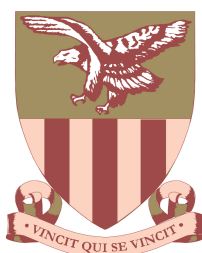


North Sydney Boys High School

Annual Report



2017



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Introduction

The year was packed with learning, leading and teaching at many levels; there were times of enjoyment and fun and the student leaders showed initiative and a capacity for courage. North Sydney Boys High School (NSBHS) completed its final year of the three year **School Plan 2015–2017** and was proud to have met most of its targets over that period.

1 Students – Population, Enrichment and Academic pursuits

Student numbers – In 2017 150 Year 7 students arrived from a total of 86 suburbs throughout the Sydney metropolitan area and from 51 different primary schools. The schools contributing the largest number of students to our Year 7 intake were: Artarmon and Summer Hill with 15 students each and Hurstville with 22 students.

There were 927 students enrolled at NSBHS, 92% of whom were students from non–English speaking backgrounds (NESB). The NESB student numbers have remained quite stable over the past ten years – percentages by year were 93% (Year 7), 92% (Year 8), 93% (Year 9), 91% (Year 10), 92% (Year 11) and 93% (Year 12).

Overseas trips – In September 12 students from Years 9 and 10 travelled to Noumea in New Caledonia on a French language and cultural excursion. On 8 December 51 students left for a 2 week music tour of Spain and Portugal.

Academic achievements – One student represented Australia at the International Earth Science Olympiad and won a bronze medal. Four students were invited to attend the Olympiad Summer School in January 2018.

The **Class of 2017** performed exceptionally well and our school was ranked the 3rd top performing school in NSW and the top performing boys' school. A total of 206 students studied HSC courses in 2017 (cf. 220 in 2016) and of these, 162 sat for and completed the HSC. Twenty-seven students were accelerated in Information Processes and Technology and 17 in Business Studies. The school had 46 all rounders i.e. those who achieved Band 6 or Extension Band 4 in at least 10 units. Four students achieved the top ATAR of 99.95.

Year 12s and Prefects – Year 12s were a close knit group and very supportive of each other. Year 12 mentoring sessions continued successfully throughout the year with each student paired with a teacher mentor to help guide them through the HSC year, a time of increased stress and uncertainty. Mentors met regularly with the students to discuss concerns and strategies and to give guidance. Prefects organised various whole school events including "The Spectacular Chase", the walkathon, annual Prefect video and "So You Think You Can Do Stuff". They worked very effectively at developing school spirit and Falcon Pride.

Enrichment, extracurricular and co-curricular – the year began with LEAP (**Leadership and Enrichment Activities Program**) which, over two days, showcased to students the range of clubs, extracurricular and enrichment programs at NSBHS. Students learnt what the school had to offer in terms of Student Leadership Teams, clubs and groups.

The wide range of co-curricular extension programs available to our students included English and algebra workshops, Year 8 Languages Day, History Club, Economics and Politics Society, Philosophy Club, music and drama ensembles, public speaking, debating and the robotics program. This year saw the establishment of the Programming Club and the Classical Greek Club. Chess had another outstanding year in a range of competitions, Science celebrated its second consecutive year of Science Week activities and results from the Mathematics enrichment program across all year groups were outstanding. Another initiative in 2017 was **Year 7 Cyber Day** which formed part of the transition to high school program. Included were presentations on IT essentials, device use, online risks and cyberbullying.

The **Falcon Code** was launched in Term 4 and was the result of extensive work by the wellbeing team and students. The whole school voted to decide on a unique set of values that our school community will live by to demonstrate our Falcon Pride. The five values which students felt best represent a North Sydney Boy were: **Camaraderie, Commitment, Compassion, Integrity and Respect**. These values will be embedded into the school culture and students will be recognised for demonstrating these values through our merit system and presentation ceremonies.

Sport – In the North West Metropolitan Zone summer competition students were premiers in basketball (1sts, 2nds, 14s and 15s), cricket (2nds), tennis (1st grade) and water polo (14s). Our swimming team finished second at the Zone Swimming Carnival with several boys qualifying to swim at the state carnival. Students also qualified for the NSWCHS state carnival in tennis, basketball and hockey. In the winter competition students were premiers in table tennis (1sts, 14s and 15s) and tennis (1sts, 2nds and 15s). We also had state carnival representatives in athletics and cross country.

Crawford Shield – The school's Crawford Shield team travelled to Melbourne for our annual exchange with Melbourne High School. Our students competed in athletics, badminton, basketball, chess, cricket, debating, fencing, futsal, lawn bowls, music, table tennis, tennis and water polo. There were many closely fought battles, particularly in music and debating. We had wins in badminton, fencing, futsal, lawn bowls and tennis but ultimately, the final score was 8–5 in favour of Melbourne High School.

Our school's parent run Saturday sports program, **Falcon Sport**, continued to be well supported by students across all year groups. We were grateful to the parents who volunteered their time to ensure that the competition ran smoothly and had the requisite numbers of players and officials. Our students competed in club sport in basketball, cricket, futsal, orienteering, soccer, table tennis and tennis.

2 Staff – comings and goings, professional development

New staff – We welcomed teachers Michael Austin, Kate Itzstein, Vincy Lau, Sophia Lee, Arto Marjoniemi, Shirley Ren, Jessica Taber, Siobhan Turner and Leonie White to the school in 2017. Alison Fowler joined the staff in a permanent promotion position as Head Teacher Teaching and Learning. Departing staff included teachers Sam Kim and Luke Starling and general assistant Laurie Wilson.

The **professional development program for teachers** included providing support for beginning teachers and early career teachers and career development through the aspiring leaders, Project Leadership and HAT programs developed through the Lower North Shore and Northern Sydney–Entente Cordiale Communities of Schools.

The annual **Executive Conference** was held in June. Over 3 intensive days the school executive focused on the areas of leadership and planning for the school's 2018–2020 School Plan, due to be published early in 2018. This followed extensive consultation with students, staff and parents through meetings and surveys held earlier in the year.

Staff Development Day programs focused on 2016 HSC results, Swivl, child protection training, Teach Meet sessions, literacy and numeracy strategies, collaborative practice, student welfare, faculty teaching content and strategies, consulting for the new School Plan, assessment and reporting, professional code of conduct, staff wellbeing, gifted and talented education, Tell Them From Me surveys, neuromyths and education, teacher accreditation in 2018, students' issues with technology and knowing our students.

3 Links with our community – parents, organisations, events

The **P&C** had regular meetings with guest speakers, some of whom were Head Teachers. As in previous years the **Auxiliary** organised the Year 7 Welcome Afternoon Tea, the Annual Dinner (this raised \$22,000 for the school), managed the uniform shop and catered for various school functions including Open Day, Orientation Day and Parent/Teacher Nights. The Auxiliary also helped out on the Year 7 Enrolment Days.

NSBHS is part of two Communities of Schools, Lower North Shore and Northern Sydney–Entente Cordiale, and has strong relationships with schools in these networks. NSBHS also has strong links to our local community. Our students take part in local activities like the annual Anzac Day and Remembrance Day services.

Regular social and extracurricular events are a feature at NSBHS. Among those held in 2017 were debating competitions, outdoor education camps, trivia nights, dances, interschool competitions, forums, Old Falconians Union dinner and Crossroads career program.

A German Learning Centre sponsored by the Goethe Institute was set up in the school library, reflecting the strength of the German program at the school. Whilst the materials in the centre will mainly be used by our students they will also be made available to other German-teaching schools in the local area.

4 Facilities, Buildings and Grounds

The **Bottleyard Project** was almost completed in 2017. It was a lengthy process, spanning many years, but the school now has great new sporting facilities. The Bottleyard comprises two basketball courts, two tennis courts and a futsal court. The futsal court was opened in the last week of Term 3 and the outgoing Class of 2017 were the first students to be given access to it. In Term 4 all students were given access to the new playing areas. The new facilities have brought a significant change to the PDHPE faculty as they have more than doubled the faculty's useable outdoor space for practical lessons.

A pile of contaminated soil remains which will be disposed of by the department's Assets Management Unit in April 2018.

The concrete driveway and footpaths around the Principal's Lawn were refurbished and part of the project was funded by the department's Asset Management Unit. Sound and audio-visual facilities in the AF Henry Hall were also upgraded and ceiling fans were installed in the main hall and mezzanine areas.

5 2017 Australian of the Year

North Sydney Boys High School is proud to claim the 2017 Australian of the Year, **Professor Alan Mackay–Sim**, as an Old Boy from the Class of 1969. Professor Mackay–Sim was recognised for his lifetime of dedicated research and international leadership in stem cell research which has led to ground breaking advances in the treatment of spinal cord injuries. In 2014 his research helped play a central role in the world's first successful restoration of mobility in a quadriplegic man – a breakthrough described as the scientific equivalent to the moon landing.

Committed to finding solutions in science, Professor Mackay–Sim has laid the foundation for the next generation of researchers and demonstrated the value of inquiry, persistence and empathy. Without his decades of work, many new breakthroughs in medical science would not be possible.

Robyn Hughes

Principal

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School background

School vision statement

To be the premier boys' school in New South Wales

North Sydney Boys High School promotes quality teaching and learning and celebrates academic excellence and holistic achievement with strong community partnerships and engagement.

School context

North Sydney Boys High School (enrolment 923, 92% students from language backgrounds other than English) is a selective school with a commitment to a stimulating and challenging learning environment which develops resilient, innovative and connected learners who strive to achieve their personal best. Students from a broad range of socio-economic backgrounds travel from across wider Sydney to its lower north shore location.

The school has a history of outstanding academic achievement. Experienced staff are dedicated to innovative curriculum writing and delivery with a strong focus on quality teaching and professional learning. An extensive extracurricular program includes academic, sporting and cultural domains. There are strong associations with Old Boys, parents and the local community.

Current school priorities include quality teaching, problem based learning, cross curriculum perspectives, feedback for improvement, information communications technology and authentic assessment.

There is a strong student voice and students participate in decision making, leadership, social justice, wellbeing and volunteering programs. Student leadership, personal and social capability, ethical and intercultural understanding (Australian Curriculum, Assessment and Reporting Authority capabilities) are demonstrated in academic programs, sport, the arts, culture and community service.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework (SEF). 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 school utilised Version 2 of the SEF, an updated version of the document used in the 2016 self-assessment process. While the document contains the same domains and elements, the themes within each element use different descriptors to measure school performance.

In the domain of **Learning** the school assessed itself in relation to the elements of learning culture; wellbeing; curriculum; assessment; reporting; and student performance measures. The school utilised the themes in each of these elements to make the following on-balance judgements:

- The school reported that it was 'sustaining and growing' in the **Learning Culture** element. While evidence indicated that students, staff and parents had high expectations, the school recognised that it needed to work on establishing deeper partnerships with parents and the community to enhance collaboration between all stakeholders.
- In the **Wellbeing** element the school categorised itself as 'excelling' in the delivery of wellbeing programs that ensure students will be able to achieve their full potential. Positive, respectful relationships are evident and widespread among students and staff, and there is a clear language used to articulate Falcon Pride.
- The school reported that it was 'sustaining and growing' in regards to **Curriculum**. While teaching and learning programs are dynamic and show evidence of revisions and feedback, the school recognises that it needs to work more with parents to establish planning processes that support student learning.
- The school reported that it was 'sustaining and growing' in the element of **Assessment**. The school's summative assessment processes allow teachers to respond to trends in student achievement, however, formative assessment processes need to be more flexibly embedded into classroom practice to move the school into the 'excelling' category.
- The school is 'sustaining and growing' in the **Reporting** element. Regular and direct engagement with parents and feedback in regards to reporting processes is required to move the school into the 'excelling' category.

- **Student Performance Measures** are used by the school to inform teaching practice. Within the element, the school has a positive value–add trend and most students achieve in the top two bands for NAPLAN reading, writing and numeracy. Overall, the school assessed itself as ‘sustaining and growing’ in this category.

In the domain of **Teaching** the school assessed itself in relation to the elements of effective classroom practice; data skills and use; professional standards and learning and development. The school utilised the themes in each of these elements to make the following on–balance judgements:

- The school is ‘sustaining and growing’ in regards to **Effective Classroom Practice**. All learning environments are managed with a consistent, school–wide approach. Teachers are skilled in providing explicit feedback and using a range of strategies to break down knowledge. However, the school is working to develop a wider range of evidence–based teaching methods to optimise learning progress for all students, across the full range of abilities.
- The school reported that it was ‘sustaining and growing’ in relation to the **Data Skills and Use** element. Data literacy and analysis is strong, though data use in planning needs to be enhanced through collaboration with the community to identify strategic priorities.
- Supporting teachers attain and maintain **Professional Standards** is an important focus of the school. The school reported that it was ‘sustaining and growing’ in this element. To move into the ‘excelling’ category the school needs to develop a culture that supports and promotes the attainment of higher–level accreditation, specifically at Accomplished or Lead level.
- The **Learning and Development** element was assessed to be in the ‘sustaining and growing’ category. To improve in this area the school needs to provide more support for teachers to trial innovative or evidence–based future focused learning. This area has been included as a focus of the 2018–2020 School Plan.

In the domain of **Leading** the school assessed itself in relation to the elements of educational leadership; school planning, implementation and reporting; school resources; and management practices and processes. The school utilised the themes in each of these elements to make the following on–balance judgements:

- The survey indicated that the school was ‘sustaining and growing’ in the **Educational Leadership** element. To develop in this area, the school identified that more support needs to occur in the area of collaborative performance development and professional learning that emphasises effective instructional leadership.
- The school is ‘sustaining and growing’ in **School Planning, Implementation and Reporting**. In this element the school leadership team embeds clear processes to direct school activity towards effective implementation of the school plan.
- **School Resources** are used by the school to achieve improved student outcomes. The survey indicated that the school was ‘sustaining and growing’ in this element. However, the school recognises that physical learning spaces and technology must be used in a more integrated way to move the school into the ‘excelling’ category.
- The school is ‘delivering’ in the **Management Practices and Processes** element. Deeper community engagement, specifically in regards to analysing responses to school community satisfaction measures, need to be embedded into management practices and processes.

Strategic Direction 1

Staff Learning and Leadership

Purpose

To build individual and collective teacher capacity to support organisational innovation, leadership development and leadership sustainability.

Overall summary of progress

2017 saw significant changes to the delivery of staff professional learning at North Sydney Boys High School (NSBHS). The introduction of **Twilight** sessions (whole school professional development workshops run after school) allowed for the provision of relevant and meaningful professional learning across the year. These workshops were facilitated by NSBHS teachers, ensuring that the content delivered was relevant and had a direct impact on classroom practice. All sessions were informed by internal survey data and analysis of individual Professional Development Plans (PDPs). Workshops included sessions on technology, gifted and talented education, student and staff wellbeing, data analysis and Indigenous education. Another benefit of the Twilight sessions was the leadership opportunities they provided for staff, as the majority of the workshops were delivered by teacher presenters, who were able to demonstrate their leadership skills and share their expertise with other staff.

Another focus of Strategic Direction 1 was the **development of the School Plan for 2018–2020**. This resulted in extensive consultation with the school community, including student surveys, staff discussion groups and a community forum where parents were surveyed on all aspects of the school. Data was collated from all of these sources and used to inform the new strategic directions for the 2018–2020 School Plan. A draft version of the School Plan was developed at the annual Executive Conference, and feedback was solicited from all stakeholders. The result was the final iteration of the Plan, which is available on the school website. The new School Plan contains nine different products to be achieved over three years, providing additional opportunities for staff to demonstrate their leadership potential by undertaking additional roles and responsibilities at a whole school level.

The school continued to be an active member of two Communities of Schools (CoSs) – Lower North Shore (LNS) and Northern Sydney–Entente Cordiale (NS–EC). Each CoS established and developed beginning teachers, early career teachers, HAT and aspiring leaders programs. Internally, ten members of staff achieved proficient teacher status, submitting reports on their teaching practice to NESA, all of which were approved. NSBHS continued to ensure teachers were provided with opportunities to develop as educators, by allocating financial resources to allow staff to attend external professional development courses and encouraging lesson observation and professional conversations to improve practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal and external survey results indicate that teachers are pursuing deep knowledge and relevance, and that there is a positive inclusive learning environment fostering success.	PL Funding \$48,744 Human Resources Technology \$20,000	The School Plan staff consultation process (internal survey data collated from responses from 55 staff) indicated the following in relation to staff learning and leadership: <ul style="list-style-type: none">• Teacher collaboration should be a focus of professional development – to achieve progress in this area several Executive and staff workshops were organised so faculties could work together to develop a more holistic understanding of Stage 4 programming and assessment requirements, the result being a more positive learning environment for Stage 4 students through the reduction in assessment tasks.• More faculty time for programming – this resulted in the allocation of programming days to all faculties at the end of 2017 so they could work collaboratively to ensure teaching and learning programs were sequenced so that lessons focused on deep and relevant learning. Staff also completed external surveys, specifically TTFM. Some of the key findings were:

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"> • school leaders helped to create a safe and supportive environment • there was extensive collaboration between staff • a very strong learning culture was evidenced by quality teaching and learning <p>Other findings of the staff TTFM survey can be found in the section of this report headed – <i>Parent/caregiver, student, teacher satisfaction</i>.</p>
Increased numbers of teachers participating in leadership programs and seeking additional roles and responsibilities.	\$1,500	<p>Through the NS–EC CoS the following leadership opportunities were available to staff:</p> <ul style="list-style-type: none"> • The Aspiring Leaders program: This program was organised by the NS–EC – a professional learning network of which NSBHS is a member. The purpose of the program was to provide classroom teachers who aspired to a leadership position with targeted sessions to develop their potential as leaders and better prepare them for a future Head Teacher role. In 2017 one participant from NSBHS was enrolled in this program. • Project Leadership program: This was another program run by the NS–EC. The purpose of this program was to provide teachers with a framework to develop a 'project' that could be implemented in their school context. Teachers were required to work independently over the course of the year to develop a 'project' that met a practical need within their school. In 2017 there were 3 participants from NSBHS enrolled in this program. <p>Additionally, several relieving roles were made available to staff internally in 2017. These roles allowed staff to build their capacity as leaders by taking on whole school responsibilities in areas related to administration, attendance, uniform and curriculum. Staff were also given numerous opportunities to demonstrate their expertise by running professional learning sessions that were informed by their attendance at external professional development courses.</p>
Teachers using data, current pedagogical research, observation, professional conversations, explicit feedback and self–reflection to inform their teaching practice.		<p>To ensure teaching and learning practices were informed by data and research, the school utilised a number of tools in 2017 to better equip teachers as educators.</p> <p>Specifically, sessions on data analysis were delivered to staff demonstrating the functionality of NESA's Results Analysis Package (RAP). Faculty Head Teachers evaluated the performance of students in their faculty subjects for the 2016 HSC. The results of this analysis were used by the Literacy Team to inform the development of an NSBHS Stage 6 Glossary to improve the capacity of students to infer and evaluate information and use relevant evidence to support their Stage 6 extended response writing.</p> <p>Another data analysis program, Scout (Business Intelligence for Education), was used by the Executive Team to look at a variety of business analytics tools to facilitate school planning. To support the Executive Team's capacity to use this program effectively, an external provider guided</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers using data, current pedagogical research, observation, professional conversations, explicit feedback and self-reflection to inform their teaching practice.		<p>participants through the functionality of different reports (on categories as diverse as student enrolment, community profiles and assets).</p> <p>The school continued to embed lesson observation and professional conversations into daily practice, trialling a new informal lesson observation program, the 'pineapple' lesson. The purpose of these lessons was to encourage teachers to observe innovative pedagogical practices delivered by other teachers. A system of communication using the symbol of the pineapple (as a sign of welcome) allowed staff to advertise the interesting things they were doing in their classroom, issuing an open invitation for all staff to observe the activity.</p> <p>The school also participated in the Tell Them From Me Survey (TTFM). Both students and staff used the survey to respond to questions concerning wellbeing, curriculum delivery and leadership.</p> <p>Additionally, interviews were conducted during 2017 with all Year 12 students and the data gathered was used to inform student wellbeing programs and the development of study skills sessions to better support the HSC cohort.</p>

Next Steps

- The 2018–2020 School Plan has *Excellence in Teaching and Leadership* as a Strategic Direction. One of the products is focused on developing a framework for a strong and visible culture within the school to support staff in the attainment of higher levels of accreditation, specifically in regards to Highly Accomplished and Lead Teacher Professional Standards.
- The school is committed to developing and implementing an internal leadership program to support the external Community of Schools programs, Aspiring Leaders and Project Leadership, in which we were active participants in 2017.
- Enhancing collaborative practices within the school, specifically across Key Learning Areas, is another focus of the 2018–2020 School Plan. A program identifying, promoting and modelling evidenced-based teaching methods that optimise student learning will be developed, implemented and evaluated.
- The Performance Development Plans of staff will be utilised to identify priorities and frame internal professional development sessions, providing teachers with the opportunity to share a repertoire of teaching and learning activities to enhance their pedagogical practice.



Strategic Direction 2

Student Learning and Performance

Purpose

To embed quality learning and engagement in every classroom through dialogue, collaboration and professional learning informed by research and data in order to achieve academic excellence and sustain high performance.

Overall summary of progress

Head Teachers led staff in the faculty analysis of RAP and SMART data and application to teaching and learning programs, presenting reports to the Senior Executive. Data from the Tell Them From Me (TTFM) surveys and Year 12 interviews was analysed and shared with staff. The executive team was provided with practical training on the use of the data. Further training was provided to staff at a Twilight professional learning session. All staff continued to develop skills in data analysis to inform teaching practice.

The Literacy team presented a whole school literacy plan for a common school approach to improving students' literacy performance. A glossary was developed along with strategies for implementation in teaching and learning. The Literacy team reviewed how the strategies were being implemented.

Partnerships beyond the school were strengthened through the community of schools networks, with many staff engaging in subject level network meetings.

Recent alumni presented at the Year 12 Study Camp in Term 1, supporting and motivating Year 12 students.

The annual executive conference provided a focus on the new School Plan for 2018–2020.

Faculties continued to work more closely together, strengthening students' ability to transfer knowledge and apply it to new situations. The English and HSIE faculties developed a combined assessment task for Year 7.

Problem Based Learning programs were again developed and implemented for both Years 8 and 9. Students were highly engaged and produced outstanding work. One of the winning teams showcased their solution at a Presentation Day assembly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased growth and value-added data in NAPLAN, ICAS and HSC with an increase in the gap between the school and SSG schools.	TPA and PLA Funding \$16,248 Literacy \$73,868 Common Start \$11,334	NAPLAN The percentage of students achieving greater than or expected growth in each area tested is shown below. The number in bold is the gap between the NSBHS mean and the selective schools mean: Year 9 <ul style="list-style-type: none">• Reading – 49.7% (+14.2)• Writing – 75.8% (+12.9)• Spelling – 59.1% (+21.9)• Grammar and Punctuation – 59.1% (+17.8)• Numeracy – 52.1% (+33.3) Year 7 <ul style="list-style-type: none">• Reading – 69.8% (+12.8)• Writing – 75.2% (+12.1)• Spelling – 61.7% (+25.6)• Grammar and Punctuation – 53.7% (+24.0)• Numeracy – 81.2 (+46.1) NSBHS's results continue to exceed its statistically similar group (SSG) and state results in all areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased percentage of Band 6s and E4 in all HSC courses including positive growth in numbers of HSC students moving from Band 5 and E3 into Band 6 and E4</p>		<p>One hundred and eighty-three individual students appeared in the high achievers list (achieving Band 6 or Ext Band 4) in at least one subject, compared to 191 in 2016. In total there were 579 credits (or individual Band 6 achievements) compared to 581 in 2016.</p> <p>NSBHS had 46 all-rounders in 2017; compared with 51 in 2016. Sixteen students were listed as top achievers in the state in different HSC courses, including five First in Course.</p> <p>NSBHS was the 3rd top performing school in NSW.</p> <ul style="list-style-type: none"> • The boys' performance in English was good and similar to previous years – 23rd overall in the state with 41% Band 6s. • NSBHS was ranked second in the state in Mathematics with 82.5% Band 6s. • Students also demonstrated excellence in the performing arts with 6 nominations and one selection for the HSC Music showcase Encore. • In Biology 72% of students obtained a Band 6. • In Japanese Continuers 73% of students obtained a Band 6. • Ancient History, Engineering Studies, English Extension 1, Maths (all courses), IPT, Music 2, SDD, Visual Arts, French Continuers, German Continuers and Ext, Japanese Continuers and Ext achieved exclusively Band 5s and 6s. • History Ext, Music 1 and Extension, Latin Continuers and Extension all achieved top Bands – Band 6 or Ext Band 4s. • There were two HSC courses with accelerated Year 10 students sitting the HSC. Seventeen students sat for Business Studies and 35% achieved Band 6; 53% Band 5. • Twenty-seven students sat for IPT and 89% achieved Band 6; 11% Band 5.
<p>All faculties with digital portfolios according to agreed NSBHS protocols and BOSTES standards.</p>		<p>The executive team continued to use Google Docs for sharing and collaboration.</p>

Next Steps

- In 2018 the school will continue to expand and develop its use of data to guide teaching, learning and wellbeing programs. Staff will additionally use student course evaluations to guide program review and development. Faculty based student surveys are to be implemented in each stage.
- A mentoring program for new Stage 6 teachers will be implemented, utilising teaching staff with HSC marking experience as mentors.
- The Literacy team will build on strategic directions and initiatives in 2018 to empower students and maximise performance. There will be a focus on improving students' extended responses with sample structures and scaffolds to build students' literacy skills and confidence.
- Staff will engage in collaborative practices within their faculty, school and wider professional networks to enhance teaching and learning practices.
- Alumni will continue to support the school and work with our current students.
- Staff will work collaboratively across faculties to ensure meaningful curriculum links exist and to continue to provide students with opportunities to engage in Project Based Learning (PBL). PBL programs are to be evaluated to maximise real world learning and student engagement. The school will implement more whole school PBL opportunities for Stages 4 and 5 and allocate time and resources to facilitate cross faculty programming and assessment tasks. The number of cross faculty tasks in Stages 4 and 5 will be increased.
- Digital portfolios are to be further developed with regular sharing of best practice.



Strategic Direction 3

Student Wellbeing and Belonging

Purpose

To provide multiple opportunities for students to serve our community and become innovative, resilient 21st century learners who engage and play.

Overall summary of progress

The school was highly successful in achieving its goals in this area in 2017. Support of student wellbeing continued through the key themes of sleep health, digital nutrition, academic support and increased student awareness of their own wellbeing needs. This was reinforced by additional opportunities provided to students to guide their peers and thus have a positive impact on the school community through mentoring and student-led wellbeing activities. The Falcon Code was established and launched in the school with successful integration into the existing student award and recognition structures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NSBHS has in place a comprehensive and inclusive wellbeing framework that supports the wellbeing of students.	\$2,425	<p>A sleep health program was introduced to promote overall health and wellbeing. Years 7 and 11 took part in a series of sleep health workshops and maintained a logbook of their sleep patterns for two weeks. This encouraged students to evaluate the quality of their sleep and the impacts of poor sleep. Parents were also invited to attend an information night regarding the importance of sleep and were provided with strategies to implement at home.</p> <p>Management of student device use continued to be a focus in 2017. An emphasis on a reduction of device use at night time was supported through a <i>digital nutrition</i> seminar for parents and the community. This empowered families to employ a range of strategies to manage device use at home. A Cyber Day event was held for Year 7 as an early intervention tool for appropriate device use and cyber safety.</p> <p>A wellbeing book collection was established in the school library. The books in the collection cover a wide range of wellbeing topics such as mental health, mindfulness, study skills and organisation. The visible nature of the collection proved to be beneficial, with reports from the Oliver Library Management System showing a high borrowing rate from students.</p> <p>A new academic interview process was introduced to support students in each year group who appeared to be under-achieving based on their Semester 1 reports. This enabled staff from the Wellbeing Team to ascertain if any extra support was required in order to enhance student outcomes and confidence. Academic interviews will become an annual process.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Enrichment and mentoring opportunities are significant and are aligned with the school's vision and values.</p>		<p>A specialised Peer Mentoring program was created by Wellbeing Team staff to cater for the needs of our students. Fifty volunteer students successfully undertook training to become peer mentors and will be matched with younger mentees via a comprehensive survey. The program will begin in 2018.</p> <p>Evaluation of the Tell Them From Me (TTFM) survey data revealed the need to further educate Year 8 students about camaraderie as a year group. As a result, student leaders from the Student Wellbeing Action Team created and conducted workshops with Year 8 regarding positive relationships and belonging. The workshops were highly successful as students were open to embracing suggestions from their peers.</p> <p>The school continued to work to engage all students in all aspects of school life, including enrichment. The LEAP events (Leadership, Enrichment and Activities Program) led by the Prefect leadership team were further enhanced in 2017 and gained increasing student interest and support. Data extracted from students' yearly reports and the TTFM survey indicated continued growth in student involvement in a wide variety of enrichment activities.</p> <p>A review of the school Wellbeing scope and sequence was conducted and the value of each enrichment activity within the school was assessed. As a result the Year 7 transition program was revised to become one full week of transition events in 2018 to ensure wellbeing and belonging were prioritised. Many of the events were led by the school's student leaders such as Peer Support leaders, SWAT (Student Wellbeing Action Team) members and the Prefect leadership team.</p>
<p>The development of a Falcon Code.</p>		<p>A Falcon Code was established to promote positive values within the school community and enhance the current culture of Falcon Pride.</p> <p>Research of student perceptions conducted in 2016 enabled a ballot paper of ten values to be created for a school-wide vote in Term 1. As a result the school unanimously selected the five values of Camaraderie, Commitment, Compassion, Integrity and Respect. Following this, focus groups within each year group were conducted in order to gain student insight into how the Falcon Code values could be enacted in daily school life.</p> <p>The focus group data was used to create Falcon Code imagery and information around the school, such as a set of values in each classroom and throughout the playground. At the Falcon Code launch assembly students were informed of the voting results, what the code entailed and how they could actively demonstrate these qualities.</p> <p>The Falcon Code was also incorporated into the</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The development of a Falcon Code.		school's merit system, with each merit award received by students linking to a Falcon Code value. Staff also received professional learning regarding these changes. Individual students were recognised at the annual presentation day with a new Falcon Code award. The recipients were chosen by staff for best representing a particular value throughout the year. This gained extremely positive feedback from students, staff and members of the community.

Next Steps

- The Peer Mentoring program will begin in 2018 and will be evaluated.
- The school will continue to analyse student survey data (principally TTFM data and Year 12 exit surveys) which will allow the school to inform its directions and improvements including student satisfaction and engagement.
- An integrated approach to wellbeing activities will be explored and programmed.
- Communication with parents and the community will continue to be a focus, with an improved website and effective school app.
- A staff wellbeing program will be developed and implemented.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Not applicable	
English language proficiency	Not applicable	
Low level adjustment for disability	\$71,075	The funding was used to deploy the school's resources to promote timely and effective learning and support for students with a disability and/or additional learning and support needs. By using the funding for the Learning and Support Teacher (LaST) and some counselling when needed the Learning and Support Team worked collaboratively with staff to facilitate a whole school approach to the development and provision of personalised learning and support in consultation with students and their parents and caregivers and outside agencies when necessary. Adjustments were made to class work and assessment tasks to enable students with a disability to achieve their true potential.
Socio-economic background	\$12,638	The funding was used to support individual students to increase their participation and engagement in learning and co-curricular activities, thereby developing a positive and inclusive school culture built on collaboration and trust amongst students, parents and caregivers, teachers, leaders and the community.
Support for beginning teachers	\$69,605	<p>In 2017 tied Beginning Teacher funding was used to assist 14 teachers. These teachers had a wide range of experience levels ranging from new graduates, to temporary appointments, through to permanent teachers with several years of previous teaching experience.</p> <p>Individualised plans for beginning teachers were created for each of the 14 staff at the beginning of 2017 and financial resources were allocated based on discussions with individual teachers, their faculty Head Teacher and the Head Teacher Teaching & Learning. Resource allocation allowed for teachers to:</p> <ul style="list-style-type: none"> • Develop mentor relationships with more experienced staff • Work with specialised teachers at other schools • Create teaching and learning programs and lesson sequences to enhance student learning • Participate in external professional development opportunities, including the Community of Schools' Beginning Teacher and Early Career Teacher programs. <p>By the end of 2017 ten staff were supported in the completion of their Proficient Teacher Accreditation report. All these reports were successfully submitted to and approved by NESA.</p>
Targeted student support for refugees and new arrivals	Not applicable	

<p>School to Work Funding</p>	<p>\$4,972</p>	<p>The School To Work Career and Transition project featured two main initiatives in 2017 – Crossroads and the FREDx Talks Festival.</p> <ul style="list-style-type: none"> • The annual careers event Crossroads was held in May. It was organised jointly by the Student Representative Council and the former students' association. Recent alumni of the school were invited to return to share their experiences in key university courses, to discuss career prospects and to talk about how their study choices evolved over time. The Crossroads theme in 2017 was <i>Entrepreneurship</i> and the keynote speaker, James Alexander from the University of Sydney's <i>Incubate</i> program, gave a presentation on the start-up phenomenon with particular reference to digital platforms. Students attended their choice of two 45 minute question and answer sessions in: Law, Medicine, Science/Information Technology/Engineering, Commerce/Business/Actuarial Studies and Arts/Fine Arts. • The Class of 2017 participated in the FREDx Talks Festival based on the TEDx model. The festival was held late in Term 3 and featured three prominent academics and contemporary thinkers: <ol style="list-style-type: none"> 1. Astronomer and physicist Professor Fred Watson spoke about the Cassini satellite which was at that time making its final journey into the rings of Saturn. 2. Astro-physicist Warwick Holmes gave an outstanding presentation on the Rosetta orbiter and lander mission to Comet 67P. 3. Futurist Tim Dunlop, author of 'The Future is Workless', gave a fascinating presentation examining how the world of work will transform in the next fifteen years and identified the next part of the digital revolution as being driverless vehicles.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	918	923	923	927
Girls	0	0	0	0

Student attendance profile

School				
Year	2014	2015	2016	2017
7	97.7	97.9	98	98
8	97.1	96.4	97.6	97.7
9	97	97.2	97.5	97.1
10	96.1	96.3	97.2	97
11	97.1	96.6	97.3	97.6
12	95	96.2	95	95.8
All Years	96.6	96.7	97.1	97.2
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

The rate of attendance is consistently above the Department of Education's state average. This reflects the stringent systems in place at NSBHS to monitor attendance and support students experiencing difficulties in this regard.

The Year Advisers monitored attendance for their own year groups and provided an early warning of students who may have been experiencing issues with attendance. Attendance was included in the weekly Wellbeing meetings. Regular reports were also generated by the Attendance coordinator who supported the Year Advisers and Deputy Principals.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	1.2
TAFE entry	0	0	0
University Entry	0	0	98.8
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

There were no Year 12 students undertaking vocational or trade training in 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 162 Year 12 students in 2017, 161 students attained their HSC qualification (99.4%).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	46.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0.8
School Administration & Support Staff	11.37
Other Positions	1

*Full Time Equivalent

In February 2017 NSBHS had the equivalent of 73 FTE teachers and administrative staff which was made up of 77 staff members with an entitlement of 63.0 FTE teachers (including counsellors and executive teachers) and 11.37 SASS staff.

There were no Aboriginal or Torres Strait Islander staff at NSBHS.

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	29

Professional learning and teacher accreditation

Teachers attended a range of courses provided by the Department of Education, professional teachers' associations and universities, and consultants, to share ideas and learn new skills.

Sixteen teachers were involved in HSC marking in Biology, Chemistry, Economics, English, French, Geography, German, Indonesian, Information Processes and Technology, Japanese, Latin, Legal Studies, Music and Physics.

Staff professional learning was delivered by the introduction of Twilight sessions i.e. professional development workshops run after school. These workshops were facilitated by NSBHS teachers, ensuring that the content delivered was relevant and had a direct impact on classroom practice. They included sessions on technology, gifted and talented education, student and staff wellbeing, data analysis and Indigenous education. The Twilight sessions also provided leadership opportunities for staff.

Development of the School Plan for 2018–2020 involved extensive consultation with the school community, students and staff. Data was collated from all these sources and feedback on the draft version was solicited from all stakeholders. The new School Plan contains nine different products to be achieved over three years, providing additional opportunities for staff to demonstrate their leadership potential by undertaking additional roles and responsibilities at a whole school level.

The school continued to be an active member of two Communities of Schools (CoSs) – Lower North Shore (LNS) and Northern Sydney–Entente Cordiale (NS–EC). Each CoS established and developed beginning teachers, early career teachers, HAT and aspiring leaders programs.

Ten teachers achieved Proficient accreditation during the year and maintenance of accreditation was completed for three teachers.

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.

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

Receipts	\$
Balance brought forward	1,908,801
Global funds	416,486
Tied funds	114,126
School & community sources	1,486,052
Interest	22,051
Trust receipts	363,502
Canteen	0
Total Receipts	2,402,218
Payments	
Teaching & learning	
Key Learning Areas	88,923
Excursions	206,628
Extracurricular dissections	535,335
Library	7,057
Training & Development	0
Tied Funds Payments	60,963
Short Term Relief	42,175
Administration & Office	123,016
Canteen Payments	0
Utilities	58,509
Maintenance	51,667
Trust Payments	374,191
Capital Programs	116,173
Total Payments	1,664,638
Balance carried forward	2,646,381

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	4,671,964
Appropriation	3,095,192
Sale of Goods and Services	63,218
Grants and Contributions	1,504,666
Gain and Loss	0
Other Revenue	0
Investment Income	8,887
Expenses	-1,645,074
Recurrent Expenses	-1,650,748
Employee Related	-348,124
Operating Expenses	-1,302,624
Capital Expenses	5,674
Employee Related	0
Operating Expenses	5,674
SURPLUS / DEFICIT FOR THE YEAR	3,026,890
Balance Carried Forward	3,026,890

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.

The school has budgeted for a number of years for capital works projects. The school completed the Bottleyard Project in 2017. Remediation works are to be completed in 2018.

The school is waiting for approval from the Department of Education to construct a gymnasium to double the size of the current, undersized gym built in 1961.

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	8,177,219
Base Per Capita	141,059
Base Location	0
Other Base	8,036,161
Equity Total	98,050
Equity Aboriginal	0
Equity Socio economic	12,638
Equity Language	14,337
Equity Disability	71,075
Targeted Total	0
Other Total	87,804
Grand Total	8,363,073

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 through to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

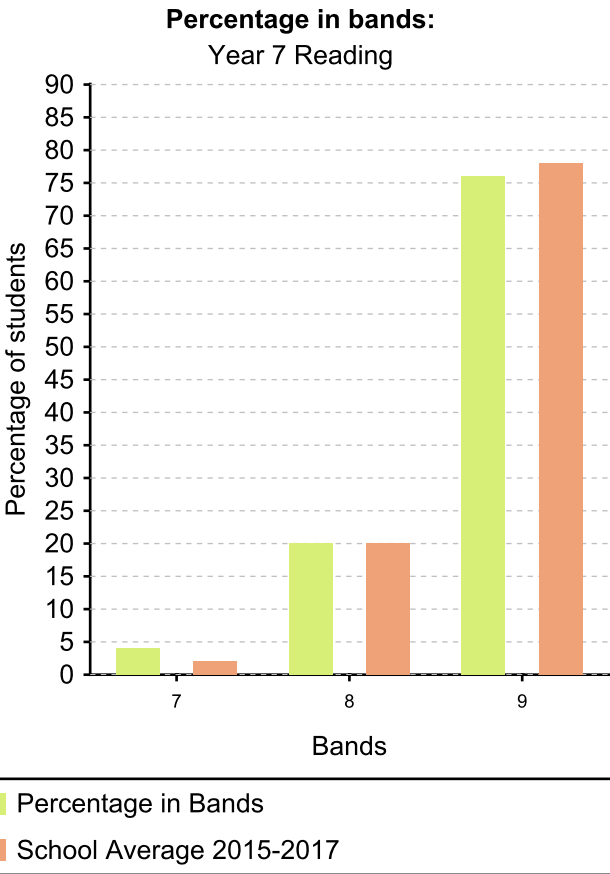
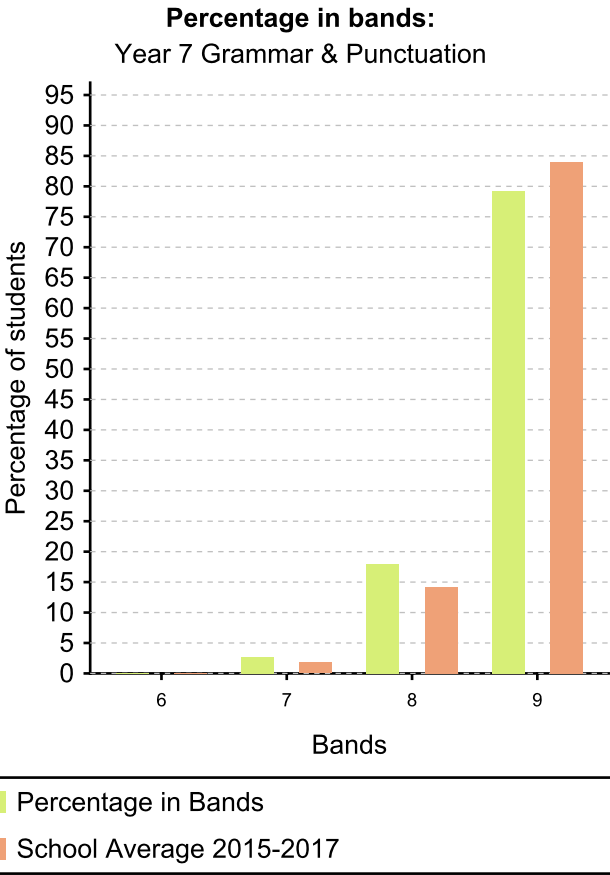
In 2017 NSBHS students continued to perform consistently in the highest two bands available for their year group in all areas of NAPLAN.

NAPLAN – Literacy

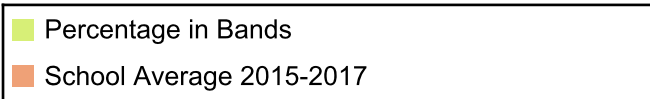
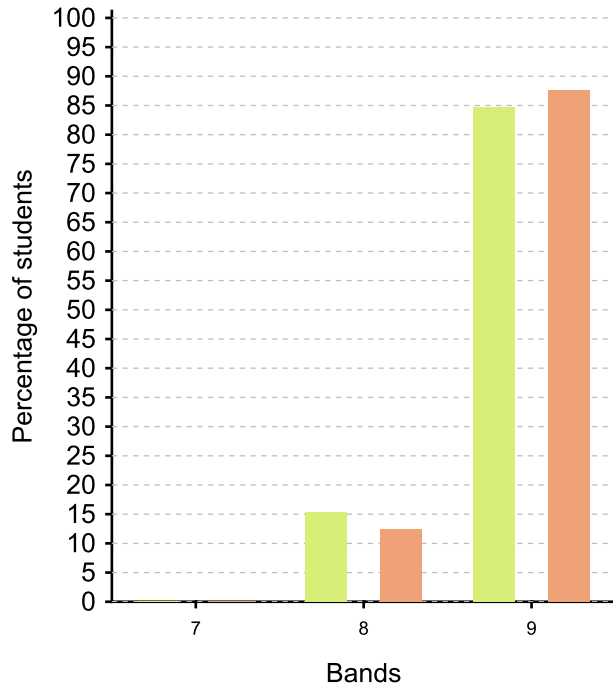
This year saw an improvement in the performance of both Year 7 and Year 9 students in the writing component of NAPLAN. English teachers provided both year groups with opportunities to build their skills in both persuasive and creative writing in Term 1 and they undertook a range of practice examinations to assist in their preparation. Additionally, Year 7 English classes were introduced to the writing task marking criteria for both the persuasive and narrative options.

Across the school, the Literacy team developed and implemented effective strategies for students to better demonstrate their skills and understanding in written response tasks. This included improving students' skills in interpreting stimuli, inferring meaning in texts and subsequently connecting ideas. These strategies were adopted by staff as the Literacy team delivered professional learning about these initiatives and our students' literacy needs to the whole staff.

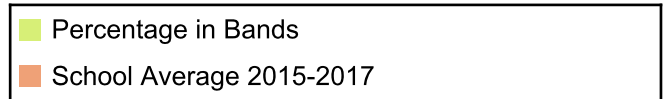
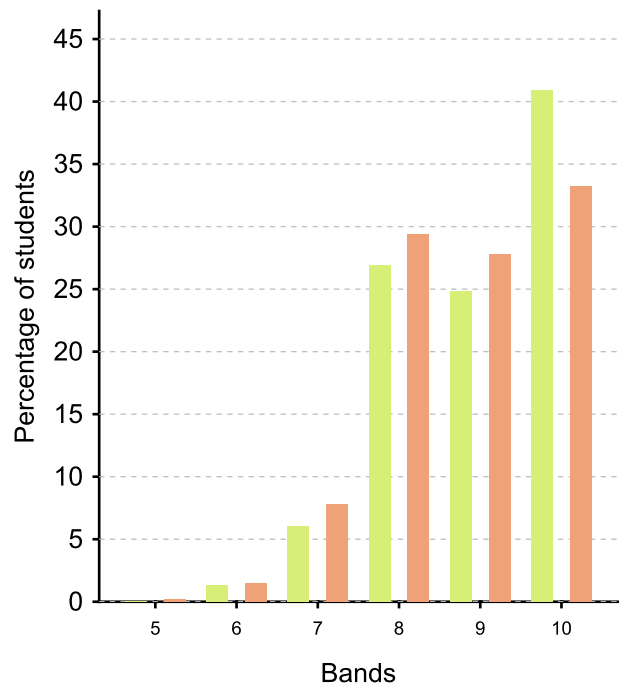
Past NAPLAN papers were also made available for all faculties to access.



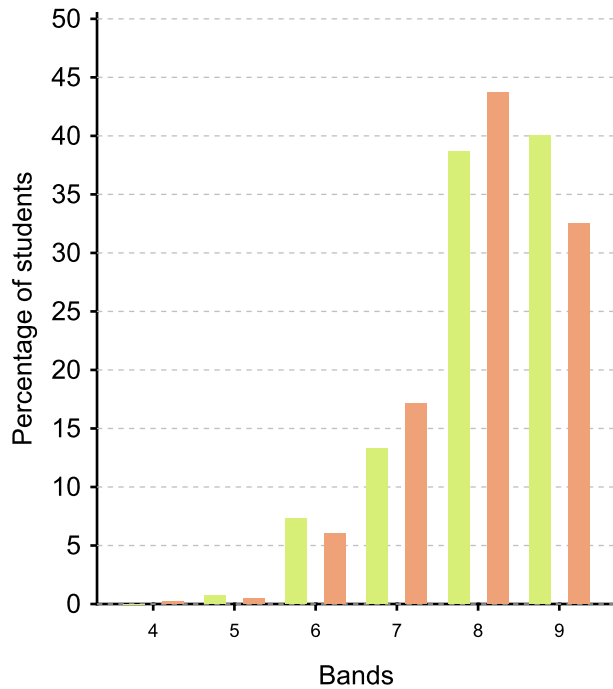
Percentage in bands:
Year 7 Spelling



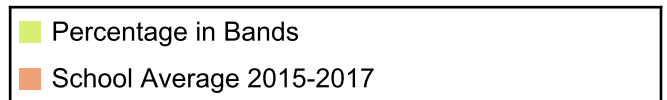
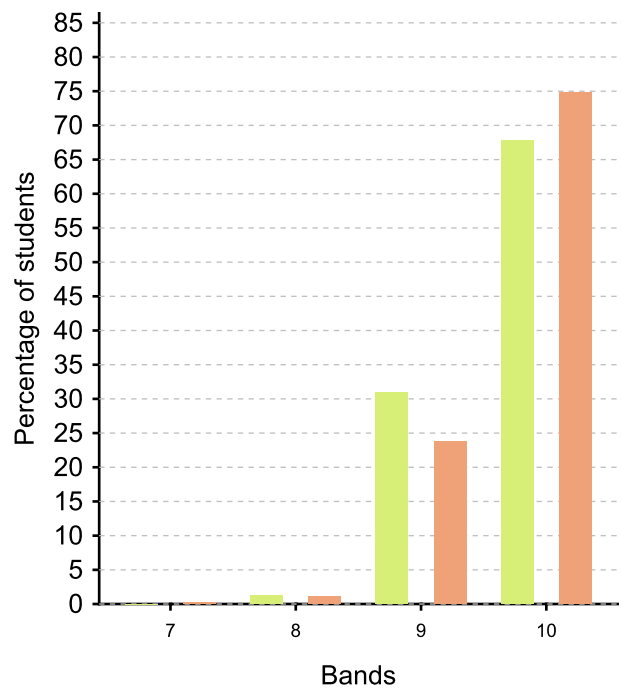
Percentage in bands:
Year 9 Writing



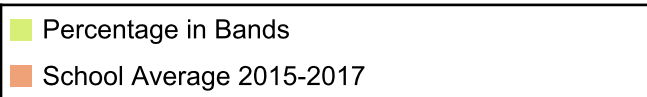
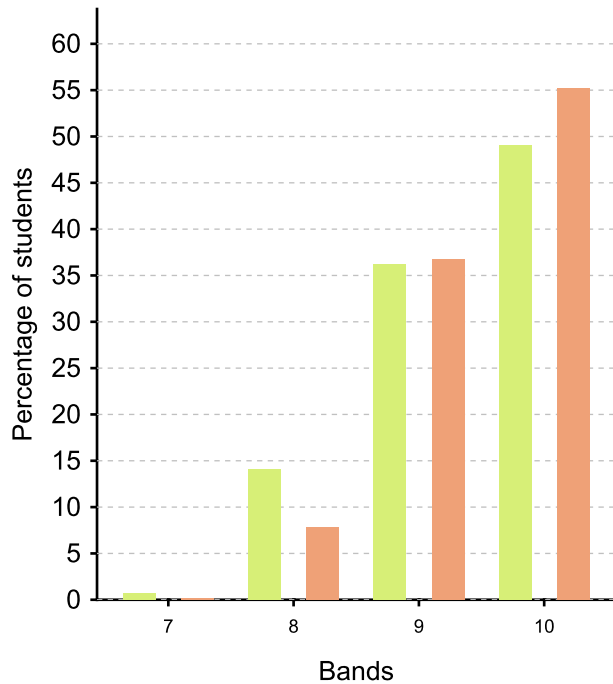
Percentage in bands:
Year 7 Writing



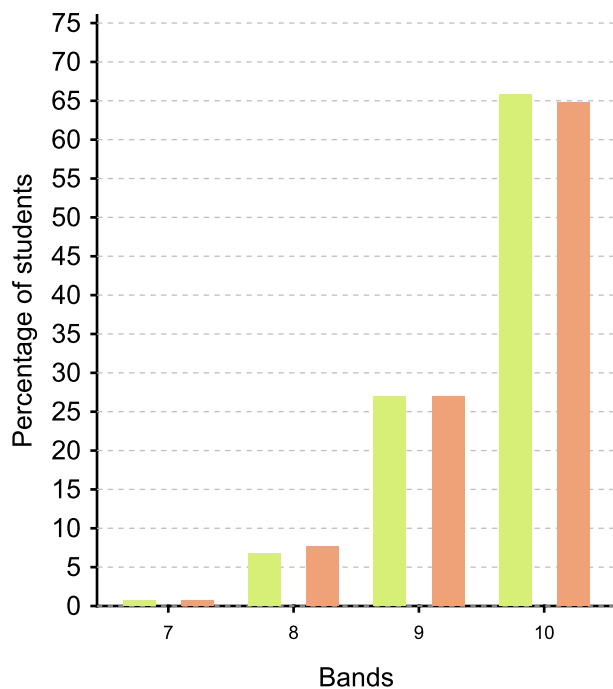
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Grammar & Punctuation

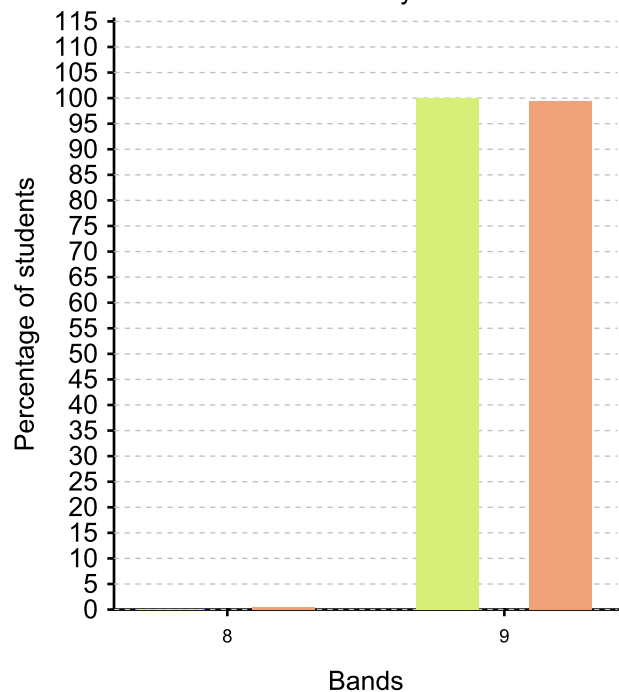


NAPLAN – Numeracy

This year all Year 7 students were placed in the top bands which is an improvement on the previous two years. The students achieved at the highest levels in all the strands – Data; Measurement; Space and Geometry.

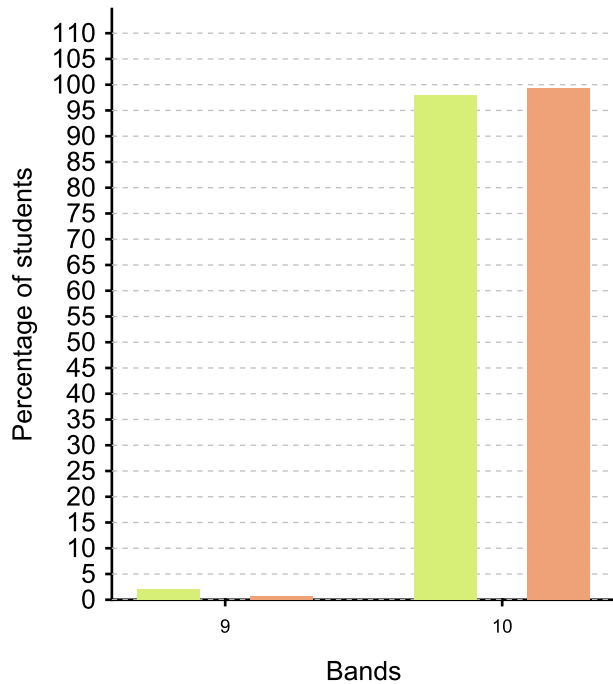
All Year 9 students were placed in the top 2 bands with a higher percentage of students (98%) in the top band this year. The students achieved consistently across all sections i.e. Data; Measurement; Space and Geometry; Number Patterns & Algebra.

Percentage in bands:
Year 7 Numeracy



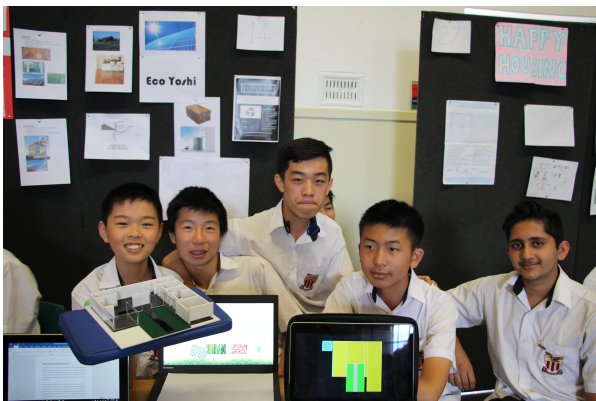
Percentage in bands:

Year 9 Numeracy



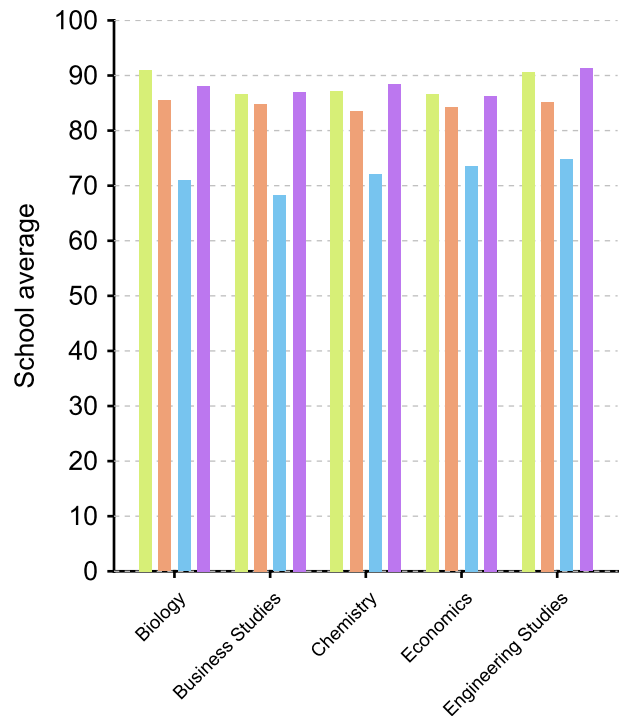
Percentage in Bands
School Average 2015-2017

There were no Aboriginal or Torres Strait Islander students at NSBHS.

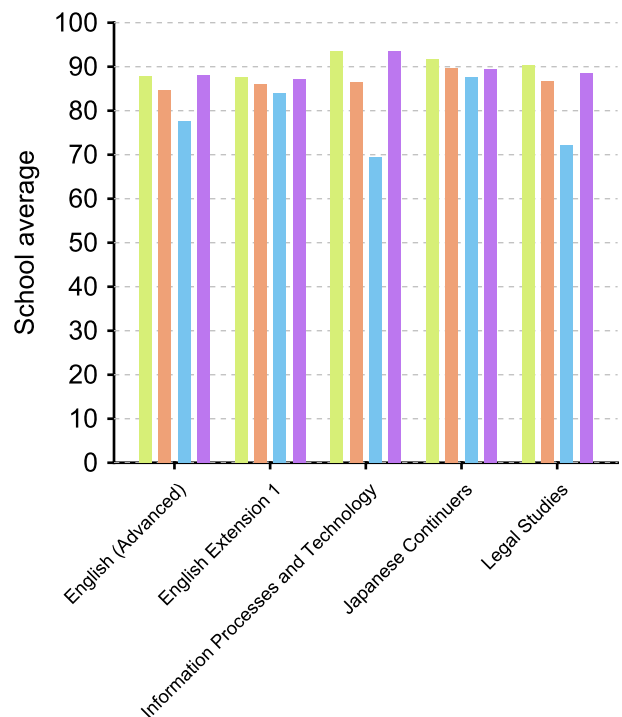


Higher School Certificate (HSC)

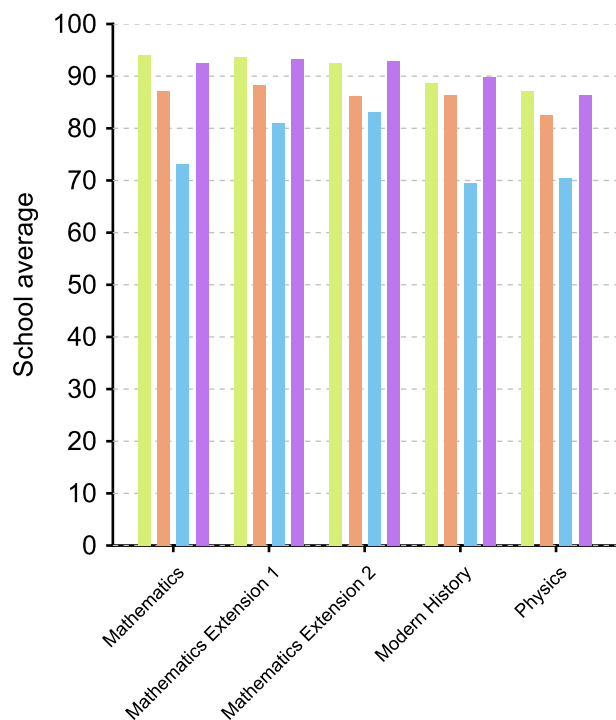
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



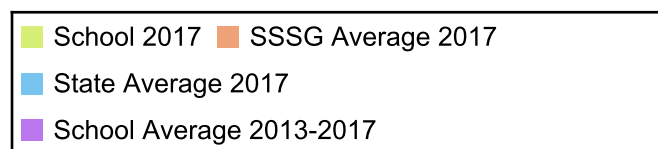
School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017



North Sydney Boys High School's results exceeded the school's Statistically Similar Group (SSG) and state results in all areas. More detail is provided on page 2 and in the analysis of HSC results in Strategic Direction 2 of this report.



Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	91.0	85.5	70.9	88.1
Business Studies	86.6	84.8	68.2	87.0
Chemistry	87.2	83.5	72.1	88.4
Economics	86.6	84.2	73.6	86.3
Engineering Studies	90.6	85.2	74.8	91.3
English (Advanced)	87.8	84.8	77.6	88.0
English Extension 1	87.5	86.0	84.0	87.1
Information Processes and Technology	93.5	86.4	69.4	93.5
Japanese Continuers	91.6	89.7	87.7	89.5
Legal Studies	90.4	86.8	72.1	88.6
Mathematics	94.0	87.1	73.2	92.5
Mathematics Extension 1	93.7	88.2	81.0	93.3
Mathematics Extension 2	92.5	86.2	83.1	92.9
Modern History	88.6	86.4	69.6	89.8
Physics	87.2	82.6	70.4	86.4

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Perspectives of Parents

The **Tell Them From Me** (TTFM) "Partners in Learning" Parent Survey was conducted between 7 September and 19 October 2017 and had 230 respondents.

The survey included seven separate measures which were scored on a ten-point scale. The scores for the Likert-format questions (i.e. strongly agree to strongly disagree) were converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicated strong disagreement; 10 indicated strong agreement; 5 was a neutral position (neither agree nor disagree). In summary:

- parents indicated that they felt welcome when visiting NSBHS;
- parents were well informed, with information presented in clear, plain language;
- reports on their son's progress were written in terms they understood;
- parent responses regarding their support for learning at home revealed that they generally encouraged their sons to do well although they were not directly involved in the learning process;
- NSBHS was seen to support learning with high expectations for student application and effort;
- positive behaviour was supported through clear expectations;
- parents reported most positively that their sons felt safe at school; and
- parent response was generally positive regarding inclusivity in this academically selective school context.

Student Engagement

Six hundred and fifty-five NSBHS students participated in the TTFM survey between 14 March and 6 April 2017 and enabled the school to ascertain student engagement at the school. The TTFM Survey included ten measures of student engagement, categorised as social, institutional and intellectual engagement.

Social Engagement

Students who were socially engaged were actively involved in the life of NSBHS; their friends were at school and they were involved in sports or other extracurricular activities. This involvement gave them a sense of belonging at school and increased academic motivation. The figures show the percentage of students at the school who were socially engaged (*figures in brackets are NSW Government norms*):

- Sense of Belonging – 79% (66%)
- Participation in Sports and Clubs – 85% (58%)
- Positive Relationships – 79% (78%)

The survey results indicate that in the three areas of social engagement the students at NSBHS were above the NSW government norm in each area.

Institutional Engagement

Students who valued schooling outcomes and met the formal rules of schooling were considered institutionally engaged. These students felt that what they were learning at school was directly related to their long-term success, and this view was reflected in their school and class attendance and their effort in doing homework. The percentage of students institutionally engaged at NSBHS are shown below (*figures in brackets are NSW Government norms*):

- Values School Outcomes – 74% (72%)
- Attendance – 98% (90%)
- Positive Behaviour at School – 98% (87%)
- Homework Behaviour – 79% (54%)

The survey results indicate that in the four areas of social engagement, the students at NSBHS were above the NSW government norm in all areas.

Intellectual Engagement

Some students met the institutional demands of school, but they were not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. Students were more engaged when their level of skills was consistent with the challenges presented to them in their classes. These students were often deeply absorbed in academic activities. The percentage of students intellectually engaged at NSBHS are shown below (*figures in brackets are NSW Government norms*):

- Interest and Motivation – 35% (28%)
- Effort – 69% (66%)
- Appropriately Challenged – 53% (42%)

The survey results indicate that in the three areas of intellectual engagement, the students at NSBHS were above the NSW government norm in each of the areas.

Drivers of Student Engagement

Four school-level factors were consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher-student relations, classroom learning climate and teacher expectations for success. The table below compares NSBHS to NSW government norms for each factor on a ten-point scale (*figures in brackets are NSW Government norms*):

- Quality Instruction – 6.7 (5.9)
- Positive Teacher- Student Relations – 6.9 (5.7)
- Positive Learning Climate – 6.9 (5.6)
- Expectations for Success – 7.7 (7.0)

Perspectives of Teachers

The TTFM "Focus on Learning" Teacher Survey was conducted on 29 August 2017 with 47 respondents. The questions in the survey were grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strongly correlated to student achievement.

In summary:

- staff reported that school leaders had helped to create a safe and supportive environment;
- collaboration between staff was seen as extensive;
- a very strong learning culture was evidenced by quality teaching and learning;
- teachers reported most positively that data informs practice;
- teachers also positively reported on teaching strategies;
- technology was readily accessible and used as a learning tool;
- teachers reported a high level of inclusivity and that they differentiated teaching and learning to meet the needs of all students; and
- parents were not reported to be extensively involved in the teaching and learning process.

Four Dimensions of Classroom and School Practices

The scores for each of the Four Dimensions of Classroom and School Practices were scored on a ten–point scale. The results are shown below:

- Challenging and Visible Goals – 7.6
- Planned Learning Opportunities – 7.7
- Quality Feedback – 7.4
- Overcoming Obstacles to Learning – 7.5

Teachers positively indicated that they were addressing all four dimensions to maximise student success.

2017 Exit Survey Results

The 2017 Year 12 exit survey confirmed that the school is a caring community which encourages student leadership and student voice. Some of the key results from the survey's 162 respondents are given below:

- **The school finds ways to help every student succeed** – 86.3% of respondents agreed
- **We are treated as responsible people** – 94.4% of respondents agreed
- **This school is a caring community** – 93.1% of respondents agreed

Overall the students responded very positively to the section of the survey relating to the **strong points of the school** with a 90.7% approval rating. They were asked to respond to questions about:

- the range of extracurricular activities on offer;
- whether interesting subjects were offered;
- whether the curriculum covered all student interests;
- whether the teachers were helpful;
- discipline, school atmosphere and the quality of the students.

In another area of the survey students responded that, at this school, they had learnt:

- to take pride in personal achievement;
- to be confident in their own abilities;
- to be organised;
- to value knowledge and ideas;
- to take responsibility for decisions in their lives;
- to respect people from other backgrounds; and
- to work well with others.



Policy requirements

Aboriginal education

The school provides a culturally inclusive curriculum across all faculties that integrates many aspects of Indigenous culture, history and heritage.

In the **English** faculty Year 7 students explored the performance poetry of noted Indigenous activist Steven Oliver in the *Raise Your Voice* slam poetry unit. Students also examined the novel *Taronga* to better understand the relationships Indigenous Australians have with Australia's flora, fauna and natural landscapes. In the *Myths, Legends and Fairytales* unit students learnt about the Rainbow Serpent Dreamtime narrative to better understand the importance of the oral storytelling tradition to convey creation stories, morals and social values.

Year 10 students examined the non-fiction text *First Contact*. By analysing a variety of episodes from this series students learnt about cultural expectations and how the media can both influence and challenge social stereotypes. By comparing their own experiences to Indigenous histories and cultures students looked critically at their own expectations and beliefs and, as a result, broadened their world view.

In the **Science** faculty Year 8 students examined bush tucker and fire management. Year 9 engaged with an *Engineers without Borders* sustainability task with an Indigenous perspective as part of Science Week. There was a significant update to the faculty's teaching and learning programs during the year with more Indigenous elements integrated throughout each year group.

In the **Mathematics** faculty the main references to Indigenous issues were when studying statistics. Students looked at source data relating to Indigenous health issues and other key metrics.

Year 7 students in the TAS (**Technological and Applied Studies**) faculty completed a small group presentation task on various Aboriginal tools and tool usage. As part of their unit on Australian cuisine Year 9 Food Technology students discovered how food trends have evolved over time through the influence of Aboriginal culture. Students completed a range of cooking tasks that required them to incorporate traditional Aboriginal ingredients into recipes and also investigate the significance of food on culture.

Frequent connections are made in **Languages** classes between English, the target language and Indigenous dialects and cultures. More specifically, in 2017, students did the following: a comparative study of Mythology and the Dreamtime in Latin; a comparison of the imperial/colonial experience in a Roman context in parallel to the Aboriginal experience; a study of 15th century trade links between Indonesian fishermen and northern Australian Indigenous communities resulting in Indigenous names being used in some areas of south-eastern Indonesia; a comparative study of the Japanese kanji writing system and Indigenous symbols; a comparison of the role of elders in the Indonesian,

Japanese and Indigenous communities; a cultural project on La Perouse and his contact with Indigenous Australians; and, whilst on the New Caledonia excursion, comparisons were made between the Indigenous Kanaks and Indigenous Australians.

In the CAPA (**Creative and Performing Arts**) faculty Year 7 Visual Arts students completed a ceramic task inspired by Australian artist Thanakupi's story pots. Thanakupi was a Thanaquith woman from the West Cape Region of Queensland. Our students created their story pots based on their own personal experiences and current life journeys. These works were displayed during the school's CAPA Expo.

Year 12 Visual Arts students completed a case study on *Identity* and referenced artist Julie Gough, a Tebrikunna woman from far North Eastern Tasmania who focuses on the questions of history, research and identity.

Year 9 Music students studied traditional Australian aboriginal music within the World Music unit of work. They studied the musical structures, instruments and cultural significance of Aboriginal music and presented their findings to the class. The class discussed the similarities and differences between Australian Aboriginal music with that of other cultures – Native North and South American, Indonesian, Japanese, Chinese, Sub-Saharan African, Northern Indian, Korean and Ottoman.

The **PDHPE** faculty used its Stage 4 Dance Unit to educate students on the relationship between culture and movement. Students researched and analysed a variety of Indigenous groups, examining the way they use movement as a form of expression. Students then appropriated what they learnt to create and perform their own dance, ensuring that their presentation included components that reflected aspects of cultural significance.

As part of the Equity and Health option, students in Stage 6 examined the *Closing the Gap* campaign as a Health Promotion Initiative, focusing on the inequity that exists in areas of health and life expectancy between Indigenous and non-Indigenous Australians. Students examined health data to determine areas of inequity and the degree to which the gap in health outcomes is reducing or increasing.

The school library continued to expand its extensive collection of **Indigenous resources**, both contemporary and historic. These support NSBHS's cross-curriculum priorities – Aboriginal and Torres Strait Islander histories and cultures. The collection provides a balance of non-fiction material covering historical, human rights, social and legal matters and fiction by contemporary Indigenous authors. These resources were collected and published in an Indigenous Resources booklet that supports the display in the library. The library also created displays of Indigenous resources and Visual Arts books to support and promote NAIDOC Week.

Year 11 Geography students in the HSIE (**Human Society and its Environment**) faculty visited the Blue

Mountains area and the Aboriginal Cultural Centre to understand local traditional practices. Many HSIE assessment tasks also require students to study Aboriginal issues such as Native Title law, Aboriginal justice in criminal law and Aboriginal leaders and activism.



Multicultural and anti-racism education

Languages

Year 8 Languages Day

The NSBHS Year 8 Celebration of Languages Day is an annual event. On 9 June all Year 8 students were released from regular classes and were given the chance to expand their language horizons while having fun participating in the many scheduled activities:

- a Roman Army Show, which included dressing up as Roman legionnaires;
- a performance and workshop by Yunion, a traditional Japanese drumming group;
- taking part in German and French cooking classes and enjoying the results;
- playing French Soccer;
- playing Sepak Takraw – Indonesian volleyball;
- attending information sessions about language study at the school; and
- a mega “Who Wants To Be a Millionaire” competition based on the languages and cultures studied in our language classes.

New Caledonia Excursion

Twelve boys in Years 9 and 10 and two accompanying teachers travelled to Noumea in New Caledonia from 22 to 29 September on a French language and cultural excursion.

The boys stayed with French host families, attended a French language school on four of the seven days they were there and visited the many interesting sights of Noumea. They also enjoyed fabulous French food.

The boys returned home with an enriched French vocabulary, improved listening skills and a more comprehensive knowledge of French culture.

Europe Music Tour

Fifty-one boys from the school’s music ensembles program and four teaching staff left Sydney bound for Madrid on 8 December. It was the beginning of a successful 16 day tour of Spain and Portugal, full of many memorable experiences.

On arrival in Madrid, the Symphonic Winds participated in a masterclass with the Spanish Armada Band and performed for the Australian Ambassador to Spain at a school exchange with Trinity College. The group then made its way south to Granada where the String players performed in a masterclass with Hanna Maria Nisonen, the Principal Viola of the Granada Symphony Orchestra. The boys made more new friends in another school exchange with Sacred Heart College. In Seville the boys were delighted with a visit to a ranch where they saw some bulls up close (from the back of a trailer) and attended a guitar concert to experience the local flamenco style music. The boys discovered architecture, art, tasty tapas, seaside villages and medieval citadels.

The next stop was Lisbon for a concert held by the Australian Embassy in Portugal. The Ambassador, Mr Peter Rayner, is an Old Boy from the Class of 1978. The group tasted the famous Portuguese tarts while sightseeing around Lisbon and Sintra. The boys performed their final concert in Salamanca at an exchange with a conservatorium school, before heading back to Madrid to fly home for Christmas.

Other school programs

Environment Committee – Tree Day

On Thursday 3 August 60 students led by the Environment Committee, their teacher coordinator, a Bushcare Officer from the North Sydney Bushland Team and the school’s Senior Executive, gathered together to plant over 100 native plants in order to revitalise the school surroundings. Two new garden areas were created and 4 new native trees were planted on the main lawn. Many of the plants were provided as part of North Sydney Council’s Native Havens program and included various native species. Other plants were provided by the Coal Loader Sustainability Centre Nursery.

The **Tree Day** project was part of the ongoing goal of the Environment Committee to improve the school’s environment. Since its inception in 2007 the committee has been a key part in pushing environmentally friendly initiatives throughout the school. It remains responsible for many eco-activities including running the school recycling program and maintaining the greenhouses and vegetable gardens.

Tree Day was run in support of **Schools Tree Day**, an annual event similar to National Tree Day – the largest tree planting day in Australia. The Environment Committee hopes to increase interest throughout the school about the joys of nature and to educate students about the importance of looking after the environment.

Co-curricular and Extracurricular Excellence

North Sydney Boys entered the International Space Race through the efforts of the **Flying Falcons** – Year 12 students Justin Brown, Richard Jin, Kristian Nolev, Ben Wang, Toby Wong and Chen Zhou. These students entered the **MIT International Robotics Programming Competition** in 2016, came first in the Australian round and then progressed to the international stage of the competition and then on to the International Space Station (ISS) in January 2017 (well not literally!) The team took control of NASA robots on the ISS on 27 January and gained second place overall in the competition. The boys were mentored by Jeremy Cox (Class of 2011).

Ben Wang's (Year 12) project RemoteBoot was invited to be shown in CeBIT Australia 2017 – the Asia Pacific's largest and longest running B2B (business-to-business) technology exhibition and conference. Ben's project was designated one of the show features i.e. a future vision of technology, yet to be part of mainstream society, which will have a positive impact.

A record 266 NSBHS students participated in the **Computational and Algorithmic Thinking (CAT)** competition (cf. 49 students in 2016). Sixteen students scored High Distinctions and 105 scored Distinctions. Joshua Arackal and Wisdom Cai (Year 10) achieved perfect scores.

Students of Latin in Years 9 to 12 sat the **National Latin Exam (NLE)** in March. This is an international competition testing Latin and Classical knowledge. Sixteen students were recognised for their outstanding performance: Bipandeep Banga, Carl Braganza, Clayton Chang, Siddhant Kalra, Pranav Nagalakonda, Benjamin Nguyen, Abel Paramby and Angus Zeng of Year 9; Eddy Zhang (Year 10); Alex Frisina, Timothy Leung, Joshua Park and Chwen Sern Sim (Year 11); Tanish John, Chris Zeng and Kevin Zou of Year 12.

The **Programming Club** was set up to provide a platform for students of all experience levels to learn how to code. Students learnt to develop software solutions to difficult algorithmic problems. They had a choice of learning programming languages such as 'C' for Robotics, 'Javascript' for Web Design or 'Python' for Software Development and also learnt how to develop their own Android or IOS Apps.

Chen Zhou (Year 12) represented Australia at the **International Earth Science Olympiad** in Côte d'Azur, France. Chen was one of only 27 students selected to represent Australia from the thousands who sat the qualifying exams. Chen won a bronze medal.

Mohana Bhogadi (Year 11) and Boswell Lin (Year 12) were selected to attend the **UBS Finance Academy 2017**. This residential program provides leadership in investment banking education with a particular focus on senior secondary school students. Students were exposed to the detailed workings of global financial markets which form the crux of our modern economy.

Sohum Jain and Rodger Liang (Year 10) won the **Australian ITC competition**. They participated in an international trade workshop following which they submitted a written market entry strategy on a given competition topic and made a presentation to a panel of judges. They represented Australia at the Asia Pacific finals in August.

In conjunction with **National Science Week 2017** NSBHS held its own Science Week activities including: exploding watermelons; paper plane challenge; guessing atoms competition; blowing fireballs; 'Engineers Without Borders' incursion; Mr Butt's Liquid Nitrogen Science Show; and 'Scinema' Science film festival.

ICAS medals were awarded to: Leslie Cheung and Hanyuan Li (Year 9) for Digital Technologies; James Sommer (Year 8) for Science; Rudy Chen (Year 8), Cedric Siu (Year 10) and Tiancheng Xia (Year 10) for Mathematics; and Terence Chenh (Year 7) for Spelling.

Bipandeep Singh Banga (Year 9) won a 2017 Minister's Award for Excellence in Student Achievement – Community Languages Schools for his study of Punjabi.

Simon Lin (Year 10) gained a High Distinction, and Jeffery Li and Ran Shi (Year 10) gained Distinctions in the **2017 UNSW School Mathematics Competition**.

A record 77 students participated in the **2017 Australian Intermediate Mathematics Olympiad**. Jeffrey Li (Year 10) gained a Prize and a highly coveted invitation to attend the Australian Mathematical Olympiad Committee's School of Excellence in Melbourne.

As high achievers in the **Science Olympiad** examinations Year 11 students Maksim Lisau, Joshua Park and Yinhao Xu (Earth and Environmental Science) and Shane Wang (Physics) were invited attend the Olympiad Summer School in January 2018. The top students will be selected to represent Australia at the 2018 International Science Olympiads. Toby Wong (Year 12) scored 4 high distinctions in the competition.

In the **2017 Australian Economics and Business Studies Competitions** organised by UNSW, Michael Gribben (Year 11) was a National Winner in Economics.

Year 10 welcomed two visiting German Exchange students during Term 3, Siggie Lang and Jonas Glaskowski.

Six Year 12 music students had their HSC performances nominated for **Encore** – Andrew Gorga (Music 1); Ken Li, Alan Burzevski, Hayden Kelly, Pranav Gilder and Nicholas Duller for Music 2 and/or Music Extension.

Chen Zhou and Ben Wang (Year 12); Gunwoo Moon, Shane Wang and Ben Tran (Year 11); and Hanyuan Li, Trent Zeng and Andy Zeng (Year 9) received distinctions in the UNSW Progcomp.

Ben Wang (Year 12) was nominated for 2018 NSW Young Australian of the Year. Ben is well known as an inventor and has already marketed two successful inventions.

Steve Kraynov, Aimon Mostofi and Ashkon Mostofi (Year 12) were accepted into the **Honeywell Engineering Summer School 2017**. This residential program gives students valuable insights into the many aspects of a wide range of engineering disciplines.

Ryder Chen (Year 12) and David Lau (Year 11) were selected to participate in the 50th ANU–AAMT National Mathematics Summer School.

The Arts

Andrew Jung (Year 9) successfully auditioned, on clarinet, for a place in the 2017 elite orchestral training program delivered by **Sydney Youth Orchestras** (SYO). Andrew plays with the SYO's Peter Seymour Orchestra.

A combined North Sydney Girls and Boys musical production of **Funny Girl** was hosted by NSGHS in August. Nicholas Till and Luca Thomas (Year 10) and Conan O'Connell (Year 11) performed in lead roles.

Nigel Lin (Class of 2016) was selected to perform in Encore at the Sydney Opera House. Stephen Lin and Ingar Wong were mentioned in the program honour list for their HSC Music 2 Musicology elective essays.

Sasha Willett (Year 7) was selected for The Arts Unit's **Public Schools Drama Ensemble** and Luca Thomas (Year 10) successfully auditioned for the NSW State Drama Ensemble. Both Sasha and Luca performed at the 2017 State Drama Festival.

Darwin Jian (Year 7) won an award in the **2017 Mosman Youth Art Prize**.

NSBHS participated in the heats of the **North Shore Schools Spectacular** and Symphonic Winds, Orchestra and Alan Burzevski (Year 12) progressed to the finals.

Pranav Gilder (Year 12) and Andrew Jung (Year 9) performed with the **NSW Public Schools Symphony Orchestra** and Thinessshan Thevathasan (Year 8) sang with the **NSW Public Schools Singers** as part of the 'In Concert' events at the Sydney Town Hall.

Pranav Gilder (Year 12) performed during the year with the SYO Philharmonic.

The school's Intermediate Theatresports team comprising Year 9 students Danil Dosen, Vincent Go, Benjamin Nguyen, Gabriel Phua and Matthew Truong competed in the semi-finals of the state-wide **Theatresports Schools Challenge**.

The annual **CAPA Expo** was held in July and included performances from our very talented Music and Drama students. Visual Arts students displayed a varied range of artworks in the library.

Michael Deng (Year 11) won the junior percussion championship at the **NSW State Band Solo and Party Championships**. Michael also won first place in mallet at the **National Band Solo Championships**.

Rowan Silcock and Andrew Jung (Year 9) attended workshops and performed with other young musicians as part of the **Young Mannheim Symphonists**.

Ken Li, Alan Burzevski and Hayden Kelly (Year 12 Extension Music) won first prize in the Under 19s School Chamber Music section at the **Sydney Eisteddfod** performing their HSC Extension ensemble work.

Some NSBHS students were selected, through audition, to perform at the **State Instrumental Festival and Primary Proms Concert Series**. Ken Li (Year 12) performed a piano solo at the Sydney Opera House. Edward Qian and Felix Sun (Year 9) performed a piano duet at the Sydney Town Hall.

Kyle Wu, Pranav Nagalakonda and Benjamin Nguyen (Year 9) competed in the Under 18s Duologue/Trio event at the Sydney Eisteddfod and won second place.

Oliver Brunsdon (Year 10) was chosen as a 2017 Schools Spectacular Featured Artist. Thinessshan Thevathasan (Year 8) took part in the spectacular as a member of the NSW Public Schools Choir.

Edwin Lam (Year 9) had a series of his photographs included in North Sydney Council's Story to Screen youth digital storytelling project.

Andrew Jung (Year 9) and Thinessshan Thevathasan (Year 8) took part in the NSW Public Schools Music Ensembles UK and Ireland Tour in January 2018.

Cultural Excellence

Joseph Stala-Smith (Year 8) competed in the state final of the **Legacy Junior Public Speaking Award**.

In the **NSW Junior Chess League Sydney – Autumn One Day Tournament** two of the first place getters were Gordon Yang (Year 9) and Max Mikkelsen (Year 11). In the Two Day Tournament Aidan Odenthal (Year 8) tied for first place.

NSBHS won the local heat of the **Secondary Division of the 2017 Interschool Chess Challenge** and qualified for the regional semi-final. Gordon Yang (Year 9) won the trophy for the best performing player.

Max Mikkelsen (Year 11) was selected by a committee of International Chess Masters to represent Australia at the **World Youth Chess Championships** in Uruguay.

Gordon Yang (Year 9) represented Australia at the **World Youth U-16 Chess Olympiad 2017** in India.

The annual one day **Secondary Schools Chess Tournament for the Terrey Shaw Shield** was held at NSBHS in September. NSBHS's Open Division team gained third place.

NSBHS's Senior Grade team took out the title in the **2017 Metropolitan Secondary Schools Teams Chess Competition**. The team comprised Joshua Behar (Year 12) and Year 11 students Max Mikkelsen, Maksim Lisau and David Lau. The Intermediate and Junior Grade teams both made it through to the regional finals.

The NSBHS chess team came third in the **Australian Schools' Teams Championship (ASTC) 2017**. Max Mikkelsen (Year 11) and Aidan Odenthal (Year 8) were designated competition *best players*. Other team members were Gordon Yang (Year 9) and Maksim Lisau (Year 12).

Student Leadership

School Captain Alan Burzevski attended a lunch at NSW Parliament House hosted by the local Federal MP Trent Zimmerman. This event gives school leaders the chance to discuss issues they think should be priorities for the Federal government.

Nathan Haurissa-Oey (Year 11) participated in the **Lions Youth of the Year** awards, an event designed to encourage, foster and develop leadership in conjunction with other citizenship qualities in our youth.

Eight members of the SRC attended a Principals' meeting of the Northern Sydney Entente-Cordiale (NS-EC). NSBHS's young leaders were invited to provide input about their perceptions of schools and suggestions for further development of programs and practices. Their attendance at the meeting assisted with data gathering and research for the strategic planning process in NS-EC schools.

Alex Frisina (Year 11) was chosen to participate in the **2017 NSW Youth Parliament**, representing North Shore.

The fourth annual **Crossroads** event was held in May. This event gave students an insight into the transition from school to university to employment. After presentations by keynote speakers, students attended Q and A forums, in their areas of vocational interest: Law; Science, Engineering and IT; Medicine; Commerce and Actuarial Studies; and Arts and Fine Arts. Many of the panellists were NSBHS Old Boys.

NSBHS supported the **Red Shield Appeal** again in 2017. Our boys, led by the Charities Committee, helped to raise \$13,478 on the day.

The Social Justice Committee (SJC) collaborated with the Charities Committee to focus on poverty and inequality by supporting the *Live Below The Line*

campaign. As well as recruiting students to rise to the challenge of living on no more than \$2 a day for five days the SJC organised a Live Below The Line \$2 cook-off between members of the two committees.

The Student Wellbeing Action Team (SWAT) promoted the **National Day of Action against Bullying and Violence**. This included SWAT collaborating with staff to create a new anti-bullying plan for the school. SWAT also led an anti-bullying workshop for Year 8 students, contributed to a positive psychology program for Year 11 students and ran the annual R U OK? Day event.

The Charities Committee raised funds to support the education of children living in South Africa through its fifth annual **BBQ for African Schools**. This year's recipient, Lenham Primary School in KwaZulu Natal, received funds to purchase much needed textbooks for the school.

Many boys throughout NSBHS undertook regular volunteering activities. In 2017 awards were given out to:

- Bronze (20 hours): Oliver Brunsdon, Floyd Gatt, Edmond Shi, Jack Vallis, Arthur Wong
- Silver (40 hours): Akansh Kolla, Aryan Pokharna
- Gold (60 hours): Jason Cao, Arasa Hardie, Thomas Ng
- Diamond (80 hours): Ziyang Gao, Rodger Liang, Michael Lo
- Black Opal (150 hours): Raymond Qiu, Frank Fei

Joshua Park (Year 11) became a senior executive in the NSW Department of Education as part of the **2017 Secretary for a Day** program. Joshua shadowed Mark Davis, Director of the Department's Media Unit. He took part in meetings and attended a forum to discuss student leadership and wellbeing.

In 2017 NSBHS had 2 recipients of the **Minister's Award for Excellence in Student Achievement** – Alan Burzevski (2017 Captain) and Frank Fei (2017 Senior Prefect). Sharon Warner, past NSBHS Auxiliary President, was also recognised for her years of service to NSBHS with a **Public School Parent of the Year Award**.

Isaac Chung, Bodu Gong, Jeffrey Meng, Alex Vorstermans and Chris Li, all members of the school's Student Wellbeing Action Team, represented NSBHS at the inaugural North Shore Youth Mental Health Forum. This was an initiative of our local MP and its aim was to raise awareness about mental illness amongst teenagers and the help that is available in the community.

Terence Chiang (Year 12) received a 2017 **North Sydney Community Award** for his work with younger immigrant children.

A group of prefects attended the local **Remembrance Day** service at the North Sydney War Memorial and took part in the wreath laying ceremony.

The Prefect body organised a Year 12 Study Skills Workshop in November to help ensure that Year 12 students learn the necessary study skills for each of their subjects. Several teachers conducted brief seminars which covered specific study skills for their respective subjects.

The NSBHS Falcon Badminton team won the Invitational Inter–School Novice Tournament. Team members were Lawton Cao, Hersh Ketkar, Kenneth Lu and Trent Zeng.

Excellence in Sport and the Outdoors

The **Under 14s Water Polo** team won their grand final at the end of a season in which they remained undefeated. This was the first water polo glory for NSBHS in a number of years.

Wilson Hou (Year 11) was selected as a member of the NSWCHS tennis team and played in a competition at the Bathurst Tennis Centre in March.

In the **North West Metropolitan Zone** summer competition NSBHS students were premiers in basketball (1sts, 2nds, 14s and 15s), cricket (2nds), tennis (1st grade) and water polo (14s). The NSBHS swimming team finished second at the Zone Swimming Carnival with several boys qualifying to swim at the state carnival. Students also qualified for the NSWCHS state carnival in tennis, basketball and hockey. In the winter competition NSBHS students were premiers in table tennis (1sts, 14s and 15s) and tennis (1sts, 2nds and 15s).

The 14s relay team set a new zone, regional and state record on their way to winning another NSWCHS gold medal in the 4 x 50 metres relay.

Wilson Hou (Year 11), Joshua Tan (Year 12), Eric Zhang (Year 12), Ethan Kwong (Year 10) and Michael Zhang (Year 10) represented the Sydney North tennis team at the NSWCHS Individual Championships. Wilson Hou was selected in the CHS squad to play in the NSW All Schools state carnival.

Maxim Nesterov (Year 12) was selected in the Sydney North regional basketball team and competed at the CHS state carnival.

Kireth Sandhu (Year 11) was selected in the Sydney North regional hockey team to compete at the CHS state carnival. Kireth also represented North West Sydney Hockey Association at the NSW U18 State Field Hockey Championships and the NSW U18 State Indoor Hockey Championships and represented Sydney North at the NSW CHS State Field Hockey Championships.

Angus Leung (Year 10) was selected as a reserve for the 2017 NSW All Schools orienteering team and travelled to Bathurst and Hill End for the Australian championships.

State Carnival athletics representatives were Matthew Warner (Cross Country); Eric Chen, Matthew Warner, Kevin Yan and Joseph Yu (17+ years 4 x 100 metres relay); and Joseph Lim (13 years Javelin).