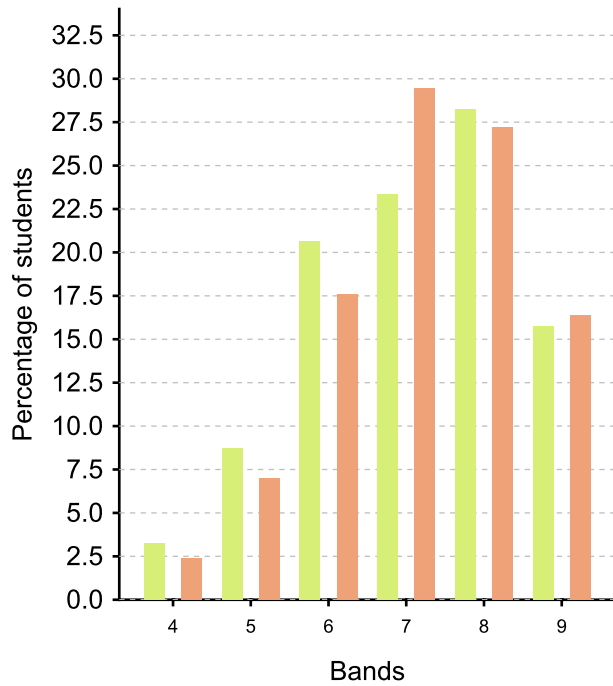
School performance

NAPLAN

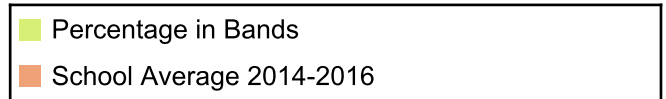
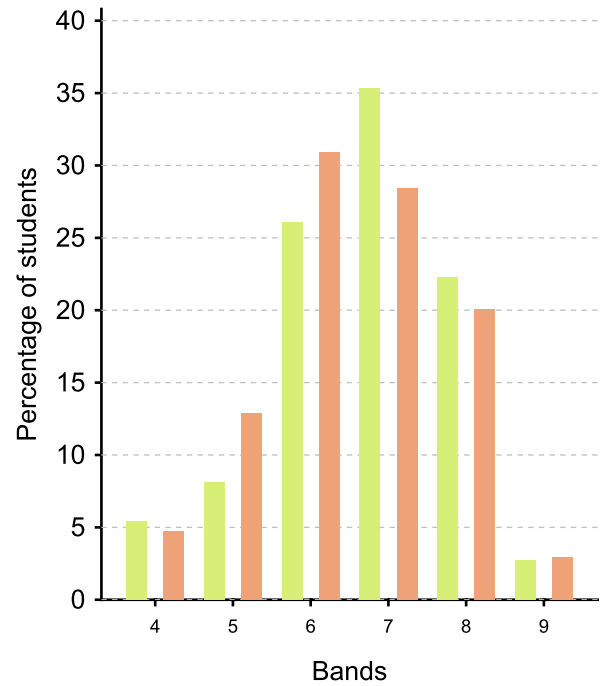
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



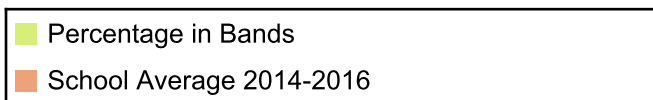
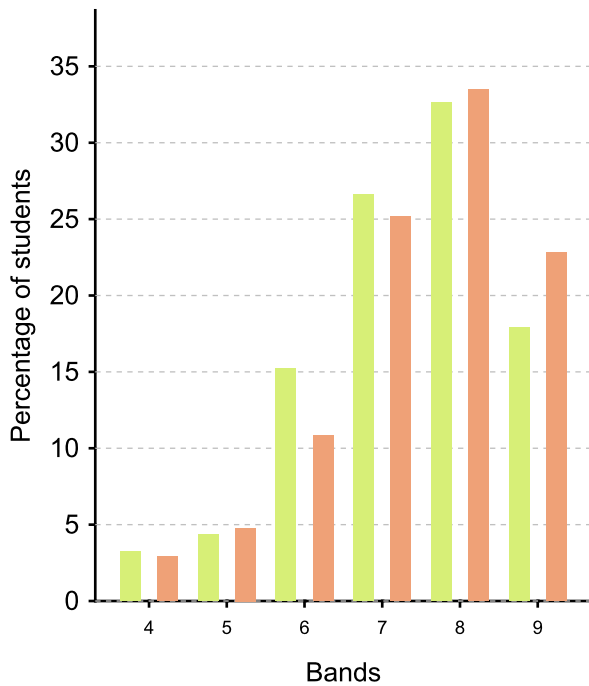
Percentage in bands:
Year 7 Reading



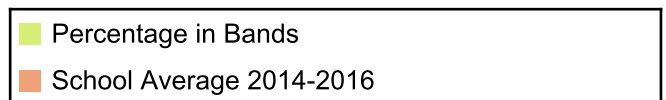
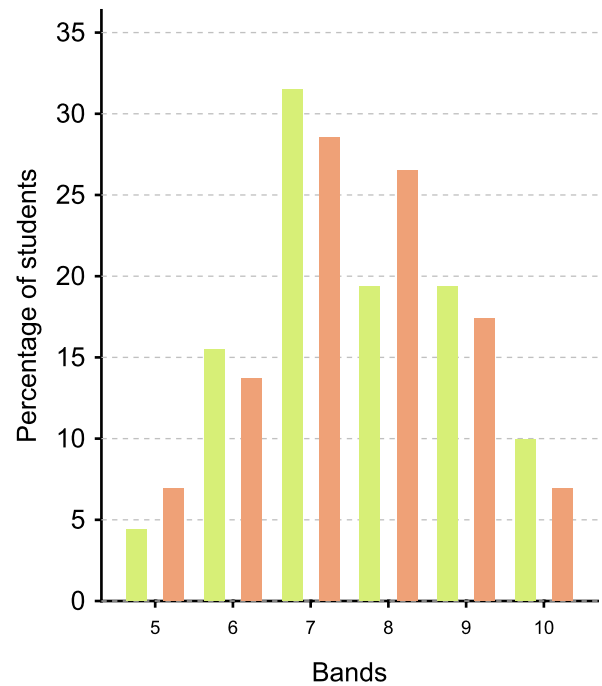
Percentage in bands:
Year 7 Writing



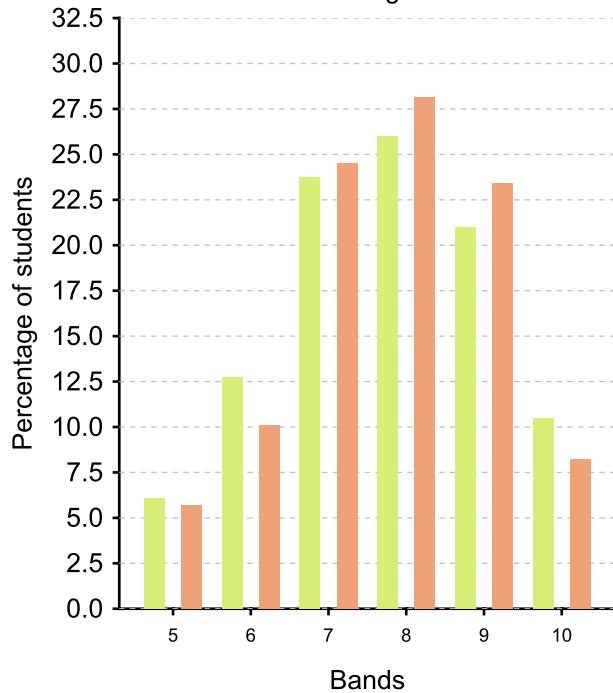
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

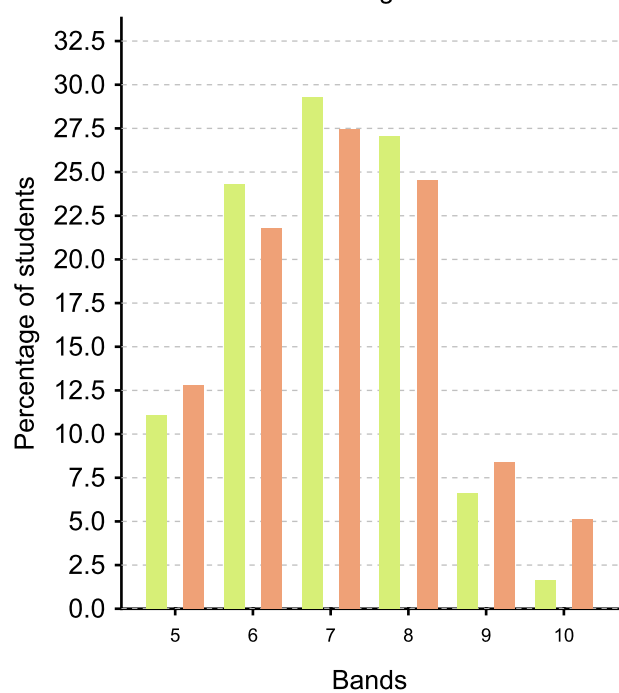


Percentage in bands:
Year 9 Reading



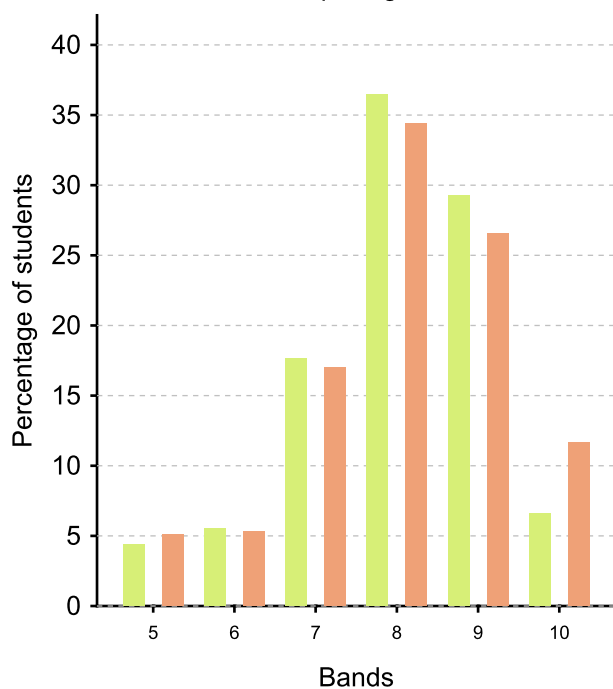
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Spelling

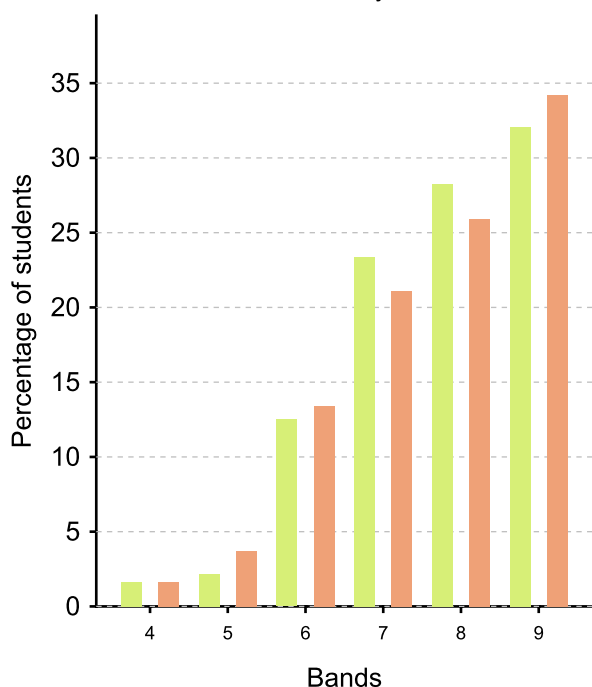


Percentage in Bands
School Average 2014-2016

For Year 7, all areas were well above the State Average for Bands 6 to 9. There has been an increase in the Writing section average when compared to the School Results from 2014–2016 especially in Bands 7 and 8. The Spelling, Grammar and Punctuation results for the Bands 8 and 9 have been slightly below the School Average for 2014–2016.

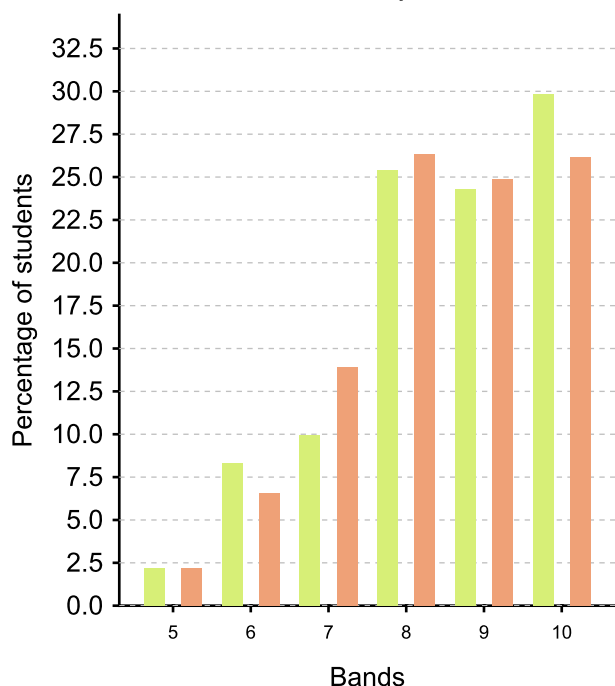
For Year 9, all areas were also well above the State Average for Bands 7 to 10. The Reading result for Band 10 was higher than the School Average 2014–2016. This is a positive result after the Wide Reading initiative, which commenced in 2015. Whilst Writing is above the State Average, this is an area of focus as the 2016 result for the top band in Writing was lower than the average from 2014–2016.. Writing is being targeted through a whole school Literacy initiative

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

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.

NAPLAN results for Numeracy in both Year 7 and Year 9 were excellent in comparison to the National standard.

Only 2% of boys in Year 7 and 7% of boys in Year 9 are at the NMS (National Minimal Standard) compared to 16% and 19% respectively, across the state. In Year 7 62% of boys and 57% in Year 9 are performing at the proficiency and above level compared to 31% (Yr 7) and 27% (Yr 9) across the state.

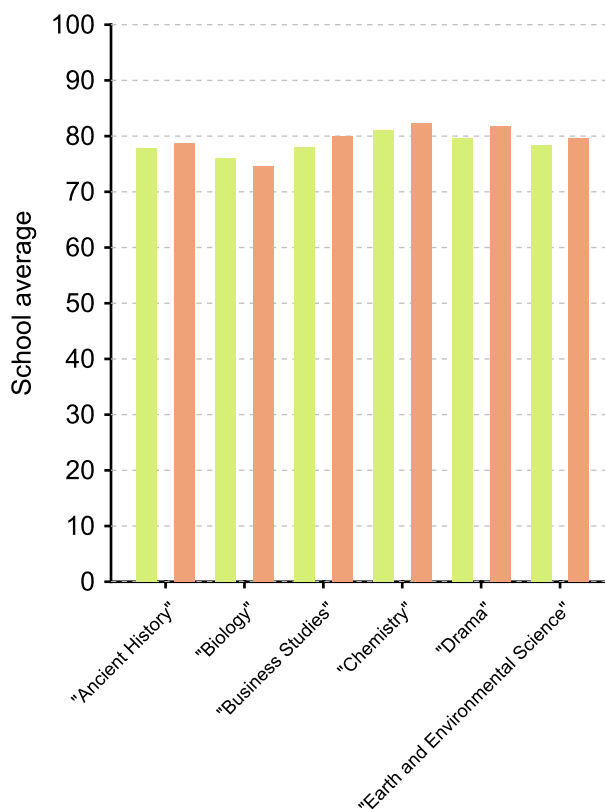
Year 7: In 2016, there were no Band 4 results and only 2.2% of students achieved Band 5 and 12.2% achieved Band 6. These results show an improvement based on the past three years averaged. In bands 7 and 8, boys have shown considerable growth, whereas in band 9 there has been a slight decline against the three years averaged.

Year 9: This has been a truly exceptional year for Year 9 with 56% of boys achieving in Bands 9 and 10. There were no Band 5 results and only 7% of the boys performed in the bottom three Bands compared to 48% in the state. In the highest band, 31.2% of boys achieved a Band 10 result compared to 23.6% in the three year average.

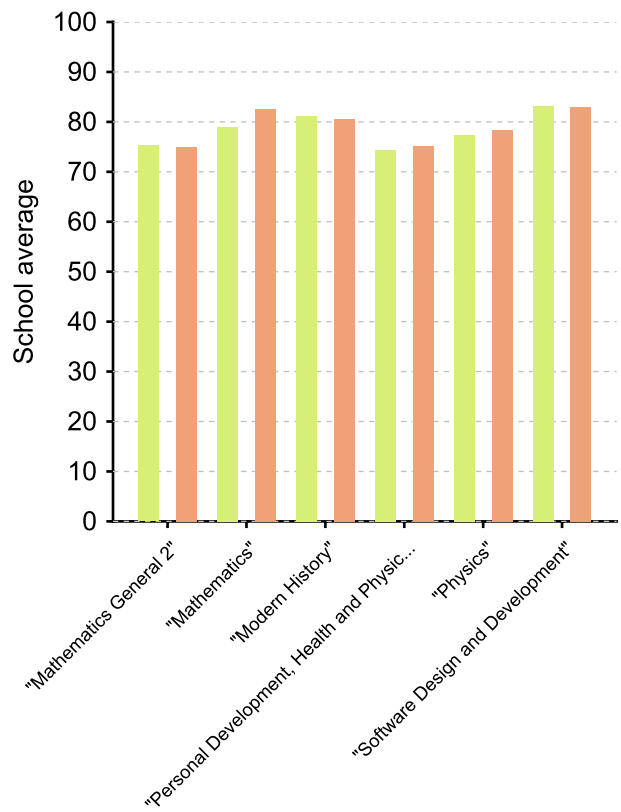
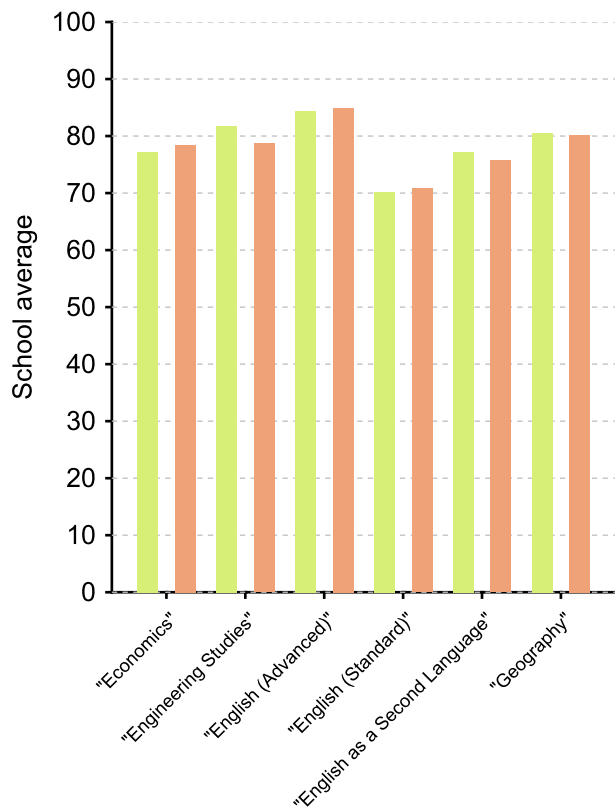
The school is continuing to focus on Numeracy and Literacy as a major growth areas in the Middle School.

Higher School Certificate (HSC)

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

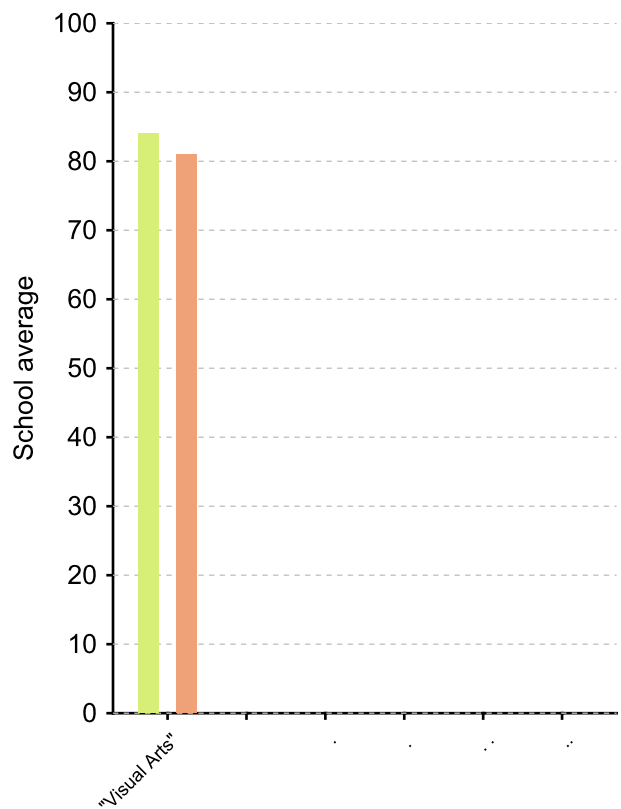
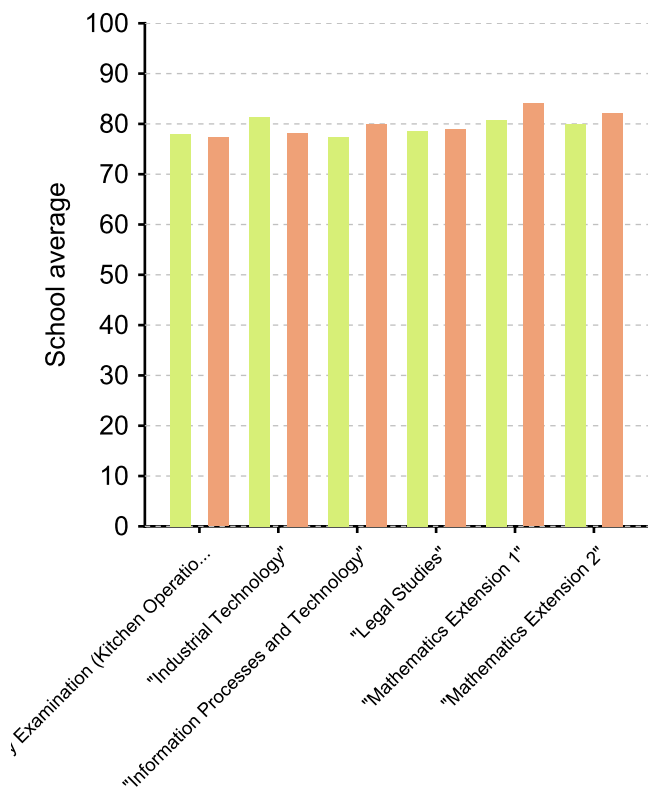


School 2016 School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

■ School 2016
 ■ School Average 2014-2016

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (Highest). 182 boys from EBHS completed the HSC for an ATAR in 2016 with approximately 25% of Year 12 achieved an ATAR over 90.

On the All-Rounders list (over 90% in 10 units or

more), five students were recognised. In over 96% of the HSC exams, these students achieved Band 3 or higher, 61 individual Year 12 boys received 90% or more 131 times.

Highly notable top band results were achieved in the following subjects and levels: Engineering Studies, Construction, Design and Technology, Visual Arts, Music Extension, Modern History, History Extension, Software Design and Development, English Advanced, English Extension 1, English Extension 2 and Mathematics Extension 1.

Parent/caregiver, student, teacher satisfaction

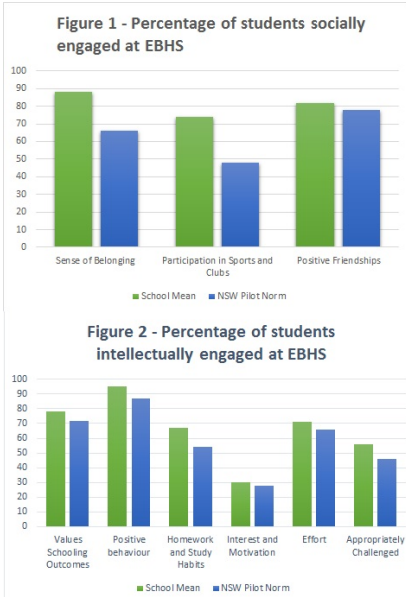
In 2016, the school sought the opinions of parents, students and teachers through implementing the Tell Them From Me (TTFM) Survey. In Term 1, 904 students were surveyed, and in Term 3, 656 students, 74 teachers and 57 parents were surveyed.

On the student survey, the average over the two surveys indicated that 44% of students in this school had a high rate of participation in extra-curricular activities. The NSW Government norm for boys is 22%. Another aspect of the survey was the focus on student wellbeing including a positive sense of belonging. Data collected indicated that in Term 1, 77% of students in this school had a high sense of belonging. This increased to 80% in Term 3. The NSW Government norm for boys is 69% (figure 1).

School learning climate was indicated by a range of questions and student responses; however, one significant indicator was that 78% of students in the school had high levels of academic self-concept and 89% were aspiring to finish high school (figure 2).

Results from the 74 teachers who responded to the survey, indicated that the strengths of the school include learning culture, teaching strategies, an inclusive school and data informed practice.

The 57 parents that responded to this survey indicated that the strengths of the school were: a safe school; the school supports positive behaviour and learning; the school makes parents feel welcome. They also indicated that channels of communication such as parent interviews, email, text, and the school newsletter were most effective.



Policy requirements

Aboriginal education

EBHS is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. We have strengthened our links with the Aboriginal community by developing positive partnerships through the Boys To Men program. This program led to community events including new links with Koori Kinnections and the AECG. These led to greater understanding of the ownership and richness of Aboriginal cultures and Custodianship of Country. These links were also celebrated through NAIDOC week. Acknowledgement of Country is a respected and celebrated part of all school events.

Multicultural and anti-racism education

Diversity in student cultures and nationalities are supported and embraced at EBHS. Our students and teachers represent a rich diverse range of nationalities in our school community. Our inclusive teaching practices recognise and value the backgrounds of all students and promote an open and accepting attitude towards different cultures and languages. Multicultural perspectives are embedded in our differentiated and specific teaching and learning programs. School and sporting activities embrace our multicultural diversity resulting in a culture of tolerance and appreciation of difference. Our diversity is celebrated through various activities such as Multicultural day and Harmony day where students experience dance, music, food and cultural performances. EBHS supports the Department of Education *Anti-Racism Policy* and the *Multicultural Education Policy* and its goals are embedded in the *Boys To Men* Program through the Positive Behaviour for Learning (PBL) program. We support our students academically by providing morning classes to support student from assorted cultural and linguistic backgrounds and all students are encouraged to participate in our school community and many inclusive projects.

Other school programs

Student leadership – Prefects

This Prefect Report covers two groups of leaders due to the change over of duties taking place in Term 3.

The Prefect cohort of 2015–2016 elected to support a number of charities with small events held throughout the year. They supported the SRC in raising funds for the charity for Prostate Cancer in working together at an election day BBQ. As a large group they participated in the World's Greatest Shave and encouraged students from across the school to also join in this event. Their third focus was to raise funds for Mahboba's Promise, a charity in Afghanistan which supports education for young females and male

fundraising went towards building a volleyball court and supplying sporting equipment for the schools. Funds were raised by holding BBQ's at school, holding mufti days and providing week long activities for the student body. The prefects continued to support other charities through collections at school and in the community. They attended community ANZAC events and participated in the History Faculty's organisation of the ANZAC assembly for the whole school.

During Harmony Week, they organised a number of fun activities, to promote the importance of tolerance and diversity in the community. They also ran the Harmony Day Assembly, where they organised guest speakers; an old boy who spent a year in Mexico; and a current teacher who shared his family's experiences of racism.

They continued to maintain their relationships with other school leaders through the prefect network by attending afternoon teas. In Term 1 they held their own event which was well attended by leaders from other schools. They also had afternoon teas with the Cheltenham Girls prefect body, where each school hosts an afternoon tea.

The prefects of 2016–2017 attended the annual leadership camp to set their goals for their year of office and this was closely followed by their Induction Assembly, which was well attended by parents. They have continued the tradition of supporting the afternoon teas and holding afternoon teas. The boys assisted with the Cheltenham prefects at the traditional Golden Oldies Rotary Harbour Cruise community activity. They also attended community events at The Epping Club for Remembrance Day in November, both on the weekend and through the week. Local member, Victor Dominello, invited the group to a Leadership Day at Parliament House to view Question Time, which the boys found highly interesting and entertaining.

Both groups assisted the staff over the year in their regular weekly duties of assembly, canteen and bus lines. They have assisted in the smooth running of events on many occasions and hold a weekly meeting to discuss issues and upcoming activities.

The commitment and service to the school by both groups of prefects has continued to be an integral part of the leadership program at Epping.

Students' Representative Council (SRC)

In 2016, the Student Representative Council continued to build upon relationships within the school community. Students were successful in organising and facilitating various school events and charity fundraisers. Our first event on the school calendar was Autism Day. The SRC and Inclusive Education held a bake sale to raise funds for our Inclusive Education Unit. The event was a great success with many boys donating their time to this event. Soon after, the SRC organised the Fun Run which ran in conjunction with the cross country carnival. This event was instrumental in assisting us to raise money to support our three World Vision Sponsor children from Sri Lanka, Cambodia and Mongolia.

We were involved again with the Hills and Hornsby Network Camp where some of our year 9 and 10 boys were asked to attend as Junior Counsellors. We look forward to this camp every year as the boys build relationships with local primary school, whilst developing their leadership skills and experience.

The annual school dance continued its success in 2016 as students from Epping Boys, Cheltenham Girls, Riverside Girls, Willoughby Girls and Macarthur Girls High School enjoyed an evening with great music, good food and even better company. This event reinforced our bonds with the wider community. The boys worked very well as a team to organise and facilitate the entire event.

The SRC, in conjunction with the Prefect body, ran the Election Day BBQ earlier in the year. The money raised from the BBQ, as well as the proceeds from the Film Fest were donated to the Prostate Cancer Foundation. Last year's Film Fest theme was *card* and we had many entries from boys across all years as well as entries from Cheltenham Girls High School.

Apart from our main events the SRC was also involved in raising money for the 40 Hour Famine, Bandanna Day, Footy Colours Day and Ryde Rotary through the purchase of tickets to their annual circus event. We continued to strengthen relationship with other schools through our involvement in the Cheltenham Girls Recycled Fashion Show and Willoughby Girls High School afternoon tea.

Sporting Achievements

2016 was another successful year for Epping Boys High School sport with some outstanding achievements on an individual and school level.

A total of seventy nine grade teams (43 in Winter and 36 in Summer) were entered into the North Western Metropolitan Zone Competition. Our zone premiership winning teams were: 1st Rugby, 1st, 15A, 14A, 14C, 13A, 13B Football, Senior & Junior Hockey, Senior and Junior Lawn Bowls, 1st, 15, 14A, 14B Cricket, 1st, 15s Baseball, 1st Basketball, 14 Volleyball, 14s Tennis, 1st, 2nd Oztag, 1st, 15A, 15B Futsal and 15s, 14s Water Polo. This total of twenty seven premierships made Epping the most successful school in the zone for both the winter grade competition and the summer grade competition. We were also champion Football and Cricket schools.

Epping was also champion Zone Swimming, Zone Cross-Country and Zone Athletics schools, which confirmed Epping as the champion Zone Carnivals School for 2016. As a result Epping was also presented with the trophy for being champion overall Zone sports school.

The Annual Rugby and Football Dinners were held at the school in the Trade Training Centre for the third year. This event was fully catering by our student body with the assistance of our Hospitality teachers which highlighted the unique talent within the school not just on the sporting field. The dinners were attended by

over 500 guests, including students, parents, coaches, staff, old boys and special guests from the of the school community. These dinners continue to be two of the biggest highlights on the Epping boys sporting calendar.

Epping competed in more than a dozen different NSW Combined High Schools (CHS) knockout competitions, gala days and regional qualifying tournaments in various age groups. Sports included Rugby, Football, Touch Football, Futsal, Volleyball, Basketball, Tennis, Cricket, Water Polo, Baseball, AFL, Hockey, Squash and Lawn Bowls.

Some of our notable 2016 Individual and Team results worthy of mention include:

- Champion Zone Swimming, Athletics and Cross Country school
- Champion Zone carnival school
- Champion Zone school
- Champion Winter grade sport school
- Champion Summer grade sport school
- Champion Zone Cricket school
- Champion Zone Football school
- Sydney North Knockout Cricket winners
- Sydney North Knockout Football winners
- Sydney North Knockout Hockey winners
- NSWCHS Opens Football Knockout winners
- 1 NSW All Schools representative competing at an Australian All Schools event
- 14 NSWCHS representatives competing at NSW All Schools events
- 74 Sydney North representatives competing at NSWCHS events
- 76 Zone representatives competing at Sydney North events
- 1 record at Sydney North Swimming
- 4 records at Zone Swimming
- 6 age champions at Zone Cross Country
- 17 Years age champion at Zone Athletics
- 3 Sydney North Blue recipients
- 5 Zone Blue, 4 Zone Blue Endorsement and 28 Zone Team Blue recipients
- Harrison Wade (Athletics) – 7th 3000m at Australian All Schools Athletics Championships
- Adam Khalaf (Football/Futsal) – Under 17 Australian Futsal Team and NSWCHS 1sts
- Harry Turner (Rugby) – Under 17 Junior Gold Squad. Player of the tournament at Nationals, Under 17 Waratahs 7s Training Squad, Waratahs Development Academy and NSWCHS 1sts
- Arrick Ang (Badminton) – U17 NSW Representative, U17 Mixed Doubles Plate Winner, U19 NSW Representative, U19 Mens Double Semi-finalist, U19 Mens Singles Plate Winner
- Gordon Hessel (Dragon Boating) – Selected for U18 National Dragon Boat team for the 2017 Worlds in China
- Jimmy He (Volleyball) – U17 NSW Volleyball Team
- Alex Lyndon (Volleyball) – Accepted into the AIS, U17 NSW Volleyball Team, NSWCHS 1sts
- Haydyn Ryland-Adair (Swimming) – Competing at 3 events at Nationals (2017), Raced in 3 finals

at State, Competed at NSW All Schools

- 11 1st Grade 30 game ties
- Won 27 Zone Premierships; 11 in Winter and 16 in Summer
- All Age Relay Swim Team – 4th at NSW All Schools and 1st at NSWCHS
- 14 Years 4x100 Athletics Relay Team – 2nd at NSWCHS
- 15 Year Boys Cross Country Team – 2nd at NSWCHS in Schools Teams Event
- 1st Football Team – NSWCHS Opens Football Knockout Winners
- 1st XII Cricket Team – Sydney North Knockout winners, progressing into the NSWCHS stages of the knockout
- U14 Futsal team – 1st regionals
- U16 Futsal team – 1st regionals, 2nd state

Creative and Performing Arts (CaPA)

During 2016, EBHS was again busy promoting the Creative and Performing Arts. The Music staff were collaborating with Cheltenham Girls High School to prepare for the Pacific Basin Music Festival. Six staff and 65 students travelled to Hawaii to compete in both the band and choir sections of the Festival. The Wind Ensemble, under the direction of Mr Lindsay Frost, gained a gold medal whilst the choir, under the direction of Mr Michael Crouch, came home with a bronze medal. Both the Wind Ensemble and the Combined Choir performed at the Ala Moana Shopping complex receiving great applause from the crowds. The Choir also sang in one of the many churches in Waikiki and the acoustics were amazing, whilst the Wind Ensemble's final performance was conducted on the closing night at a prestigious town hall. All staff and students enjoyed the immersion in an international music event that saw collaboration and teaching experiences across school and countries.

The CaPA HSC students of 2016 also had some outstanding achievements. Three Visual Arts students, Sean Simon, Josh Chan and Tom McGann, had their artworks nominated for Art Express with Josh and Tom gaining selection for exhibition. Hugh Ou Yang was nominated for Encore for his amazing piano performances.

Our Annual Drama Night, Evening of Music and Art Exhibition were all highly successful. The Drama Night showcased a high degree of talent across the Year 10 and Year 12 individual and group performances. For another sold out performance the Evening of Music presented the variety of musical talent throughout all year groups. From the mass Year 7 choir, brilliant individual performances by Year 12 Music extension students through to the Jazz, and Concert band and the Wind Ensemble, all students excelled in their aptitude for performance. The 2016 Art Exhibition was again a huge success. The artworks on display included both 2 and 3 dimensional works including drawings, printmaking and painting, ceramics and the HSC bodies of work.