

Canterbury Boys High School Annual Report



2017



8107

Introduction

The Annual Report for **2017** is provided to the community of **Canterbury 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.

Ms. Belinda Giudice

Principal

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Message from the Principal

Canterbury Boys High School is proudly a strong community based centre of learning. I lead a remarkable team of teachers who are passionate about boys' education and provide the young men of Canterbury and the Inner West with a comprehensive, relevant and innovative curriculum. We build compassionate, resilient and successful students who demonstrate our core values of truth, honour and respect.

We pride ourselves on high academic standards and providing differentiated, personalised learning to empower students to achieve their academic and social potential. In 2017, our DUX ATAR was 96.4; reflecting the tailored teaching and learning approaches that meet the optimal needs of students. The school leads by example in striving for excellence, providing opportunities for students to fulfil leadership, academic and community roles. We build young men of character who demonstrate our core values of truth, honour and respect exemplified by our strong student leadership and citizenship programs.

In 2017, Canterbury Boys High School continued its proud history and tradition of academic excellence and student success. Our achievements are evidenced by regular award recognition at local, state and national levels. In 2017 we received NSW Department of Education awards and Public Education Foundation Awards for excellence in student achievement and our achievements in STEM (Science, Technology, Engineering and Mathematics).

The school continued its work on embedding the three strategic directions of the 2015 to 2017 School Plan into school processes and practices.

- **Connected Learning** – building meaningful partnerships beyond the school
- **Staff Learning** – fostering quality teaching and building capacity and leadership within the school
- **Student Learning** – building student success as lifelong learners

This sustained focus enabled the school to pursue excellence for every student by maximising student engagement in a safe, caring and supportive environment. Students continued their participation in a variety of university and business mentoring partnerships that enriched their educational experience and achievement. We began an in-residence partnership with the Sydney Story Factory and were merit selected by the University of Sydney to be a STEM (Science, Technology, Engineering, Mathematics) Academy School. These partnerships enabled students to excel and impacted on teacher professional practice.

The school has benefited from extra funds through the Resource Allocation Model (RAM) and employed an extra Deputy Principal, Technology Support Officer, Transition Advisor, School Learning Support Officer and Student Support Officer. A range of literacy and numeracy enrichment programs were funded by RAM.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

The purpose of Canterbury Boys High School is to build confident, caring and articulate citizens of the 21st Century who actively strive to achieve their personal best and take pride in themselves, their school and their diversity.

School context

Canterbury Boys High School (352 students, 90% LBOTE) situated in Sydney's inner-west, focuses on quality teaching and learning in a supportive environment that encourages boys to take responsibility for their own learning. Strong partnerships beyond the school provide a range of learning opportunities to ensure a successful transition from school to work or further study.

Our school has a culture of high expectations that values diversity, where truth, honour and respect are embedded in all aspects of school life. We aim to provide differentiated, individual learning to empower students to achieve their academic and social potential.

Staff are passionate about boys' education, and preparing students to be 21st-century lifelong learners and active citizens in a global community.

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. 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.

The results of this process indicated that in the School Excellence Framework:

- Domain of 'Learning', the school is sustaining and growing in the area of 'Learning Culture'; delivering in the elements of 'Wellbeing', 'Curriculum and Learning' and 'Student Performance Measures' and 'Reporting'; and working towards delivering in the element of 'Assessment'.
- Domain of 'Teaching', the school is delivering in all five elements of the framework.
- Domain of 'Leadership' the school is sustaining and growing in the area of 'School Resources' and 'Management practices and processes' and delivering in the areas of 'Leadership' and 'School Planning, Implementation and Reporting'.

The school delivers on priorities outlined in the School Plan evidenced by the broadening of university and business partnerships, combined with the strong retention, ATAR eligibility and post-school destination data. Attendance is closely monitored and long-term data confirms above-state norms in this area. Evidence presented such as NCCD data collection and the use of career and transition plan data confirms the processes used to identify, address and monitor student learning needs. There is evidence of integrated planning and delivery to support equitable provision of curriculum through elective choices and ATAR/non-ATAR pathways to meet the diverse needs of students.

Business Intelligence data indicates that the school is delivering in value-added growth from years 7 to 9 and from years 9 to 12. The school has evaluated the compressed curriculum model of delivery and is focusing on data use and its flow-on effects to support differentiated curriculum delivery.

Future directions for the 2018–2020 School Plan include a sustained focus on:

- Teacher and leader use of data and how it can effectively be used at the school, faculty, classroom and individual student level (Data Skills and Use)
- Lead the implementation of a Quality Teaching Strategy as per new School Plan priorities (Effective Classroom Practice, Curriculum and Learning, Assessment, Reporting)
- Implement formal induction and quality teacher professional learning programs to support colleagues at all career progression points aligned to the Australian Professional Standards for Teachers (Learning and Development, Professional Standards)
- Evaluate the school's wellbeing system and design a new model of support to more strategically align with the DoE Wellbeing Framework (Wellbeing)
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Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

CONNECTED LEARNING: Building meaningful partnerships beyond the school

Purpose

To foster a collaborative culture within and beyond the school that enhances our relationships with the wider community. This culture values partnerships that are inclusive, sustained and embedded in the curriculum encouraging student responsibility and providing opportunities for them to explore future pathways in real world settings.

Overall summary of progress

- Over 50% of ATAR eligible students achieved university offers.
- Student success and aspiration enhanced through Transition Adviser and Careers Adviser leading Career and Transition Plans for all students 9–12.
- Student engagement in learning increased through participation of students across years 7 to 12 in university programs (University of Sydney Compass, UNSW Aspire, Western Sydney University PATHE program), business mentoring programs (Talking Law, ABCN, RAISE Youth Frontiers) and community partnership programs (Belmore PCYC, Fusion).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Students' learning aspiration increases evidenced by participation and learning related to university and aspiration programs	0.3 Transition Advisor (Low SES RAM funding) \$32, 969.54	<ul style="list-style-type: none">• Expanding relationships with universities through USyd Compass, UNSW ASPIRE and USyd STEM Academy and new collaborations with WSU.• Tell Them From Me data indicates 75% of students have aspirations for finishing high school and 63% have aspirations for university.
<ul style="list-style-type: none">• COS students participate in a comprehensive curriculum and transition program to raise exposure to the opportunities at the school		<ul style="list-style-type: none">• 120 Year 5 students participate in an Enrichment Program• Introduction of stage 3 STEM semester program across 4 primary schools• 100% of staff participate in the Canterbury network COS TPL program; CBHS leading this process.
<ul style="list-style-type: none">• Growing popularity of the CBHS social media networks as a means to communicate with parents and community members the school's activities and promote visible and increased engagement		<ul style="list-style-type: none">• School website receiving up to 2000 website hits per week. The average is 800 hits per week. Across 2016, the website received 45,431 page views and 12,833 visitors.• Continued expansion of Twitter and Facebook accounts. Twitter followers have increased from 580 (beginning of 2017) to 759. The Twitter site had 48, 842 visits in 2017; up 12,000 from 2016.

Next Steps

- Continued participation in the university and business programs supporting student aspiration
- Continued participation in curriculum and transition programs across our Community of Schools, with the intent to increase student enrolment through the increase of community confidence
- A dedicated 2018–2020 School Plan focus, through the strategic direction, "Building strong advocacy within our local community"

Strategic Direction 2

STAFF LEARNING: Fostering Quality Teaching and building capacity and leadership within the school

Purpose

To enable all staff to be active, fearless, reflective and collaborative members of an engaged and collegial community of learners. By implementing the Australian Professional Teaching Standards and collaboration across the KLA's, the school will foster curriculum innovation, quality teaching and leadership capability that inspires learning.

Overall summary of progress

- Upskilling of teachers and leaders through participation in the Department of Education pilot program, Enhancing Data Skills and Use; an assessment pedagogy project that improved data literacy skills and academic rigour linked to an assessment task. Class profiles were created for all stage 4 and 5 classes and this has impacted on teacher capabilities to plan for better curriculum differentiation.
- All teachers participate in a range of quality professional learning linked to the School Plan and teachers Performance and Development goals. In 2017, the school's Senior Executive coordinated the Canterbury Community of School's professional learning program. This included a focus on visible learning.
- The school begins an in-residence partnership with the Sydney Story Factory to increase students' literacy engagement. An independent report indicated the percentage of students who 'really enjoy' writing increased from 11% to 36% through participation in the Sydney Story Factory programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Staff ability to recognise and plan for differentiated curriculum increases through engagement with class profiles created for Stage 4 and 5 students.		• Class profiles for Stages 4 and 5 created. Cross-KLA professional learning in differentiation strategies was applied based on the profiles
• Teacher leadership capacity at the individual, faculty and whole school level improves through participation in the NSW DoE pilot program, 'Enhancing Data Skills and Use' project.	\$40,000 additional Deputy Principal (RAM equity loading for socio-economic background)	• 100% of staff trained in SCOUT software building data literacy skills • Faculty participation in NSW CESE Data Skills program, indicating stronger understanding of the use of assessment data
• Students' literacy engagement increases	0.2 in-residence Sydney Story Factory partnership; a Chief-Story Teller and up to 6 volunteers/week supported students	• Students across years 7 to 12 participated in a range of creative writing programs led by the Sydney Story Factory. Student learning was enhanced in stage 4, 5 and 6 English, and stage 5 Drama, Visual Arts and Photography classes.

Next Steps

- A dedicated 2018–20 School Plan strategic direction focus on "Developing quality classrooms where students excel". This will include a coordinated and sustained approach to curriculum planning and delivery and quality assessment practices through an explicit focus on raising academic rigour of tasks and using data to inform practice
- Continued in-residence partnership with the Sydney Story Factory in 2018 with the intent to continue to raise student engagement in literacy

Strategic Direction 3

STUDENT LEARNING: Building student success as lifelong learners

Purpose

To foster an environment that encourages students to excel as 21st-century learners who value their learning within and beyond the classroom. Students will be nurtured to become resourceful and resilient lifelong learners. They will think critically, empathetically and ethically contributing to their world as global citizens and belonging to a community that celebrates student diversity in a culture of high expectations.

Overall summary of progress

- Tell Them From Me data shows a 8% increase in extra-curricular participation; compared to the Government state norm of 24%. 59% of students identify having a positive sense of belonging and 63% identify as having positive student relationships. This compares with 66% and 78% of state Government norms.
- The school implements a range of universal and targeted wellbeing programs to support students social and emotional needs. In 2017, this included a 8-week Resilience and Mindfulness program with the University of Sydney.
- The school was officially recognised as a White Ribbon School, evidenced by its successes in programs and initiatives supporting healthy relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • The educational, social and emotional needs of all students are effectively supported. 	<ul style="list-style-type: none"> • 0.6 SSO – \$21, 400 (0.2 RAM equity); \$42, 450 (0.4 RAM Flexible funding for Student Wellbeing) 	<ul style="list-style-type: none"> • Continued employment of a Student Support Officer to Implement a range of healthy relationship and wellbeing initiatives; including recognition of CBHS as a White Ribbon School
<ul style="list-style-type: none"> • Increased student confidence in the school's ability to deliver a contemporary 21st-century education that enriches student learning outcomes. 	<ul style="list-style-type: none"> 0.2 TSO – \$23,355 (RAM equity loading for socio-economic background) 	<ul style="list-style-type: none"> • Continued support of implementation of new technologies and curriculum supporting student learning
<ul style="list-style-type: none"> • TTFM data indicates improved positive relationships between school community members and enhanced sense of belonging. 	<ul style="list-style-type: none"> 0.2 CLO – \$11,155 (RAM equity loading for socio-economic background) 	<ul style="list-style-type: none"> • Partial employment of a CLO has strengthened home-school partnerships • TTFM parent satisfaction data indicates parents feel welcome (6.3) and informed (6.4) • Students engaged in universal and targeted initiatives to enhance positive relationships
<ul style="list-style-type: none"> • Students have the opportunity to work towards certificate I attainment in volunteering. 		<ul style="list-style-type: none"> • The school established a new partnership with Exodus restaurant which enabled the stage 5 and 6 Work Education classes to integrate volunteering into the curriculum • Existing volunteering with Bupa aged care continued • 17 students achieved a Certificate I in Volunteering

Next Steps

- A dedicated strategic plan focus of the 2018–20 School Plan will be "Embracing innovative and supportive learning environments". The school's wellbeing system will be reviewed and re-developed in order to better meet best practice and the contemporary needs of students.
- Continued implementation of a range of data-informed wellbeing strategies that enhance student sense of belonging and positive relationships amongst school community members

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1951	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students and their parent/carers review, reflect upon and evaluate their individual learning plans to inform future learning goals. • Partial funded full-time employment of SLSO for student in class support • Participation in a community of schools cultural program supporting Aboriginal student; led by Canterbury Public School
English language proficiency	\$80,133 – includes \$60,944 (0.6 staffing) and \$19,188 flexible	<ul style="list-style-type: none"> • The 0.6 EAL/D teacher supported 95 identified students • EAL/D mixed ability classes in Stage 4 were established and these classes were supported through team teaching and resource development • Intensive Literacy Program supported year 7 and 8 students • Teacher release for explicit EAL/D curriculum resource development
Low level adjustment for disability	\$134,271 – includes \$101,574 (1.0 staffing) and \$32,697 flexible	<ul style="list-style-type: none"> • NCCD collection of data informed in-class support and use of 1.0 LAST and SLSO time. Staff and student feedback indicated additional support assisted with students' class and assessment work. NAPLAN value-added growth outstanding from Year 7
Socio-economic background	\$116,428	<ul style="list-style-type: none"> • Employment of an additional Deputy Principal and part-time Transition Officer, Community Liaison Officer, Student Support Officer and Technology Support Officer support a range of school plan priorities including fostering quality teaching, leading student wellbeing and increasing partnerships with universities, business and the school community
Support for beginning teachers	\$12,821	<ul style="list-style-type: none"> • Implementation of a formal Beginning Teacher Induction Program aligned to the Australian Professional Teaching Standards. • Beginning teachers work towards accreditation at Proficient in 2017–engaging in reflection and refinement of programs and classroom learning both independently and through classroom networks



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	405	385	351	348
Girls	0	0	0	0

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.8	92.6	93.1	92.6
8	91	93.6	89.5	91.3
9	93.3	90.5	89.3	88.2
10	91.2	90.2	86.6	91.8
11	90.8	88.9	91.8	87
12	90.7	88.7	89.1	90
All Years	91.9	90.6	89.7	90.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

In 2017, the school reported above state average attendance data with a rate of 90.1% compared with 89.6%. Considerable whole school effort is placed on ensuring that attendance levels remain high.

Non-attendance is managed by an electronic messaging system and school and NSW Department of Education follow-up through the Home School Liaison Officer (HSLO) program. The school regularly monitors student attendance and works with students, their parent/carers and external agencies to support attendance and participation at school.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6
Employment	0	2	13
TAFE entry	0	0	6
University Entry	0	0	60
Other	0	0	4
Unknown	0	0	12

The 2017 HSC cohort have pursued a variety of career pathway options. Sixty-five per cent of students successfully transitioned into tertiary studies, including university. In addition, students commenced apprenticeships, traineeships, and employment. A small number of students are seeking employment or were not contactable.

Courses undertaken at university include: Law, Paramedicine, Medical Science, Nursing, Economics, Business, Engineering, Computer Science, Information Technology, Construction Management, Policing and Fine Arts. Courses undertaken at TAFE include Accounting and Nursing.

Students undertaking apprenticeships include in the areas of Carpentry, Electrical and Plumbing.

Year 12 students undertaking vocational or trade training

One student studied Hospitality at TAFE as part of his HSC and was successful in achieving a Certificate 2 in Hospitality.

In the school delivered framework of Information Digital Media and Technology, 100% of students completed the mandatory work placement and achieved a statement of Attainment towards a Certificate 3 in Information Digital Media and Technology.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of Year 12 students completed their HSC. 100% of Year 12 students enrolled in IDT achieved a Statement of Attainment at Certificate II level in their VET framework studies.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	6
Classroom Teacher(s)	21.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	5.98
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation requires schools to report on Aboriginal composition of their workforce. There are no Aboriginal staff members currently within the workforce composition.

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	43

Professional learning and teacher accreditation

All teaching staff participated in significant professional learning throughout 2017. Across the targeted SDD's, this included a focus on: compressed curriculum, student wellbeing practices and preparation for 2018–2020 School Plan. All staff were involved in a comprehensive Data Skills project with the Centre for Education Statistics and Evaluation (CESE). In this project, teachers closely examined student data and current assessment practices.

Other significant school-based professional learning projects included: staff participation in School

Excellence

Framework self-assessment, understanding and responding to the HSC Results Analysis Package, and curriculum differentiation through the creation of class profiles. The school led the Canterbury Community of Schools TPL Network which included a focus on visible learning and quality teaching practices and included participants from five primary schools along with our school with a total of more than 200 teachers involved. The total expenditure on teacher professional learning was \$34,624 in 2017, approximately \$967.15 per staff member.

In 2017, there are **three** new scheme teachers working towards accreditation with the NSW Education Standards Authority (NESA). **Nine** new scheme teachers are maintaining accreditation with NESA at Proficient levels. Several teachers have expressed interest in seeking voluntary accreditation at Highly Accomplished or Lead in 2017 and have started to attend Department of Education information sessions. These teachers have participated in a discussion group to share information and to better understand the evidence that supports each Standard. Two members of the school executive have also begun working with colleagues across a community of schools to complete training in the Principal's modules.

There were **three** beginning teachers on staff during 2017. They took part in a year-long mentoring program designed to induct them into the school, professionally develop skills in behaviour management and curriculum delivery, undertake mandatory health and safety training and to work towards completing their accreditation at proficient.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	649,184
Appropriation	559,294
Sale of Goods and Services	30,395
Grants and Contributions	59,240
Gain and Loss	0
Other Revenue	0
Investment Income	256
Expenses	-429,450
Recurrent Expenses	-429,450
Employee Related	-172,214
Operating Expenses	-257,236
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	219,734
Balance Carried Forward	219,734

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance

carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,228,726
Base Per Capita	53,703
Base Location	0
Other Base	4,175,023
Equity Total	332,783
Equity Aboriginal	1,951
Equity Socio economic	116,428
Equity Language	80,133
Equity Disability	134,271
Targeted Total	32,750
Other Total	145,696
Grand Total	4,739,955

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The 2017 NAPLAN results showed outstanding improvement for students. The best performing domain is numeracy for both year 7 and 9 students with 98% of year 7 and year 9 students above national minimum standard. 92% of year 7 and 88% are above in the reading domain.

In terms of value-added results, the state average for improvement in reading was 37.1, our year 9 students improved by an average of 50.8. The school recorded improvement of over 63 points in Numeracy whilst the state average growth was 50.7. The school also exceeded the state average in Grammar and Punctuation with a score of 60.9 and state average growth of 34.8. Writing growth was 25.5 compared to state average growth of 46.5. This is an improvement area for the school.

In 2017 schools were asked to report on progress related to the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes for students* in the top two NAPLAN bands. The results are as follows: Year 7: 3.38% in reading, 13.56% in numeracy and Year 9: 10.17% in reading, 13.56% in numeracy. There was one Aboriginal student who sat year 7 and one in year 9 NAPLAN. The students results are not yet at proficiency and have specific personalised learning programs designed to address their development in this area.

The My School website provides detailed information and data for national literacy and numeracy testing. Further information can be accessed at: <http://www.myschool.edu.au> to access the school data.



Higher School Certificate (HSC)

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

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	70.8	69.7	70.9	65.8
Business Studies	67.0	67.2	68.2	69.8
Economics	72.8	69.6	73.6	69.1
English (Standard)	68.3	67.5	65.6	68.1
Information Processes and Technology	61.3	68.1	69.4	66.9
Legal Studies	73.5	69.9	72.1	69.4
Mathematics	70.0	69.9	73.2	72.4
Mathematics General 2	59.8	65.0	63.6	58.7
Modern History	76.0	68.3	69.6	73.7
Personal Development Health and Physical Education	70.8	67.4	67.7	72.6
Physics	56.9	66.3	70.4	65.0
Senior Science	69.2	66.4	68.3	64.9
Software Design and Development	61.7	72.4	71.5	67.9
Visual Arts	75.1	77.8	77.7	69.8

The Preliminary and HSC course of study is implemented through the compressed curriculum model. Within the compressed model, students completed both the Preliminary and HSC courses within the calendar year for three subjects (six units). This is the first year of HSC completion using the compressed curriculum model. HSC results for Year 12 students were improved for 2017 compared to their 2016 results. Their performance also reflected an increase in school performance against the state in multiple subjects, including English (Standard), Modern History, PDHPE and Senior Science. Students achieved 17 Band 6 results, a sharp increase on previous years.

Parent/caregiver, student, teacher satisfaction

Parent feedback was sought on a variety of issues in 2017. A priority focus was feedback on the implementation of the compressed curriculum. Parents were consulted by the Department of Education Communications and Engagement team where they indicated they felt welcomed and satisfied that the school listens to their needs. Parents are supportive of the school expectations and the opportunities given to student learning. The school held regular Community Consultation forums which were an additional opportunity for parents and community members to consult on a range of issues pertaining to the school.

Data was gathered from students, teachers and parents through the Tell Them From Me (TTFM) survey. Survey results indicated satisfaction with many school programs including curriculum-based activities, mentoring and university partnership programs.



Policy requirements

Aboriginal education

The Aboriginal Education and Training Policy is implemented across the school. The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted within the school. Aboriginal students receive fair, equitable, culturally inclusive and significant educational opportunities to gain a quality education as a foundation for enriching their life chances and achieving their full potential. Aboriginal students have access to a variety of educational opportunities in a range of settings including TAFE, Traineeships, Work experience and Scholarship programs.

A number of strategies are utilised to assist students in achieving their individual and educational objectives.

Effective elements implemented to help achieve these objectives are: strengthening relationships, enhancing student engagement and promoting ongoing learning.

In 2017, Aboriginal students were further supported through:

- Completion and review of Individual Education Plans (IEP) of Aboriginal and Torres Strait

Islander students reflecting on their current and future educational goals including literacy, social wellbeing and future career objectives along with strategies to help improve student learning.

- Inclusion in the Social Skills Program.
- Inclusion of targeted students in Intensive Literacy and Numeracy Programs.
- Inclusion in the COS Indigenous Culture program, led by Canterbury Public School.
- Class support and small group instruction with the School Learning Support Officer and Learning and Support Teacher.

Multicultural and anti-racism education

Teaching and learning programs implemented by Canterbury Boys High School and external providers promote intercultural understanding and skills. In 2017, these included In League In Harmony and the Fusion multicultural mentoring program. Students learnt about a range of cultures through Harmony Day and the annual Cantervale festival. A mural representing all nations from our community was made.

The school proudly hosted a number of programs supported by the Department of Education. This included a week-long study tour from China. Teacher professional learning sessions supported international staff from China and Bangladesh.

Canterbury Boys High School continued to support English as an Additional Language or Dialect (EAL/D) students. In 2017, there was a focus on team teaching and improving the capacity of all classroom teachers to meet the needs of EAL/D students, allowing them to achieve the outcomes of their courses and subjects.

The EAL/D teacher conducted TPL as part of the Community of Schools initiative, and shared strategies to enhance the speaking and oral interaction skills of students.

In 2017, there were five students from a refugee background. All refugee background students were supported within the EAL/D Program. Refugee students were mentored by staff, ensuring their general wellbeing and educational needs were met. They were included in the Intensive Literacy Program and referred to the Careers Advisor for advice on educational and vocational pathways.

Refugee Week was acknowledged through journal writing and sharing of personal stories in English classes.

The Year 8 French program continued this year. Students learned the French language, and also participated in a variety of activities which celebrated French culture, including a Community of Schools event with Canterbury and Ashbury Public Schools.

The school has an Anti-Racism Contact Officer (ARCO) who leads a range of proactive multicultural education initiatives. This includes Harmony Day.

The school's Community Liaison Officer (CLO), supported communication with, and participation in school, by parents and community members from all language backgrounds through Community Consultation Forums, school events, phone calls and the use of a community information hub based at the school.

Interpreters were utilised frequently to enhance communication with parents and to support the achievement of student learning outcomes.

Other school programs

The school would like to report on some of its programs with external partners aligned to school plan priorities that were introduced in 2017. Namely:

THE SYDNEY STORY FACTORY

Canterbury Boys High School was merit-selected at the end of 2016 to receive one day per week in-residence support from the Sydney Story Factory in 2017. The Sydney Story Factory is a not-for-profit creative writing centre for young people that began in Redfern in 2012. Its co-founder and executive director, Dr Catherine Keenan was awarded the prestigious Australia's Local Hero 2016 at the Prime Ministers Australia Day address.

Programs at the Sydney Story Factory are for young people aged 7 to 17, in primary and high school, and are designed by creative writing and literacy experts. The Sydney Story Factory sets out to run innovative and fun creative writing programs, with expert teaching and one-on-one tutoring, encouraging young people to communicate ideas, giving them more confidence in their skills.

The Storyteller-In-Chief leading the literacy initiatives at the school was Richard Short. Richard and the Sydney Story volunteers provided in-class support for Year 11 and 12 HSC Advanced English and Extension 1 and 2 students, Year 7 to 10 English students and the Year 9 elective Drama and Film students. Additional opportunities for students included Year 8 students visiting the Australian Film, Television and Radio School (AFTRS) as part of the UNSW Aspire program, Year 9 English students participating in 'The Rumble' project which is part of the three day Sydney Literacy Festival, Story-Fest 2017, Year 10 students participating in 'Nature Poetry', Year 9 and 10 Photography and Digital Media students were one of six schools to participate in the 'Photo Faction' program which is a joint program with the Australian Centre For Photography (ACP). Year 9 and 10 Visual Arts students participated in the 'Unmapping' program which is a joint project between Sydney Story Factory and the Museum of Contemporary Art (MCA).

As a result of the in-residence program, students created a range of written literacy pieces, performed poetry they had written and created a variety of multimedia pieces. This included the short film that was showcased in the Being Human Short Film Festival: <http://www.beinghumanfilmfestival.com/2017-videos>.

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The literacy achievements through our in-residence partnership were showcased on ABC news. The story can be viewed at:

<https://www.youtube.com/watch?v=2VMMF6oANNE>

The in-residence partnership will continue in 2018.

THE UNIVERSITY OF SYDNEY STEM ACADEMY SCHOOL

A comprehensive teacher professional development initiative was launched in 2017 in partnership with Sydney University. The STEM Academy opens each year to just 14 schools across NSW and Canterbury Boys High School was one of four public schools to be selected. The program involved 5 days of professional development for a team of teachers at the university delivered by leading researchers and education specialists in the areas of Science, Technology, Engineering and Mathematics. The learning was then applied in running a whole-school STEM project for all year 7 students.

At CBHS the year began with whole-school professional learning in STEM delivered by the selected Academy Team. The professional learning highlighted the value to students to develop skills such as creativity and problem solving to enhance post-school opportunities.

In the project, students were challenged to solve a real-world problem affecting many communities across the globe in completing a challenge to build a raft for crop farming designed to withstand monsoonal weather conditions. All teachers in the Mathematics, Science and TAS faculties developed a series of mini-maker activities to build students' problem solving skills and team work capabilities. A series of lessons were then taught across the three KLAs with the view to building connectedness and deep understanding in learning.

The project culminated in a project day where students designed, constructed and tested scale models of their food raft with great success. Student and teacher reflections indicated that best practice in boys' education was met with students engaging in applying their learning in a hands-on fashion to solve a real-world issue.

The STEM Academy Team at Sydney University have showcased our project for future school teams and CBHS was proud to present at the professional learning sessions at the end of 2017. Staff all enjoyed being involved in the teaching experiences and registered the benefits of project-based learning to develop skill and connect learning across the KLAs.

**Canterbury Boys High School would like to thank
and acknowledge the great work of the 2017
teaching and non-teaching staff:**

Senior Executive:

Principal – Belinda Giudice

Deputy Principals – Catherine Player, Belinda Conway

Executive:

Nathan McKinley (Rel HT English), Nahida Simpson (HT Mathematics), Marilena Webster (Rel HT Science/PDHPE), Adele Robson (Rel HT HSIE), Kathy Danilatos (HT Administration/TAS/CAPA), Zeynep Testoni/Nectaria Melas (HT/Relieving HT Learning Support)

Teaching staff:

English/LOTE – Doina Boeriu, Anne Christofides, Sue Horne, Michelle Vissaritis

Mathematics – Sarah Ali, Nektaria Kamenos, Bhaskaran Malapaka, Lindsay Miller

Science – Maqsood Gill, John Ibrahim, Bijma Singh, Handzia Shuhevych

HSIE – Maria Andriotellis, John Kosta, Amanda Simpson, Connie Stamos

PDHPE – Jason Ghama, Harry Kapsimalis, Martin Wong

TAS – Molly Beatriz, Nilo Clark, Adam Dukes, Vinay Maharaj, Andrew Steinbeck

CAPA – Louise Hassey, James Spyridopoulos

Learning Support – Patricia Bursill, Francesca Cato, Doug Creighton, Noran Chaudhuri, Alexandra Giameos

Non-teaching staff:

Administration – Fiona McKenzie (School Administration Manager), Leonie Burr, Maureen Gray, Karen Pound, Raymonda Saidek, Luke Vella, Loretta Windred

School Learning Support Officers – Nicole Broudou, Jade Lo, Vicki Nyugen

Student Support Officer – Stephanie Goni

Educational paraprofessional: James Ding

Community Liaison Officer – Nazek Roumieh

Technology Support Officer – Bedanta Adhikari