

Epping Boys High School

Annual Report



2017



8884

Introduction

The Annual Report for **2017** is provided to the community of **Epping Boys High School** as an account of the school's operations and achievements throughout the year.

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

School contact details

Epping Boys High School
213 Vimiera Rd
Eastwood, 2122
www.eppingboy-h.schools.nsw.edu.au
eppingboy-h.School@det.nsw.edu.au
9869 2701

Message from the Principal

In 2017 we celebrated 60 years of public education at Epping Boys High School. The success of our school has been due to the partnership established in 1957 between the students, teachers and parents, which continues today. Focusing on academic success, participation in cocurricular activities, a sense of community responsibility, and parent/carer involvement in and support of their boys' education, have been the foundations of EBHS.

With Cheltenham Girls' High School, who also celebrated 60 years, with their first year spent at EBHS, the boys performed the musical, *West Side Story*. The musical was a huge success and received rave reviews from the school community and beyond.

The major building upgrade program has finally been completed in 2017. Relocation of the administration and Visual Arts classrooms, and changes to the front of the school have transformed the look and functionality of EBHS. Along with a major upgrade in power capacity, the school is well equipped to meet the needs of the boys for years to come.

These physical changes in 2017 have been accompanied by the appointment of two new deputy principals: Jessica Schadel – Deputy Principal Middle School, and Narelle Kathryn – Deputy Principal Senior School.

In 2017, the school won the prestigious Alan Davidson Shield for the outstanding school in cricket. The team, led by Lachlan Carfax and Brayden Dilley, defeated Endeavour Sports High in the final: an amazing achievement for a comprehensive boys' school to defeat a selective sports high school.

In April, the senior boys enjoyed an overseas rugby and football tour to Canada and the USA. This continues a long tradition in the school, and in 2018, the middle school boys will tour New Zealand in the same sports.

In all other areas of sport, the school achieved outstanding success at team and individual levels, testament to the talent of the boys, commitment of the teachers and support of parents.

Throughout the year all aspects of school life was on show and celebrated: An Evening of Music; Drama Night; Art Exhibition and TAS Expo; Rugby and Football Dinners; Community Concert; Grandparents Day; charity fundraising; Jersey Day; and World's Greatest Shave. Well done, boys and staff.

Our story of 2017 is due to the dedication of our people. I applaud the hard working staff, the committed parents/carers and the willing involvement of the boys.

As 2017 ends, we are developing the strategic school plan for 2018–2020. I eagerly look forward to being a part of leading the school, as we all **“Strive to Achieve”** in all areas of our lives.

Tim O'Brien

Principal

Message from the school community

We have an active and committed P&C at EBHS and have numerous achievements to highlight. During 2017 we had over 50 members and over 25 parents in active roles, not only on the P&C executive but also committed to the various sub-committees.

Major achievements include extensive upgrades of the Network Café and Canteen, allocation of money for air-conditioning to the remaining classrooms and 6 laboratory rooms. Purchase of new curtains for the hall, upgrade of the second hand uniform shop and the installation of a chilled water bottle filling station next to the canteen and personalised bottles for every 2018 Year 7 boys to name a few.

The Events Support Committee purchased a large trailer for the school bus to assist with sporting and Duke of Edinburgh events. We have also committed significant funds to upgrade both the cricket nets and school oval in 2018.

This assistance could not have been provided without the generous support of the parents and caregivers in making yearly contributions, attending meetings, volunteering on canteen duty or assisting with running various functions. Monies have been raised via Canteen profits, Auxiliary/Events Support catering, the Second Hand Uniform Shop and parents' voluntary contributions.

We continued our focus on landscaping around the school and held two working bees (autumn and spring) and had over 30 participants at each event including parents and students as well as several teachers working in the grounds removing noxious weeds, replanting and laying mulch. We have installed new garden beds alongside the maths classrooms. We have cleared noxious weeds along Crimea Rd and planted natives.

The P&C collaborated with Ms Narelle Kathryn, Relieving Deputy Principal to establish a successful Art Show on 23rd of June. Over 200 art pieces by 27 artists were on display. \$1,900 was raised and plans are in place to hold an annual Epping Arts Fair in partnership with Epping Rotary with the expectation of increasing the event's scope.

International Teachers Day on 27th of October was celebrated with a morning tea provided by parents, and each teacher was presented with an apple with a message in appreciation. We continued to present a P&C prize to a student at Speech Day for 'Initiative and Innovation' and a prize to a TAS student at the Art Expo.

The P&C monthly meetings have good attendance by members. I sincerely thank the Principal, Mr Tim O'Brien, for not only attending every meeting and providing an update of school business but always being so open to questions from parents. P&C members were involved on interview panels for Executive staff, placement panels for Yr 7, combined North West P&C meetings and assisted at many function such as Art Expo, Orientation Day, and Speech Day.

I would like to acknowledge and thank the Principal Mr Tim O'Brien for his leadership, all school staff, parents and everyone involved in our boys' education and development into responsible citizens. I would like to thank the 2017 P&C Executive Committee who consisted of Vice Presidents: John Cummins and Maggie Figueroa; Treasurer: Rowena Hubble; Secretary: Richard Copnall; Executive members: Sharon Fraser, Samantha Hemmings-Richardson, Stephanie van Hilten, Michael Hudson, Renee Linton-Simpkins, Glenn McCorquodale, Sethil Ramachandran, Robert Nicholls, Lynn Stevens, Jill Warton. In particular, I would like to thank our Treasurer, Rowena Hubble for 4 years of committed stewardship of our finances. Rowena has brought extensive business and financial experience to our committee.

Susan Day

2017 P&C President

Message from the students

From the Year 12 Cohort of 2017

I expect I write on behalf of all the year 12 students when I say that 2017 has been the highlight of our schooling lives. Friendships have really strengthened making it hard to say goodbye come graduation, but we leave with great memories of the years we have shared at Epping Boys High School. Personally I have really appreciated the camaraderie with teachers and students across all grades and the experiences I've had will long be remembered. In particular, it has been an honour to lead the 2016/17 Prefect Body and be a part of the inclusive EBHS culture that encourages boys to 'Strive to Achieve'. As Prefects, we have always strived to uphold the principles of respect, responsibility and engagement by being role models within the school and when representing EBHS at other events within the wider community. Of course, one of our key objectives was what 'legacy' we would leave behind by the time we relinquished our roles to the next incoming prefect body. I believe we left a pretty decent mark.

Besides our usual fundraisers, afternoon teas and cake stalls at the sports carnivals, it was very rewarding to donate blood collectively to the Red Cross Foundation. Rather than making another charitable monetary contribution, it was satisfying to change it up a bit and make a valuable gesture in giving blood and knowing that each of our donations saves 3 lives. The boys were also heartened to receive letters of thanks within days of their donation, stating that their blood was already being transported to a patient at a particular hospital. As students at this school your 'blood is worth bottling' and I hope our group donation inspires others to follow our lead in the future.

I am very proud of the Prefects for everything they have achieved together and am lucky to have had such a fantastic alliance with Elias Dehsabzi (Vice Captain) and Ethan James (Senior Prefect). Enormous gratitude must go to Mrs Hartley for her motherly guidance, and to Mr O'Brien for his support and encouragement.

This year has been significant for Epping as we celebrated the 60th anniversary of the school's opening. To mark this milestone, EBHS combined with Cheltenham Girls High School in the classic musical production of *West Side Story*. Staff and students involved contributed a huge amount of time and hard work and were rightly rewarded by the rave reviews and huge success of the performances. This was also a great opportunity to showcase the incredible talent and opportunity this school produces. Not only is EBHS renowned for its sporting prowess and academia but the boys are also amazingly musical, and can sing and dance.

2017 has been very eventful with numerous opportunities and experiences for Year 12, with one of the highlights being the Rugby tour to Canada. Our enthusiastic participation in the *World's Greatest Shave* provided an opportunity for us to test out our barber skills and was testament to the boys' willingness to get involved and to support others. Without question, the EBHS environment has brought us all together over six years of schooling under the expert guidance of our year advisers, Ms Forrest and Mr De La Pena. Our thanks go to them for always 'having our backs' and we will always hold fond memories of their joining us when we collectively belted out John Williamson's classic '*True Blue*' at our final assembly.

I would like to sum up by wishing the Year 12 cohort for 2017–18 the very best of luck for their final year at EBHS, and thanking EBHS for all the many opportunities; the teaching, the friendship, the support and the lifelong memories.

Ned Bissett

School Captain 2017

School background

School vision statement

“Engaging all Boys and Building Fine Men”

“Every boy, every day, every chance”

School context

Epping Boys High School is a proudly comprehensive high school for boys. A Middle School and Senior School structure recognises and enhances the learning and wellbeing needs of all students and is complemented by the *Boys to Men Program* which engages boys in learning, promotes wellbeing and builds young men who are connected to their community.

There is a strong focus on leadership, enhanced learning experiences and engagement. All boys are encouraged to strive for excellence and foster a civic sense of responsibility. Epping Boys High School has a long tradition of academic and sporting excellence and enjoys a high profile in music and the creative and performing arts. With more than 100 co-curricular activities offered and each year group involved in charity fundraising the development and nurturing of the whole boy is crucial to the ethos of the school.

A diverse student community with an Inclusive Education Unit and 57% of students coming from a language background other than English contributes to an inclusive and dynamic learning environment that is supported by an active and involved P&C with a strong commitment to supporting the strategic directions of the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of **Learning, Teaching and Leading**.

In the domain of **Learning**, our focus has been on maintaining and improving consistent and transparent whole school approaches to learning and well being. In the areas of Learning Culture, Well being and Assessment and Reporting the School Excellence Framework Self-assessment Survey Internal Evaluation Team determined that we were meeting the criteria to be considered **Sustaining and Growing**, however in the area of Student Performance Measures the team identified this as area of significant improvement in the school and considered that we were **Excelling** in this area.

In the domain of **Teaching**, our key objective has been to build staff capacity to deliver engaging and relevant learning experiences that encourage creative and critical thinking skills in all boys, across all subject areas with a strong focus on the explicit teaching of literacy and numeracy skills. In the areas of Effective Classroom Practice, Collaborative Practice, Learning and Development and Professional Standards the School Excellence Framework Self-assessment Survey Internal Evaluation Team determined that we were meeting the criteria to be considered **Sustaining and Growing**, however in the area of Data Skills and Use the team identified this as area of significant improvement in the school and considered that we were **Excelling** in this area.

In the domain of **Leading**, the primary whole school focus has been on distributed and sustainable leadership practices to ensure that all members of the school community share a strong vision for the future direction of the school. In the areas of School Planning, Implementation and Reporting and School Resources the School Excellence Framework Self-assessment Survey Internal Evaluation Team determined that we were meeting the criteria to be considered **Sustaining and Growing**, however in the area of Leadership and Management Practices and Processes the team identified this as area of significant improvement in the school and considered that we were **Excelling** in this area.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Engaging learners to focus on excellence

Purpose

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

Overall summary of progress

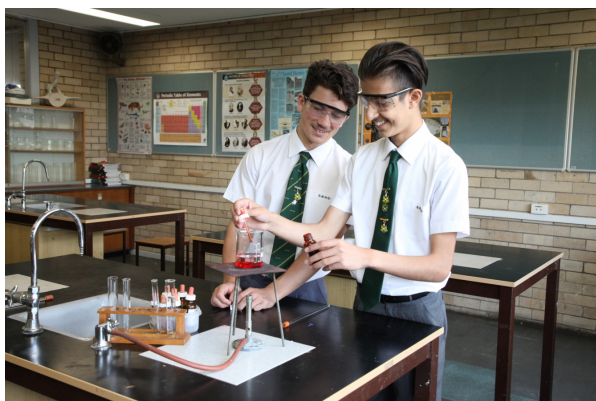
A culture of high expectations in terms of academic engagement, behaviour and conduct as well as outstanding participation in cocurricular, community and citizenship activities underpins all student achievements at Epping Boys High School. This has been nurtured with strong well being programs to build emotional resilience and develop the whole boy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased NAPLAN literacy levels for Year 9 above SSG.	\$8000	Year 9 NAPLAN results in 2017 demonstrated a significant improvement across all test areas: <ul style="list-style-type: none">• 14.3 improvement in Reading• 27.6 improvement in Writing• 16.7 improvement in Spelling• 28.1 improvement in Grammar and Punctuation
Consistent assessment policies and procedures across the Middle and Senior School years.	\$4000	All Year groups were provided with the Assessment Guidelines for the Middle and Senior School and the accompanying Assessment Schedules. This was communicated to all parents and students via the SENTRAL Student and Parent Portal with organisation as a feature of BTM lessons in the Middle School and Study Skills Workshops in the Senior School.
Increased student information regarding wellbeing and learning support from partner Primary schools and EBHS staff.	\$4200	A strong Transition Program was run in partnership with our key partner primary schools and also with the 23 additional primary schools of origin for our Year 7 cohort in 2017.

Next Steps

Our key focus for the next School Planning Cycle 2018–2020 is to work towards our students as lifelong learners, striving for excellence through enhancing emotional intelligence and effective interpersonal skills where all learners are inspired to be creative, critical and reflective thinkers and leaders, receptive to change and lifelong learning with a global outlook.



Strategic Direction 2

Supporting teachers to create inspired learning

Purpose

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

Overall summary of progress

This is achieved by an emphasis on outstanding teaching practice and a learning culture which emphasises ongoing reflection by a committed staff who has engaged with professional learning in external contexts as well as internal, collaborative TPL sessions to deliver high quality learning experiences for all boys.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers have PDPs with goals aligned to the DoE and school priorities. Professional goals are based on development of pedagogy as well as a personal well being goal.	\$2000	Staff PDP goals are mapped against the School Plan and used to inform external TPL as well as school based TPL and Teach Meet sessions.
Increased use of online platforms, such as SMART, Sentral and Google Classroom, to enhance communication, data analysis and consistency of documentation.	\$4000	Whole school TPL sessions were utilised to upskill staff in their capacity to engage with online platforms in their classrooms. The majority of staff member now utilise Google Classroom as an LMS.
Scheduled cross faculty buddy sessions during Professional Development to facilitate professional discussions and sharing of teaching strategies.	\$12000	Significant resources have been aligned to develop staff capacity to work collaboratively and enhance classroom observations, led by Head Teachers.

Next Steps

Our key focus for the next School Planning Cycle 2018–2020 is to work towards high levels of engagement for our staff with reflective practice, high professional standards to promote and facilitate a culture of high professional standards and inclusivity through dynamic whole school teaching practices, including literacy, numeracy, differentiation and effective feedback.



Strategic Direction 3

Cultivating excellence in leading

Purpose

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

Overall summary of progress

Epping Boys High School is a proud member of its community. In recent times, there has been substantial effort made to improve the overall school environment to achieve both a functional and aesthetic transformation. Strong community links and an enhanced school environment provide the necessary context for quality learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Leadership capacity is enhanced through greater collaboration, reflection, higher expectations and stronger school teams.	\$12000	Cross KLA partnerships in the areas of Literacy, Numeracy, PBL and Transition have developed staff collaborative reflection and high expectations.
Middle/Senior School structure is sound and sustainable.	\$16000	The leadership structure has been strengthened in 2017 with the realignment of executive positions to include a Head Teacher Middle School and Head Teacher Senior School.
A greater number of staff are engaging with the local and wider community to enhance opportunities for students and teachers.	\$10 000	Strong community links have been strengthened with Partner Primary Schools through running their carnivals, reading and mentoring programs, game design and computing, band mentoring and student welfare mentoring.
Management systems, structures and processes underpin ongoing school improvement. Resources are aligned to students' learning needs.	Funded by a NSW State government grant with contribution by the P&C	Major building works, including the Front of School project, were completed in 2017 with the CAPA block and Administration block being completed.

Next Steps

Our key focus for the next School Planning Cycle 2018–2020 is to work towards transforming leadership, strengthening community partnerships to grow the leadership capacity of the school through expert knowledge and supportive, transformative practice. Engagement with the community is further enhanced through increased participation, transparency and effective communication of learning, well-being and sustainability initiatives.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 896	<ul style="list-style-type: none"> • All indigenous students have Personalised Learning and Support Plans (PL&SPs) and are making progress across the literacy and numeracy continuums, where targeted. • A staff member supports all indigenous students with their learning and liaises with the parent/caregiver to establish educational goals and provide support. • Aboriginal studies and contexts are integrated throughout a wide range of subjects areas including Science, History, Geography and English.
English language proficiency	\$245 616	<ul style="list-style-type: none"> • There are currently 59% of the student population who are identified as EAL/D and are supported to various extents throughout the school. • Students in Years 7–10 receive in class support from EAL/D teachers and designated EAL/D SLSOs. They also receive one-on-one academic and social support from EAL/D staff before school, at recess and at lunch. • ESL English instruction includes a Year 11 and 12 course. This allows the students more time with an experienced teacher in small class groups. The students study a variety of topics and develop a greater understanding of the Australian culture and community with a strong focus on contextualised literacy skills. • Due to the cultural diversity of students, teachers focus on incorporating cultural heritage within the school curriculum such as Migration and Migrant Experiences within History, English and Business Studies. This caters for the different needs of students and allows students to make a connection to their
Low level adjustment for disability	\$132 556	<ul style="list-style-type: none"> • Middle School and Senior School Learning and Support and Case Management meetings are held weekly to ensure robust planning and implementation of programs for students with additional needs in the areas of learning, well being and behaviour. • All students who receive Integration Funding are supported by the LaST and an SLSO to ensure that they are able to access the curriculum; PL&SPs are reviewed annually. • All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. • Whole school programs to promote inclusion and build confidence and success for all students include the Cafe Program, Homework Club, RAISE Mentoring Program and the transition support program • Disability Provisions are provided for internal and external assessment tasks and examinations.

Socio-economic background	\$25 976	<ul style="list-style-type: none"> • Wellbeing initiatives to contribute to the social and wellbeing needs of boys, with a focus on boys education pedagogy to engage all students with their learning include: access to fitness activities before school, gardening club, subsidised support for excursions where financial hardship has been identified, staffing mentoring where needed.
Support for beginning teachers	\$26 900	<ul style="list-style-type: none"> • The Head Teacher Teaching and Learning manages an induction program to suit the accreditation needs of Teachers Seeking Accreditation at Proficient who are employed in both a permanent and temporary capacity at the school. • A key aspect of the support offered to beginning teachers is the allocation of a buddy (within their faculty and also an external buddy) who provides both mentoring and support for the beginning teacher and ensures their familiarity with the culture and processes of the school. • TPL is targeted in line with PDPs to support professional learning goals of beginning teachers. This is facilitated through external providers and also from educational leaders and experts within the school community.
Targeted student support for refugees and new arrivals	\$826	<ul style="list-style-type: none"> • Support for the identified refugee students included monitoring, mentoring and targeted support. • Preparation in the lead up to formal assessment tasks and examinations was identified as an area of particular focus.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	1138	1121	1152	1155
Girls	0	0	0	0

Epping Boys High School has an outstanding reputation in the local community and has maintained consistently high enrolment numbers. For Year 7–12 in 2018 and beyond, changes have been made to the designated enrolment area of Epping Boys High School to provide reassurance of local entry to students living in the relevant intake areas. It is anticipated that this will have an impact on future enrolment numbers.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	96.1	95.9	96.8	95.8
8	95	94.1	95.4	95
9	94.3	94.7	93.6	94.8
10	94.5	93.2	95.4	94.1
11	93.8	94.3	93.3	94.4
12	93.8	94.4	95.5	93.6
All Years	94.6	94.4	94.9	94.6
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

Students at Epping Boys High School are expected to attend school every day classes run. The rate of attendance is consistently above the State DoE average, which reflects the high quality systems in place to monitor attendance and support students experiencing difficulties in this regard are able to access.

The Middle School and Senior School Learning and Support and Case Management Team is lead by the Deputy Principals and Head Teacher Well Being and utilises the SENTRAL software package to compile and analyse attendance data. Daily monitoring of attendance is managed by the Head Teacher Well Being in partnership with parents/caregivers. The success of these strategies reflect the high level of engagement and importance placed on education by the school community. The Home School Liaison Officer program is also utilised in a small number of cases.

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	8
TAFE entry	0	0	4
University Entry	0	0	68
Other	0	0	0
Unknown	0	0	20

- 205 students sat the HSC and there were 165 university offers and 6 International students were offered university places
- Students chose courses in the following fields: Business/Finance 29%, Engineering 18%, Science 10%, Computing/IT 10%
- Most favoured universities are Macquarie University 30%; UTS 17%; University of NSW 13%; University of Sydney 5%; other tertiary institutions 33%.

Year 12 students undertaking vocational or trade training

In 2017 students at Epping Boys High School participated in the following courses:

- Construction – 15 students
- Entertainment – 4 students
- Hospitality – 29 students
- Sports Coaching – 8 students
- School Based Apprenticeship – 1 student
- TAFE – 21 students

Year 12 students attaining HSC or equivalent vocational education qualification

All students received their HSC with 12 students attending the Saturday School of Community Languages and 3 students attending Open High

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	58.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	2.2
School Counsellor	1
School Administration & Support Staff	16.37
Other Positions	1

*Full Time Equivalent

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

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	28

Professional learning and teacher accreditation

Staff at Epping Boys High School undertook a broad range of professional learning in 2017 to increase their expertise across the full range of school activities with \$86 525 committed. **Strategic Direction 1 Engaging learners to focus on excellence** accounted for 22% of funds. In 2017, teacher professional learning was overwhelmingly focused on enhancing student achievement. This linked directly with **Strategic Direction 2 Supporting teachers to create inspired learning** with 64% of funds committed to this. **Strategic Direction 3 Cultivating excellence in leading** accounted for 14% of funds.

The apparent disparity between expenditure on the three strategic directions is reflective of the dynamic nature of the academic curriculum and the greater volume of training opportunities available to increase academic expertise as well as the implications of new syllabus content and structures across multiple KLAS and the strength of PL offered at SDDs.

Professional learning will be a significant consideration in the formation of the 2018–2020 School Plan. A comprehensive survey of professional learning requirements will be undertaken, aided by the analysis of individual staff Performance and Development Plans, to inform this process.

Newly appointed permanent staff members were provided with a grant to aid their establishment in NSW public schools under the *Great Teaching, Inspired Learning* framework. Expenditure under this program was primarily used to provide relief time to refine teaching programs, attend professional learning and access mentoring from senior colleagues. New teachers to the profession who do not fulfil the criteria to access this funding are supported by the Head Teacher Teaching and Learning in terms of:

- the accreditation process
- accessing mentoring (both subject specific and for their own well being)
- engaging with relevant TPL opportunities

All staff in the school have been working towards attaining their level of accreditation (for pre–2004 teachers) and gaining clarity in terms of expectations in terms accreditation requirements for pre–2004 teachers.

One teacher in the school is working towards accreditation at Highly Accomplished Teacher Level and is mentoring other staff members about the demands and expectations of the higher levels of accreditation.

- Graduate level – working towards proficiency 17.65%
- Maintaining accreditation at Proficient 39.71%
- Considering HAT or Lead 10.29%
- Pre 2004 teacher – will be Maintaining accreditation at Proficient in 2018 32.35%

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.

Receipts	\$
Balance brought forward	902,311
Global funds	558,237
Tied funds	177,886
School & community sources	662,973
Interest	8,776
Trust receipts	488,813
Canteen	0
Total Receipts	1,896,686
Payments	
Teaching & learning	
Key Learning Areas	205,103
Excursions	134,465
Extracurricular dissections	108,428
Library	7,620
Training & Development	0
Tied Funds Payments	105,695
Short Term Relief	47,479
Administration & Office	139,724
Canteen Payments	0
Utilities	48,384
Maintenance	125,880
Trust Payments	440,198
Capital Programs	105,076
Total Payments	1,468,052
Balance carried forward	1,330,945

	2017 Actual (\$)
Opening Balance	0
Revenue	3,397,400
Appropriation	2,046,731
Sale of Goods and Services	383,031
Grants and Contributions	962,721
Gain and Loss	0
Other Revenue	0
Investment Income	4,916
Expenses	-2,086,302
Recurrent Expenses	-2,034,111
Employee Related	-557,733
Operating Expenses	-1,476,378
Capital Expenses	-52,191
Employee Related	0
Operating Expenses	-52,191
SURPLUS / DEFICIT FOR THE YEAR	1,311,098
Balance Carried Forward	1,311,098

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.

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.

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.

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	9,636,027
Base Per Capita	178,740
Base Location	0
Other Base	9,457,288
Equity Total	405,578
Equity Aboriginal	1,896
Equity Socio economic	25,976
Equity Language	245,616
Equity Disability	132,090
Targeted Total	717,253
Other Total	107,656
Grand Total	10,866,514

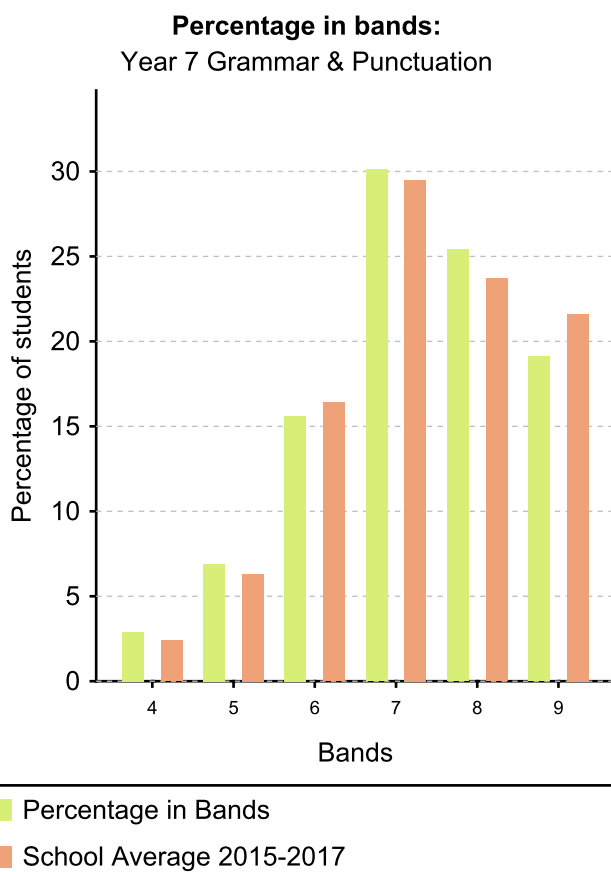
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

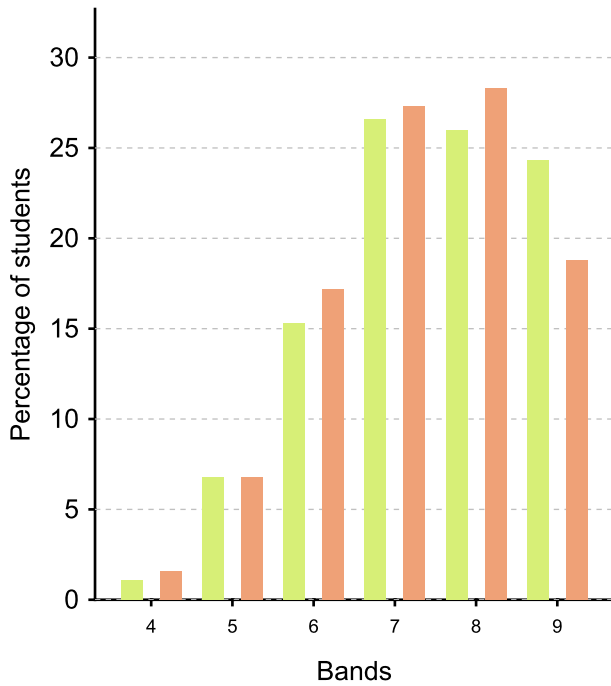
School performance

NAPLAN

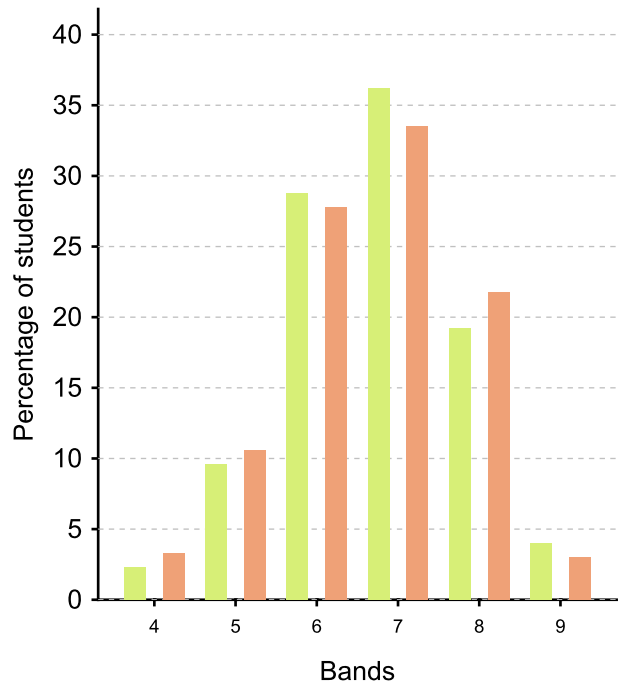
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



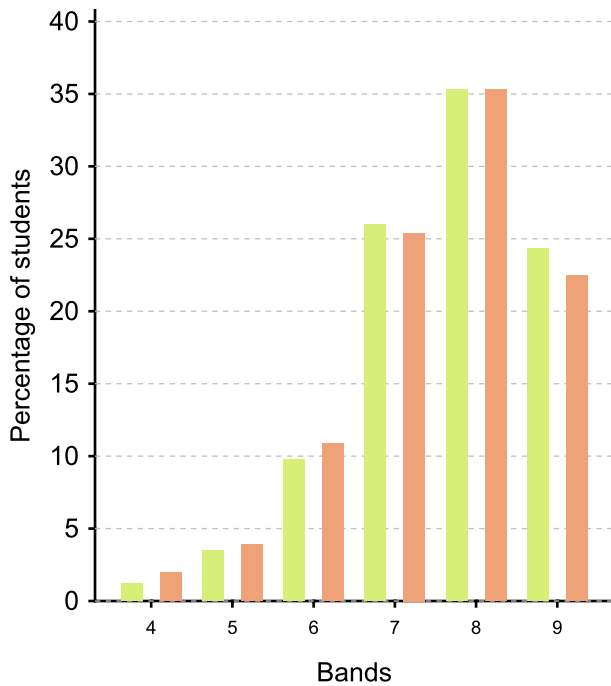
Percentage in bands:
Year 7 Reading



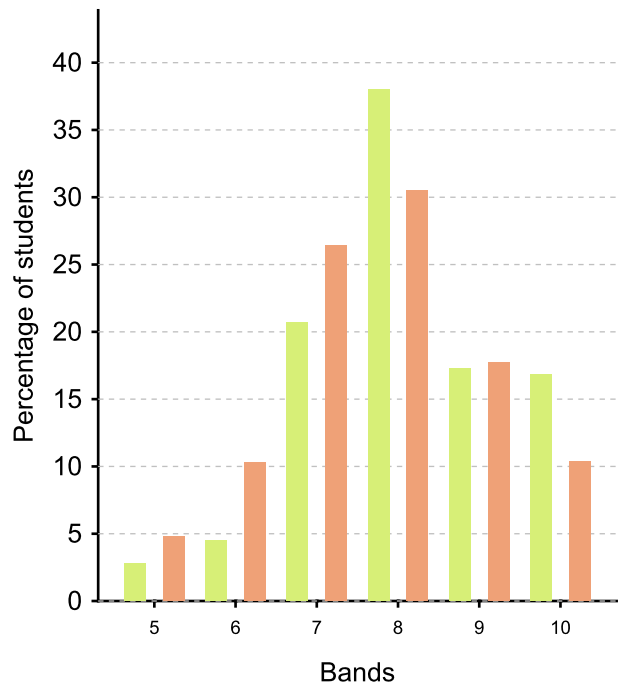
Percentage in bands:
Year 7 Writing



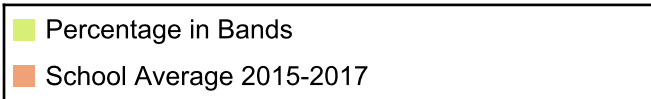
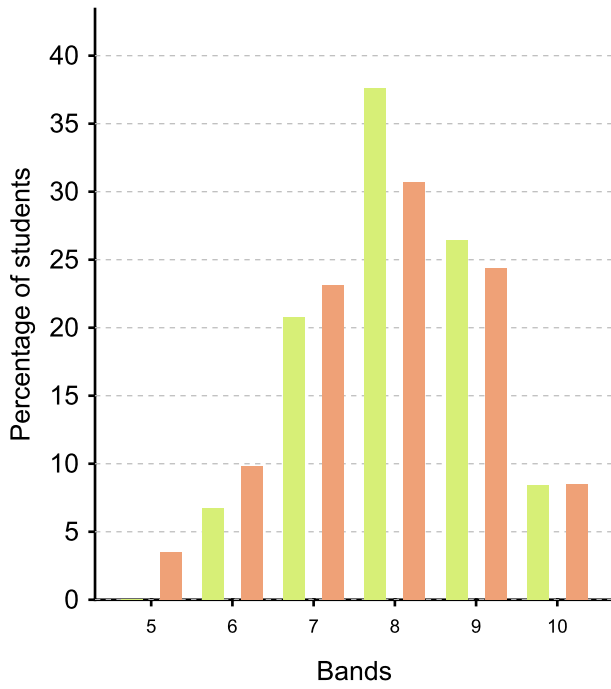
Percentage in bands:
Year 7 Spelling



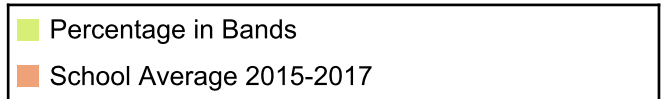
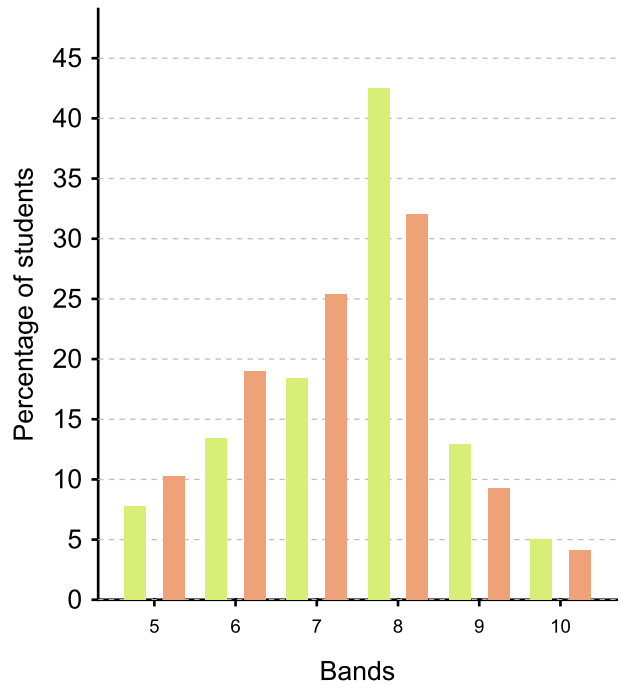
Percentage in bands:
Year 9 Grammar & Punctuation



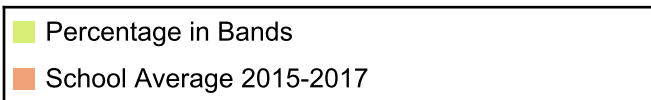
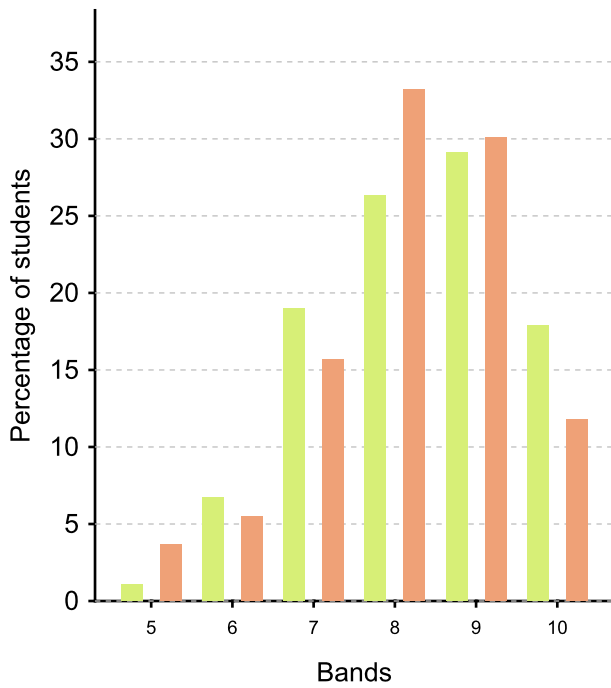
Percentage in bands:
Year 9 Reading



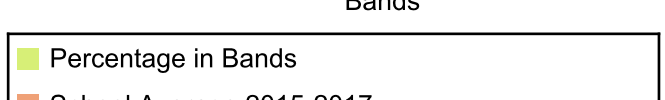
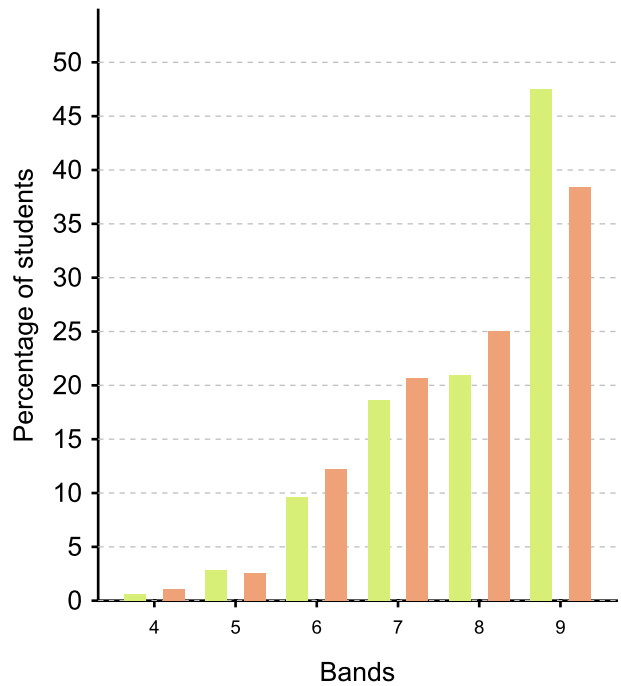
Percentage in bands:
Year 9 Writing



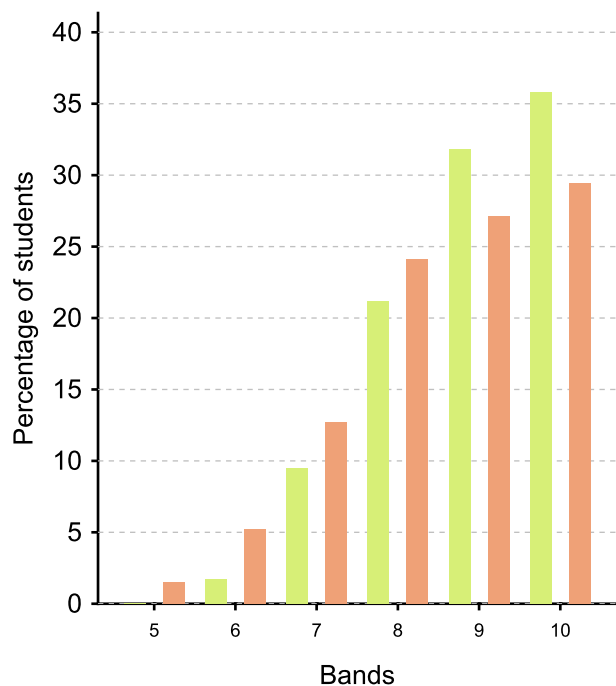
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

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

Premier's Targets:

To increase the proportion of NSW students in the top two NAPLAN bands in Reading and Numeracy by eight per cent by 2019.

At Epping Boys High School:

- In Year 7 Reading 5.6% more students achieved in the top two bands when compared to 2016.
- In Year 9 Reading 2.6% more students achieved in the top two bands when compared to 2016.
- In Year 7 Numeracy 6.7% more students achieved in the top two bands when compared to 2016.
- In Year 9 Numeracy 11% more students achieved in the top two bands when compared to 2016.



Higher School Certificate (HSC)

In 2017 Epping Boys High School maintained very strong results in the Higher School Certificate

- Epping finished 86th in the state based on results and is the top boys' comprehensive high school
- 91 individual Year 12 students in 34 different subjects and levels of study received 90% or more 197 times in the 2017 HSC
- 9 Students achieved the Premier's All Rounders Award for achieving above 90 in ALL subjects
- Individual students achieved the following top achievements in the state rankings:

1st in Hindi Continuers

1st in Persian

8th in Legal Studies

8th in Personal Development, Health and Physical Education

9th in Legal Studies

10th in Mathematics Extension 1

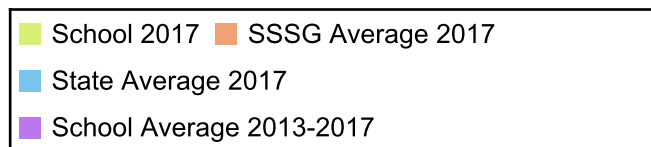
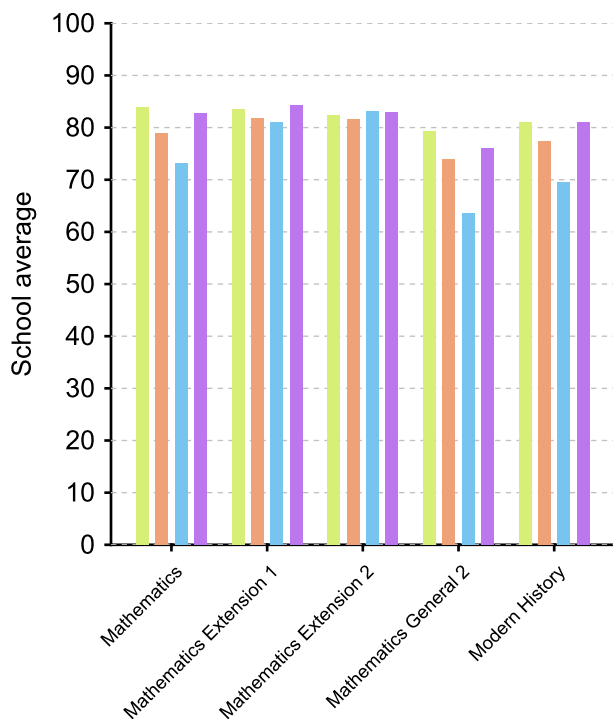
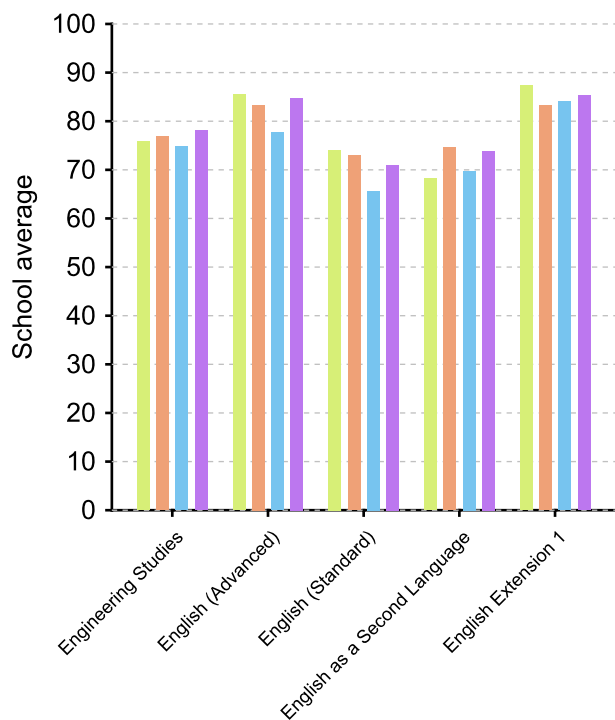
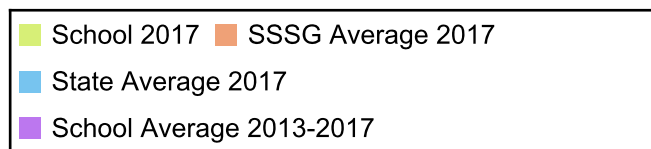
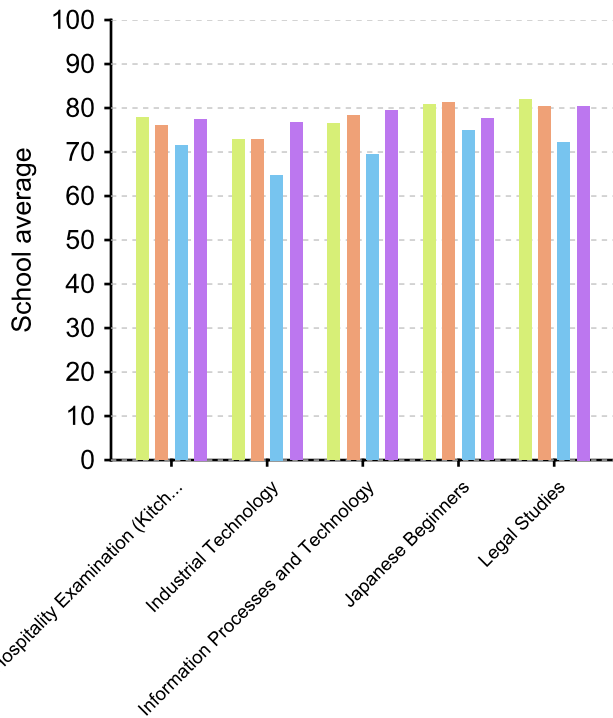
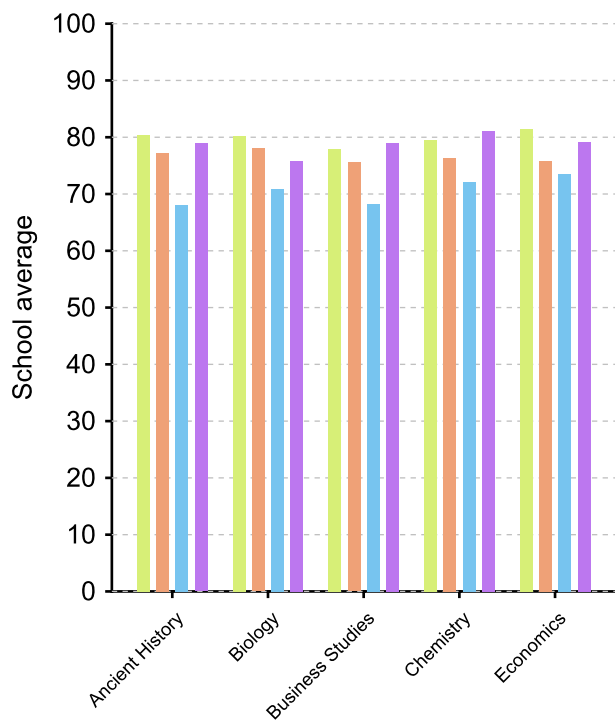
12th in English (Advanced)

17th in Personal Development, Health and Physical Education

Other exceptional results include:

- Jeffrey Zhang's HSC Body of Work was nominated to be exhibited in *Art Express* in Visual Arts
- Ned Rallings was nominated and selected for *On Stage* for Individual Performance and nominated for Group Project for Drama
- Oliver Mills and Nathan Drobnak were nominated for Group Project in Drama
- Brenton Loo's Industrial Technology project was selected for *InTech* and for display in the Powerhouse Museum"

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



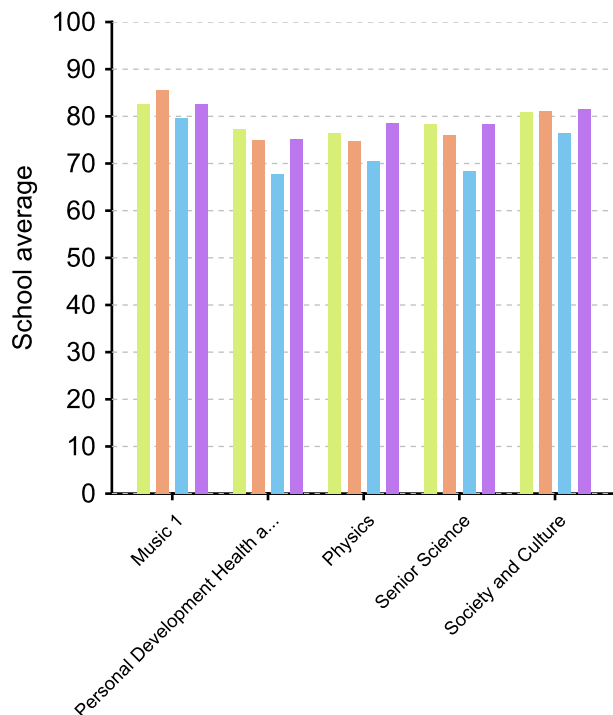
Parent/caregiver, student, teacher satisfaction

Epping Boys High School enjoys a strong sense of community with high expectations being a shared vision between the school, the students, the parent/caregiver body and the broader community.

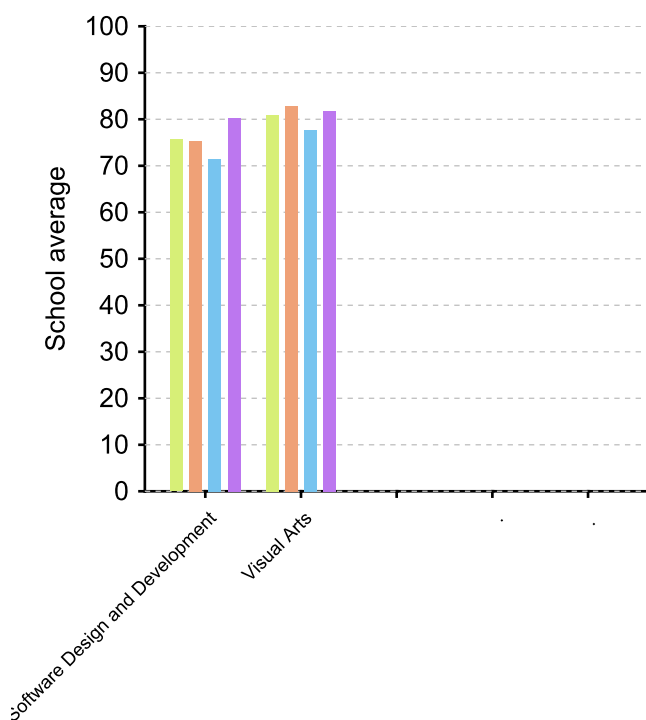
Parent feedback is regularly sought and provided through P&C Meetings, Parent Teacher Interviews and through ongoing communication channels with teachers, Year Advisers and the School Executive. Key areas of concern identified by parents/caregivers included the impact of technology use and misuse on student well being, the challenges of transition and student organisation in the Middle School and increasing levels of anxiety regarding study routines and results in the Senior School.

Students identify with a genuine pride in their school and a desire to achieve their personal best through building strong relationships with staff members and their peers. A high rate of participation in cocurricular activities is also noted as a strength of the school. Student feedback about the need for updated facilities, particularly the need for air conditioning in classrooms, has been flagged as an issue causing dissatisfaction.

The teaching and non-teaching staff at EBHS are a cohesive group who work collaboratively to support each other in achieving strong educational and well being outcomes for all boys. Non-teaching staff identified the impact of the new LMBR financial management system as being a challenge they have had to overcome this year, working hard to develop robust systems at the school and share their expertise. Teaching staff expressed their high levels of satisfaction with the collegiality and positivity of the staff but identified that a considerable increase in administrative tasks from outside the school coupled with the limited time frame to plan and program for major syllabus changes had significantly increased workload in recent years.



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



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



Policy requirements

Aboriginal education

Students learn about Aboriginal cultures, history and literature in Mandatory History, Geography and English as well as the local indigenous culture of the region. The Science curriculum includes many links to indigenous culture including bush foods, medicine, land usage and seasons. All students who identify as Aboriginal are supported by an allocated staff member and PL&SPs are written for these students and reviewed annually, in consultation with parents/caregivers.



Multicultural and anti-racism education

Epping Boys High School strongly supports anti-racism and multiculturalism education. There are a range of activities and events which acknowledge and celebrate the different and diverse cultures within the school. Each year Harmony Day and Multicultural Day are highlights of the school calendar and form an inherent part of maintaining and promoting a positive and inclusive school culture. There is also an opportunity to speak to Mr Symonds the Anti Racism Contact Officer about any issues concerning racism and racist bullying occurring within the school environment. Epping Boys High School is a proudly inclusive, comprehensive, public school comprised of students from a range of cultural and religious backgrounds.