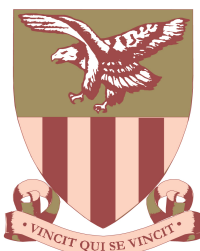


North Sydney Boys High School

Annual Report



2018



8132

Introduction

The past year witnessed excellence in many endeavours across North Sydney Boys High School (NSBHS) in academic performance; sport and cultural pursuits; and innovation in student leadership and teacher collaboration. NSBHS began the first year of its **School Plan 2018–2020**.

1 Students – Population, Enrichment and Academic pursuits

Student numbers – In 2018 the school welcomed 150 Year 7 students from 72 suburbs in Sydney. These students came from 53 primary schools. The largest groups came from: Hurstville (19), Chatswood (14) and Artarmon (13).

There were 930 students enrolled at NSBHS. The number of students from non–English speaking backgrounds (NESB) has remained quite stable over the past ten years but with a growth in numbers this past year. The current percentages of NESB students, by year, are 91% (Year 12), 93% (Year 11), 93% (Year 10), 92% (Year 9), 93% (Year 8) and 97% (Year 7).

Overseas trips – In April 24 students from Years 10 and 11, accompanied by 3 teachers, travelled to Los Angeles and San Francisco on the school's first Technology Tour. The tour was developed to enable students to learn more about technology and included visits to and workshops in facilities such as the NASA Jet Propulsion Laboratory, Smart Sparrow, California Academy of Science, Facebook and Intel global head offices. The group also visited Universal Studios, iFly and Alcatraz.

In September 20 students accompanied by 2 teachers travelled to Japan on the biennial Tokyo Metropolitan Kokusai High School (Kokusai) exchange. The long–standing sister school relationship between NSBHS and Kokusai began in 1990. As well as visiting places of interest the students attended Kokusai for a week and stayed with Japanese host families.

Academic achievements – The Class of 2018 achieved outstanding results in the HSC and our school was ranked the 2nd top performing school in NSW (cf 3rd in 2017 and 2016) and again, the top performing boys school. Overall a total of 209 students studied HSC courses in 2018 (cf 206 in 2017) and of these, 164 sat for and completed the HSC. Thirty–two students were accelerated in IPT and 13 in Business Studies. Nine of our HSC music students were nominated for Encore, a concert which showcases the best performances of HSC students. One student was nominated for Shape 2018 for his HSC Design and Technology major project.

One student achieved First Place in the State in Information Processes and Technology. The school had 49 all–rounders i.e. those who achieved Band 6 or Extension Band 4 in at least 10 units. Two students achieved the top ATAR of 99.95.

Year 12s – Year 12 mentoring sessions continued successfully this 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. A series of weekly wellbeing sessions was held in the lead up to the HSC and teachers ran workshops and practice exams. Study groups continued to be encouraged amongst the cohort. They were of critical importance and assisted students across all subjects.

Enrichment, extra–curricular and co–curricular – the year began with LEAP (Leadership and Enrichment Activities Program) which, over two days, showcased to all students the range of clubs, extra–curricular and enrichment programs at the school. Students learnt about what the school has to offer in terms of student leadership teams, clubs and societies. The wide range of co–curricular extension programs available to our students included English and algebra workshops; Economics and Politics Society; History, Philosophy, Programming and Classical Greek Clubs; music and drama ensembles; chess; public speaking; debating and robotics programs.

Science had its third consecutive year of Science Week activities and results from the Mathematics enrichment program across all year groups were outstanding, including results from the Computational and Algorithmic Thinking competition, UNSW and Australian Mathematics competitions and the Australian Intermediate Maths Olympiad. Students also did well in other competitions and activities: Generation Entrepreneurs, UBS Finance Academy, Science and Engineering Challenge, Brain Bee, Tournament of Towns, Plain English Speaking, National Latin Exam, UNSW ProgComp, Aurecon Bridge Building and Australian Informatics Olympiad.

Oliver! the musical, hosted by North Sydney Boys, had its run of 4 performances in June. The CAPA Faculty, assisted by the professional team of director, music director, choreographer and set and lighting designer, put in a massive effort to stage the production and members of other faculties helped out with building stage sets and stage management. Students from both NSBHS and NSGHS worked very hard at all levels – cast, orchestra and crew – to ensure the success of Oliver!

Sport – In the North West Metropolitan Zone summer competition we were premiers in basketball (1sts, 2nds and 15s), 2nd grade volleyball, 14s tennis and 15s water polo. Our swimming team finished second at the Zone Swimming Carnival. The 15s swimming relay team set a new zone and regional record on their way to the state carnival where they

came first. Students also qualified for the NSWCHS state carnival in cross country, tennis and volleyball.

In the winter competition we were premiers in badminton (1sts, 2nds and 15s), 1st grade hockey, 2nd grade table tennis and tennis (1st grade, 2nd grade, 14s and 15s).

Crawford Shield – Our annual sporting and cultural exchange with Melbourne High School was held on home ground this year and we were victorious with a score of 8 to 5. We won the competition in badminton, chess, debating, fencing, lawn bowls, music, table tennis and tennis. Students in athletics, basketball, cricket, futsal and water polo did their best but were unable to defeat the MHS teams. Our Falcons really flew high over the 2 days of competition and gave us some brilliant heart-stopping moments and eventually did the school very, very proud. This victory was a long time coming with our last win being in 2014.

Our school's parent run Saturday sports program, **Falcon Sport**, continued to be well supported by students across all year groups. We are 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 badminton, basketball, orienteering, soccer, table tennis and tennis. Taekwondo will be added in 2019.

2 Staff – comings and goings, professional development

New staff – We welcomed new Deputy Principal Michael Iverach in Term 4 and Yugen Pillay was confirmed in the Deputy Principal role. New teachers were Rajan Pavlovic, Emma Riley, Dean Stevenson, Maryan Shehata, Jessie Cunniffe, Stephen Houston, Jo Kurath, Caitlin Muir, Katherine Nheu, Rebekka O'Brien and Stefania Ross. Roslyn Grant and Ivan Savic joined the staff as Business Manager and General Assistant respectively. Julijana Terzioska, Jane Playford, Bamini Pratheepan and Georgie Antaw joined the front office staff.

Departing staff at the end of 2017 included Max Burgess, Arto Marjoniemi, Michael Austin, Kate Itzstein, Sophia Lee, Nelly Pierce, Shirley Ren and Leonie White. During 2018 departing staff included teachers Warwick Havyatt (ret), Elise Kovacs, Linda Moulton (ret), Kate Richards, Adrian Shipp, Rocco Criscitelli, Belinda Daley, Zacc Abbott–Atchison, Tony Nguyen and Siobhan Turner; counsellor Naomi Conaty; and front office staff Anita Davies, Claire Rose, Yusiana Tronijaya and Amy Widjaja.

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. Additional selective high school networks supported teaching and executive staff.

The annual **Executive Conference** was held in June with an agenda which concentrated on the implementation of the school plan. Through evaluation and adaptive leadership the executive aims to respond to the ongoing complexity of educational change and reforms by focusing staff on the areas that will have the greatest impact for our students. Specifically, we will be continuing work to increase staff collaboration within and across faculties to improve staff and student learning, while ensuring our successful implementation of the Stronger HSC Standards.

Staff development programs covered the following areas: 2017 HSC results analysis; new School Plan 2018–2020; child protection training; WHS; TTFM 2017 survey results; new student leadership model; new Year 8 iPBL; reporting guidelines; student curriculum survey results; work on programs and faculty initiatives; cognitive load theory; grit – strategies to increase resilience; using RAP data; student and staff wellbeing; future focused learning; cross-curriculum priorities; reports on Boys Education and Twice Exceptional conferences; Google Classroom; Google Suite; screen recording technology; Class Dojo and Blind Kahoot; use of Sentral; lesson observations; cross faculty collaboration; and embedding skills across KLAS – constructivism.

3 Links with our community – parents, organisations, events

The **P&C** had regular meetings with guest speakers – HSC results, Year Advisers, Head Teachers from English, Mathematics and Science and a speaker from Beyond Blue. The P&C also organised a working bee in May which was very successful in tidying up the school grounds. P&C funding was allocated to fit out the Holland Room and to complete the Bottleyard project.

The **Auxiliary** organised the Year 7 Welcome Afternoon Tea in March, the Annual Dinner which raised \$20,700 for the school, managed the uniform shop, helped on Year 7 Enrolment Days and catered for functions including Orientation Day, Parent/Teacher Nights and a Staff Appreciation lunch at the end of Term 4.

NSBHS is part of two Communities of Schools (CoSs), Lower North Shore and Northern Sydney–Entente Cordiale, and has strong relationships with schools in these networks as well as selective schools networks. Late in 2018 two STEM (Science, Technology, Engineering and Mathematics) competitions were run for Year 9 students in each of the 2 CoSs, both held at NSBHS. Our school has strong links to the local community and students took part in many community activities including the annual Anzac Day and Remembrance Day services at the North Sydney War Memorial. This year's Anzac Day Assembly had as guest speaker Old Boy and Rhodes scholar Dr Michael Fullilove.

Regular social and extra-curricular events are a feature at NSBHS. Among those held this year were debating competitions, outdoor education camps, trivia nights, dances, a karaoke evening, interschool competitions, a Prefect Afternoon Tea, forums, Old Falconians Union debate and dinner, Crossroads career program and a friendly debating competition with 4 other local high schools. NSBHS continued its strong student links with our sister school, North Sydney Girls High School.

4 Facilities, Buildings and Grounds

Refurbishment of the Holland Room was completed and funding has been obtained from the P&C to complete the fit out.

Phase 2 of the Bottleyard Project commenced in June and has been completed. The Bottleyard is fully operational with PDHPE classes enjoying the improved facilities and other school groups able to use it outside of school hours.

The Environment Team has worked hard on several projects to improve the physical environment of the school. Thanks to the efforts of Mr Pillay and Business Manager Ros Grant the school successfully applied for two NSW government grants. The first grant will be used to create an outdoor learning area and the second to beautify the Science Quad. A major weeding and mulching project along the boundaries of the Bottleyard was begun at the end of Term 2, and followed up in late Term 4, with a team of students and staff rolling up their sleeves and mulching the garden areas with newspaper, soil and wood chips to suppress weeds.

5 Senior Leadership Council

The school has been moving with the times and has initiated a new senior student leadership program. The new leadership model empowers students and enables them to support their school and community more effectively.

NSBHS has always recognised the importance of student voice. Feedback from increasing numbers of students and staff indicated that the prefect system needed a change to more appropriately reflect a more egalitarian, community serving focus.

A working party reviewed the existing model and extensive internal evaluations and external research were conducted. In the new model a Senior Leadership Council (SLC) replaced the previous prefect model. Senior student leaders hold a portfolio-based position with 2 leaders per portfolio, and the SLC will unite existing causes and support existing student leadership groups throughout the school. Merit selection procedures were implemented and students were invited to submit applications. Shortlisted applicants were interviewed by a selection panel. The positions of school Captain and Vice-Captain remain and are an integral part of the SLC.

The inaugural Student Leadership Council was announced in September and, along with SLC Coordinator Ms Willma, began their new duties with great enthusiasm.

Robyn Hughes

Principal

School contact details

North Sydney Boys High School

Falcon Street

Crows Nest, 2065

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

northsydbo-h.school@det.nsw.edu.au

9955 1565

School background

School vision statement

VISION

To be the premier boys school in New South Wales.

MISSION STATEMENT

Preparing young men to be our future.

CORE VALUES

Our vision will be realised by:

- Achieving academic excellence
- Learning in an inspirational and innovative environment
- Creating opportunities to lead, engage and play
- Nurturing young men
- Belonging to and serving our community.

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 930, 93% 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**.

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 'excelling' in the **Learning Culture** element. This was evidenced through the extensive work the school undertook in 2018 to deepen its partnerships with parents and students, to ensure that a culture of high expectations underpinned all teaching and learning activities.
- In the **Wellbeing** element the school categorised itself as 'excelling' in the delivery of wellbeing programs. The implementation of the Falcon Code, a school-wide framework to promote respectful relationships and student wellbeing, provided students, staff and parents with a common language to ensure that conditions were optimised

across the school to help students achieve their full potential.

- The self-assessment survey indicated that the school was 'sustaining and growing' in regards to **Curriculum**. As part of the School Plan, faculties have been working towards incorporating more student feedback into the design of teaching and learning programs, and this has resulted in more relevant and dynamic student assessment. However, the school recognises that it needs to engage parents more actively to ensure that all teaching and learning activities address individual student needs.
- The school reported that it was 'sustaining and growing' in the element of **Assessment**. In order to move the school into the 'excelling' category, the school needs to do more work educating students and parents on the need for formative assessment, as the school community currently has a distinct preference for summative assessment.
- The school is 'sustaining and growing' in the **Reporting** element. Regular and direct engagement with parents, and feedback from parents 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 and the school assessed itself to be 'sustaining and growing' in this area. The school has a positive value-add trend and most students achieve in the top two bands for NAPLAN reading, writing and numeracy. However, the school needs to use evidence more effectively in order to identify expected student growth so it can support student learning.

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. However, the school is working to develop a wider range of evidence-based teaching methods to optimise learning for all students, across the full range of abilities.
- The self-assessment survey reported that the school was 'sustaining and growing' in relation to the **Data Skills and Use** element. Data literacy and analysis is strong, though the school would benefit from developing more internal data measurement methods to ensure that the full range of assessment strategies, for, of and as learning, are being utilised across the school.
- Supporting teachers to 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 self-assessed to be in the 'sustaining and growing' category. The school has improved significantly in this area, utilising a Staff Development Day in 2018 to collaborate with other schools in its Community of Schools network across all faculties. However, to move into the 'excelling' category, the school needs to embed more effective systems that facilitate professional dialogue and collaboration.

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 self-assessment 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 and it was assessed that the school is 'sustaining and growing' in this area. 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 'sustaining and growing' in the **Management Practices and Processes** element. There were significant inroads made in 2018 to engage the community more effectively. To improve further, the school needs to focus on evaluating administrative processes to ensure effective management of resources.

Strategic Direction 1

Engaged Learners

Purpose

To adapt, develop and implement relevant and challenging teaching and learning experiences so that students are better equipped as critical and creative thinkers.

Overall summary of progress

In 2018 the school committed to designing and planning for an **integrated Project-Based Learning (iPBL)** course in Year 8. **Tell Them From Me** survey data indicated a decline in student engagement in the middle school. Critical and creative thinking, communication, collaboration and problem solving were consistently rated as most important by students over successive surveys with more than two thirds of students responding.

There had been several programs across Years 8 and 9 that were all short-term intensive learning projects. Early evidence gleaned from student surveys showed that students really enjoyed this type of learning, applying their skills and knowledge to create meaningful results. These programs were very impressive demonstrations of what students could develop when they were given time and opportunity. The school capitalised on all the teacher and school development in this area and generated enthusiasm for a change in curriculum, collaboratively creating space for the **integration of PBL within the timetable**.

Seven staff members collaborated in developing the new curriculum based on the **critical and creative thinking learning continuum** from Australian Curriculum, Assessment and Reporting Authority (ACARA). Year 8 classes will have one period per week working on trans-disciplinary projects. In 2019 **Real Engagement in Active Problem Solving (REAPS)** – an evidence-based model by June Maker that meets content, process, product, and learning environment principles recommended for gifted students – will provide the structure for the program. Applied skills in **Information and Communication Technologies (ICT)**; coding; and data collection and analysis; will be the focus of learning in Semester 1 before students are given an open-ended brief in Semester 2, culminating in the public pitching of their solutions. Further feedback from the executive team helped to build consensus on assessment, reporting and timetabling. We look forward to implementation with on-going monitoring and evaluation in 2019.

Stage 4 student curriculum surveys showed that students valued STEM education and entrepreneurship. In response to this feedback the **NESA approved iSTEM course** was offered for study in Year 9. Student interest was high and the course will run in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in staff reporting the efficient use of teaching and learning infrastructure.	\$25,000	C Block classrooms were upgraded and fitted out with consistent technology as part of a staged upgrade.
Every faculty will have a formalised process to use student feedback to inform programming and assessment.	\$495.79	Mathematics and English faculties planning.
An increase in the number of cross-curricular tasks in Stage 4 and 5, with a focus on enhancing students' skills in literacy and numeracy.	\$7,932.64	Year 8 integrated project based learning curriculum design, programming and resourcing completed.

Next Steps

The school will continue to challenge students and staff to engage in learning opportunities which extend beyond traditional faculty areas. Students will be required to demonstrate trans-disciplinary skills, knowledge transfer and enduring understanding. Funding will be allocated to support greater staff collaboration and learning design. Evaluation of current programs and curriculum will inform future directions. Technology will continue to be upgraded with B Block marked for the next round of work.



Strategic Direction 2

Excellence in Teaching and Leadership

Purpose

To enhance the professional capacity and leadership potential of all teachers so they can be passionate, collaborative and reflective educators committed to achieving academic excellence for all students.

Overall summary of progress

In Term 1 all faculties conducted a brainstorming activity, identifying internal programs that fostered collaboration and increased teacher capacity in delivering high quality education for school improvement. This process led to the creation of a staff survey to plan for initiatives that support collaboration and build teacher capacity both within and across faculties. Results from this survey and discussions at executive meetings led to the formation of a **shared staffrooms plan** in which faculties would be situated in a large staffroom. The shared staffrooms structure would increase collaboration amongst faculties and provide avenues to increase dialogue amongst staff in addressing current and future focused educational agendas that are dependent on **multi-faculty and whole school collaboration**. At NSBHS these areas include improving literacy, boys' education, STEM initiatives, cross curricular units of learning and problem-based learning programs. In addition, the organisation of whole school events would be facilitated by a school culture underpinned by collaborative practices as would the scheduling of assessments, professional learning, student wellbeing, academic progress (learning support), camp and sport organisation.

Several multi-faculty projects were implemented in 2018. One involved English and HSIE staff implementing a cross faculty Year 7 Term 1 assessment in which students used creative writing to write about landscapes or social groups in Ancient Rome. The second project involved staff from Science, HSIE, TAS and English working together in developing an **integrated project-based learning (iPBL)** course for implementation with Year 8 in 2019. The development of iPBL occurred throughout Term 4 leading to formal implementation of the course in Year 8 in 2019. This project involved staff working from various faculties in both the planning and implementation stages. A STEM competition was developed for Year 8 students from schools belonging to the Lower North Shore Community of Schools. This was successfully held in Term 4 with full participation from the invited schools.

The shared staffrooms project commenced with the formation of a working party comprising representatives from each faculty in Term 3. The team met several times in Term 3 and Term 4, investigating models of shared staffrooms in the school. Several staff visited schools that have a shared staffroom design, consulting with staff about issues such as design, staff/space ratios, student access and dining facilities. These staff members presented the results of their investigation to the working party in the Term 3 and Term 4 meetings. These consultation meetings led to the creation of a plan to house all faculties in two large shared staffrooms located in C Block. Implementation of the project will continue in 2019 with the goal of completion by the beginning of Term 4 2019.

Staff voted to implement a series of twilight professional learning (PL) sessions throughout the year from 2:45–5:45 pm onsite. The prime purpose of these sessions was to establish a culture that enhanced the professional capacity of teachers at proficient and leadership levels. The Performance and Development Plans (PDPs) of staff formulated in Term 1 were analysed by the Head Teacher Teaching and Learning to identify the professional learning needs of staff for 2018. This data was presented to the school's PL team and used to form the topics addressed at the 2018 twilight PL sessions for the staff. The material presented at these sessions was linked to the Australian Teaching Standards, enabling staff to register the twilight PL hours for NESA accreditation. Key priorities identified by staff included the development of skills in using technology for productive pedagogical practice, future focused learning, cross faculty collaboration, boys' education, resilience and creative thinking. These priority areas formed the topics of the 2018 twilight PL sessions. Cross faculty lesson observations were organised in one twilight session in which staff were randomly paired up and topics for lesson observations discussed. Post lesson discussions were conducted at the following twilight session. Collaboration was facilitated in one twilight session.

Data from evaluation of the 2018 twilight sessions revealed staff preferences for PL sessions that enabled them to work collaboratively across faculties. In particular, staff requested school-based PL related to pedagogy to have a sustained focus over a period of time, aligning with the principles of action research. Thus, the introduction of a teaching practice is followed by implementation in the classroom and then reflection. Thereby staff can have continued conversations over time about their teaching practice.

During Term 2 Head Teachers and staff identified as aspiring leaders were surveyed to provide information in preparing a program to support them. Ten staff indicated interest in being part of the Aspiring Leaders Program in 2019. Three staff attended the Lower North Shore Beginning Teacher Program, one participated in the NS-EC Aspiring Leaders Program and another took part in the NS-EC Project Leadership Course.

An evaluation of the 2018 Induction Program was conducted in Term 3 and the results were used to improve the program for 2019. The updated program incorporated a change in the sequence of sessions, limiting time spent on departmental policy and having deputy principals contribute to sessions.

Head Teachers were consulted in Term 1 to identify their needs in implementing new Stage 6 syllabuses. Faculty planning days throughout the year provided teachers with the opportunity to develop programs and resources for the delivery of new syllabuses in 2018 and 2019. Head Teachers presented changes to their courses, including assessment protocols, at the annual Executive Conference. Discussions about the changes to the syllabuses that align with the Stronger HSC Standards reform resulted in developing new assessment protocols for English, Science, HSIE and Mathematics courses for implementation in 2018 and 2019.

The involvement of staff in local subject-based networks also facilitated the implementation of the new syllabuses in 2018 and provided support in enhancing teacher expertise in the subject. Several staff took part in these meetings with a focus on sharing resources and collaborative preparation for the new Stage 6 syllabuses for 2018 and 2019. Staff from the following faculties took part in network meetings throughout 2018: English, Personal Development, Health and Physical Education (PDHPE), Science, HSIE and Mathematics. The HT Wellbeing attended the Selective Schools Wellbeing Network meeting.

The key learning need identified by most staff from the PDP data was increasing subject teaching capacity. Staff from the English, Science and Mathematics faculties identified preparing to implement the new Stage 6 syllabuses as a goal. The Term 3 staff development day was organised to facilitate these areas with staff from NS-EC schools meeting in faculty groups for the whole day, sharing resources and discussing ways to implement the new Stage 6 syllabuses.

Several staff were involved with marking the HSC, and this experience and marking expertise was used to support staff in the delivery of junior and senior syllabuses across the school. Staff from the following faculties were engaged with HSC marking in 2018: CAPA (2), Languages (6), English (2), Science (1), HSIE (2). Staff in PDHPE attended "Meet the Marker" sessions early in 2018 to obtain professional development in marking assessments.

Mentoring programs were implemented for new Stage 6 teachers in PDHPE, English, Languages, Science and Drama, working with staff from other local schools. These programs provided support in terms of resources and regular collaboration with experienced teachers with regards to programming and the formation and marking of assessment tasks.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of staff working collaboratively within and across faculties.	\$205	Results from a staff survey and executive meeting discussions led to the formation of a shared staffrooms plan and formation of a working party. Formation of multi-faculty projects: iPBL (Year 8), STEM competition, English/HSIE.
An increase in the number of staff reporting the school's Professional Learning Program builds teacher capacity and supports leadership aspirations.	\$48,251	Staff PDP analysis and goals identified. Implementation of twilight PL sessions to facilitate staff PDP goals: technology use, resilience, boys' education, cross faculty collaboration, creative thinking, future focused learning. Cross faculty lesson observations conducted with a reflection session (part of twilight PL sessions). Induction Program evaluated and updated for 2019. Staff identified for Aspiring Leaders Program (external and internal programs).
Maintain Band 6 performance trend data for the majority of HSC subjects.	\$51,322	Facilitation of faculty programming days for implementation of new Stage 6 courses throughout 2018. Faculty involvement in local school subject specific networks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maintain Band 6 performance trend data for the majority of HSC subjects.		<p>Staff development day focused on faculty groups from local schools developing resources and programming for new Stage 6 syllabuses.</p> <p>Several staff across faculties involved in HSC marking.</p> <p>Mentoring programs implemented for new Stage 6 teachers in several faculties.</p>

Next Steps

- There is a whole school focus on continuing to increase collaboration across faculties. The shared staffrooms project commenced with the formation of a working party comprising representatives from each faculty in Term 3. These consultation meetings led to the creation of a plan to house all faculties in two large shared staffrooms located in C Block. Implementation of the project will continue in 2019 with the goal of completion by the beginning of Term 4. The shared staffrooms structure will increase collaboration amongst faculties and provide avenues to increase dialogue amongst staff in addressing current and future focused educational agendas that are dependent on multi-faculty and whole school collaboration. At NSBHS these areas include improving literacy, boys' education, STEM initiatives, cross curricular units of learning and problem-based learning programs.
- The Year 8 iPBL program will be implemented in 2019.
- A focus in 2019 for the twilight PL sessions will be staff working collaboratively across faculties. There should be a focus on school-based PL related to pedagogy that has a sustained focus over a period of time, aligning with the principles of action research. Hence staff can have continued conversations over time about their teaching practice.
- The updated Induction Program for new teachers to NSBHS is to be implemented in 2019.



Strategic Direction 3

Supporting Quality Relationships

Purpose

To facilitate and nurture positive relationships between students, staff and the community to enhance collective wellbeing.

Overall summary of progress

In 2018 the focus was on developing and implementing an integrated student wellbeing program, and the school is very proud of its achievements in this area. A significant result has been the school's new Wellbeing Program, which will annually map **Wellbeing Workshops and Year Meetings** so they reflect data obtained from internal and external student surveys. Sessions reflected identified student wellbeing needs, as well as providing students with regular and structured opportunities to explore topics relevant to their specific stage of learning and wellbeing.

Sessions were explicitly connected to the **Falcon Code**, ensuring both students and staff had a common understanding and language framework to create the optimum conditions for student success across the school. Workshops were often run by older students, enhancing their leadership abilities, as well as explicitly modelling reflective practices and evidence-based learning to younger year groups. The Year Meetings focused on providing authentic and meaningful opportunities to celebrate the successes and achievements of students. Some programs undertaken in 2018 included:

Year 7: Camaraderie – workshops centred on making connections, anti-bullying, respectful relationships, looking after each other

Year 8: Compassion – communication with peers, mental health, ethical use of digital technology

Year 9: Commitment – goal setting, study skills, resilience, mental health

Year 10: Respect – relationships, growth mindset, mental health

Year 11: Integrity – mental health, sleep health, responsible decision making

Year 12: Resilience – goal tracking, motivation, healthy living

The school continued to take part in the **High Resolves Program for Years 7 and 10**. The Social Action Projects were particularly successful. These provided students with the opportunity to identify a social issue that they are passionate about, reflecting the learning and wellbeing needs of NSBHS students, and design a project to help address the issue.

NSBHS continued with the **Year 7 Transition Program**, which utilised Year 10 students from the **Peer Support Program** to support the wellbeing of Year 7 students as they transition to high school. Senior students participated in a **Peer Mentoring Program**, which paired them with a peer and an older student. The role of the older student was to meet with their small group on a regular basis, supporting them to achieve their academic and personal goals. A buddy program was developed to support new Year 11 students as part of their transition to a new learning environment.

There was a significant change to the student leadership model at North Sydney Boys in 2018. The old 'Prefect' model was updated in response to extensive surveys of students and staff and consultation with parents and caregivers. A committee adopted an evidence-based approach to finding a new framework, looking at leadership models in a range of other schools (selective, private and comprehensive). The committee recommended a Senior Leadership Council (SLC) be formed with Senior Leaders holding portfolio-based positions, uniting the existing causes within the school and addressing other areas of importance. This model was implemented in 2018 and a survey of students and staff will be completed at the end of 2019 to reflect on all aspects of the changed system.

To ensure more effective communication with students, staff and parents, Sentral calendars for year groups were set up in 2018 with staff across the school using this digital platform to schedule assessment tasks for students. Additionally, the implementation of the Sentral Parent Portal enabled instant push notifications to be sent to parents, notifying them of important school information, thus streamlining school-based communication. Overall this Parent Portal enabled parents to be more informed and in control of information.

Surveys were conducted in 2018 with staff, parents and students and the school website was identified as an area which needed updating and improvement. The first stage of the website upgrade was implemented in 2018 and the project will be completed in 2019.

As part of a long-standing school process, a staff wellbeing survey was conducted in 2018. The survey data was analysed and a number of common themes were identified. This included consistent technology infrastructure in classrooms. An audit of technology was conducted across the school to collect baseline data regarding the hardware needs in each classroom. A stage-based approach to the upgrade of technology in classrooms commenced, with Stage 1 implemented in 2018. Stage 2 is scheduled to be completed by the end of Term 1 2019. The completion of the second stage will see consistent technology in nearly 50% of all classrooms in the school.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of, and positive feedback about, the school's electronic platforms using 2018 baseline data.	\$1,983.16	Data was collected from students and staff as well as prospective parents on the school website. Stage 1 of the new website development was completed in 2018. Across the school there has been an increased use of electronic platforms for collection of student sport choices as well as collaborative learning.
Qualitative data indicates improved student and staff wellbeing.		<i>Tell Them From Me (TTFM)</i> data, analysis of Sentral data and feedback from staff and students indicated improved wellbeing.

Next Steps

- The school will continue to analyse student survey data (principally *TTFM* data and Year 12 exit surveys) which will inform directions and improvements including student satisfaction and engagement.
- The staff common room will be refurbished in 2019 to facilitate greater staff collaboration and enhance collective wellbeing.
- The wellbeing workshops, year 7 transition program and peer mentoring program will be evaluated and adjustments made where necessary.
- A review will be conducted on students' use of digital technology. Preliminary data has been collected from parents through the *TTFM* survey.
- The Stage 6 Life Ready course, which is designed to prepare and support senior students as they encounter situations related to health and safety, will be embedded into Year 11 and Year 12 wellbeing workshops. Additionally, the school will engage guest speakers and industry experts to deliver information that best meets wellbeing needs for senior students.
- Links will be established with Matraville High School as part of the GO Foundation program.

Other student wellbeing and enrichment courses to be implemented in 2019, based on 2018 student data include:

- Mentoring of indigenous students from Matraville High as part of the GO Foundation. The foundation offers public school scholarships to indigenous students with educational needs such as books, pens, excursions, learning support, Wi-Fi access, computers, sporting equipment and musical instruments.
- New enrichment clubs such as The Forum and the Entrepreneurs Club.
- The streamlining of LEAP (Leadership, Enrichment and Activities Program) events to ensure all students have the opportunity to learn about what the school has to offer in these areas.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Not applicable.	Not applicable.
English language proficiency	Not applicable.	Not applicable.
Low level adjustment for disability	\$42,686	<p>The funding was used to provide the following support:</p> <ul style="list-style-type: none"> • The Learning and Support Teacher (LaST) held regular meetings with students to help scaffold and chunk assessment tasks. Help was also provided to plan study and homework schedules etc. • Teaching staff were provided with suggestions for adjustments and classroom strategies. • LaST worked with the Itinerant Hearing Teacher to help support a student and his teachers. • Nationally Consistent Collection of Data on Students with Disability (NCCD) was completed • LaST worked with school counsellors to complete NESA Disability Applications. • LaST worked with the school counsellor to complete an ACCESS application for a student. LaST worked with that student's support person to ensure the delivery of resources (including assessment papers) in enlarged font. • LaST coordinated adjustments (Special Provisions) for assessments and assessment blocks and worked with NESA to coordinate the laptop and software for the student. • LaST coordinated the NAPLAN minimum standards tests.
Quality Teaching, Successful Students (QTSS)	Not applicable.	Not applicable.
Socio-economic background	\$13,406	<p>The funding was used to support individual students to increase their participation and engagement in learning and co-curricular activities, allowing every student's needs to be met. This helped to create a positive and inclusive school culture, and built on the already strong collaboration and trust amongst students, parents and caregivers, teachers, leaders and the community.</p>
Support for beginning teachers	\$50,623	<p>In 2018 tied Beginning Teacher funding was used to assist 15 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 these staff and financial resources were allocated based on discussions with individual teachers, their faculty Head Teacher and the Head Teacher Teaching & Learning. The flexibility of this funding allowed for beginning teachers to be supported in a variety of ways, including:</p> <ul style="list-style-type: none"> • Relief time to develop mentor relationships with more experienced staff (this allowed

Support for beginning teachers	\$50,623	<p>beginning teachers to observe other teachers' lessons, or have their mentor teacher observe their classroom practice). For specialised subjects, where there was not another experienced teacher on staff at NSBHS (e.g. Drama, Food Technology, some Languages), the funding allowed beginning teachers to develop relationships with staff at other schools and be provided with relief time to work one-on-one with these teachers.</p> <ul style="list-style-type: none"> • Hiring experienced teachers and other professionals to come to NSBHS to work individually with beginning teachers. • Attending external professional development workshops. • Working with more experienced staff to ensure assessment development and marking processes were implemented effectively. • Participation in the Lower North Shore's Beginning Teacher and Early Career Teacher programs. • Relief time to write and develop evidence for their Proficient Teacher Accreditation report. <p>By the end of 2018 four 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.	Not applicable.
School to Work Funding	\$3,504	<p>1. Crossroads is the annual careers event and is a joint project of the Student Representative Council (SRC) and the Old Falconians Union (OFU), coordinated by the careers adviser. Recent alumni currently attending university in key professional areas participated in Q&A sessions attended by Year 10 – 12 students. The peer-to-peer interactions are always a powerful learning experience for our students and alumni were able to offer highly detailed and current information and insights based on direct and current experience.</p> <p>2. Our old boys are a rich resource for current students. They feel a strong connection to the school and actively welcome opportunities to return. The inaugural Year 12 Mock Interview Day was held in Term 3 and several old boys worked with about 40 Year 12 students offering advice on their scholarship applications and valuable tips for their upcoming Co-op and Medicine interviews. The event will now be a regular feature on the careers calendar.</p> <p>3. A STEAM not just STEM event was run aimed at Year 10 students ahead of their senior subject selections. The goal was to encourage these students to think more broadly about their subject choices; and to choose to continue with humanities subjects which they enjoy. The event was an opportunity for the school to partner with universities who provided the speakers: Dr Ronika Powers, lecturer in Bio-Archaeology</p>

<p>School to Work Funding</p>	<p>\$3,504</p>	<p>(Macquarie University); Dr Benjamin Nickl (University of Sydney); and Dr Rowena Cowley (Sydney Conservatorium of Music).</p> <p>4. Moving away from the traditional STW focus of senior boys, Problem Based Learning (PBL) was offered to Year 8 students for one lesson per week over the course of 2018. This represented an important opportunity for younger students to develop a practical tool kit of STW skills beyond traditional curriculum focused education. A significant part of our STW funding was used to fund the purchase of <i>Microbit</i> mini-computers used by these students as part of the research component of the PBL unit.</p> <p>5. The year saw the introduction of the NSBHS careers website. It is a hybrid of generic resources offered by the supplier, Career Tools, and offering valuable information about post school opportunities and even how to obtain a tax file number and lodge a tax return.</p>
--------------------------------------	----------------	---



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	923	923	927	927
Girls	0	0	0	0

Student attendance profile

School				
Year	2015	2016	2017	2018
7	97.9	98	98	98.2
8	96.4	97.6	97.7	97
9	97.2	97.5	97.1	97.4
10	96.3	97.2	97	96.5
11	96.6	97.3	97.6	97.2
12	96.2	95	95.8	94.7
All Years	96.7	97.1	97.2	96.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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.

If a student is not in attendance on a particular day and his parents have not contacted the school with an explanation a text message is sent to parents advising of the absence and asking that they contact the school to explain the absence.

Year Advisers monitor attendance each week and report on attendance at the weekly Wellbeing Meetings. The Head Teacher Wellbeing liaises with Year Advisers and requests the assistance of the Home School Liaison Officer if required. Regular reports are also generated by 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	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

There were none in 2018.

Year 12 students attaining HSC or equivalent vocational education qualification

All 164 Year 12 students attained their HSC.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.8
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	0.8
School Administration and Support Staff	11.37
Other Positions	1

*Full Time Equivalent

In February 2018 NSBHS had the equivalent of 74 FTE teachers and administrative staff which was made up of 77 staff members with an entitlement of 62.8 FTE teachers (including counsellors and executive teachers) and 11.37 SASS staff. There were no Aboriginal or Torres Strait Islander staff.

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

In 2018 the staff at North Sydney Boys High School participated in a range of internal and external professional development programs.

Internally staff attended four after-school workshops called **Twilights**. These three-hour sessions utilised data from teachers' performance and development plans (PDPs) and other professional learning survey data to develop professional learning sessions designed to meet the needs of NSBHS staff. The **Twilight** evenings focused on the following:

Twilight 1: cognitive load theory, strategies to increase resilience in the classroom and School Plan milestone reporting

Twilight 2: data analysis to enhance student learning, futures focused learning, cross-curriculum priorities and student wellbeing

Twilight 3: boys' education, technology in the classroom, and identifying and supporting Twice Exceptional (2E) students in the classroom

Twilight 4: iPBL – staff training for the new integrated project based learning (iPBL) program that will be timetabled in 2019 for all Year 8 students, teacher collaboration through lesson observations and embedding soft skills, such as group work, effective communication and organisation across key learning areas (KLAs)

These workshops were developed and delivered by staff. Several staff attended external professional development conferences and presented their findings. This was particularly useful as it allowed the school to maximise its professional learning funding allocations through the sharing and dissemination of information relevant to our school context, specifically in the area of **Boys' Education** and **2E student wellbeing**.

Externally, staff attended a range of faculty specific professional learning courses such as the English Teachers Association Conference, the Mathematical Association of NSW Conference and subject conferences in other KLAs including Science, Human Society and its Environment, Languages, Creative and Performing Arts, Technology and Applied Sciences and Personal Development, Health and Physical Education.

NSBHS actively participated in two Communities of Schools, the Northern Sydney–Entente Cordiale (NS–EC) and the Lower North Shore (LNS) networks. A significant learning event for the NS–EC was a joint schools Staff Development Day in Term 3, where faculty groups met together at several different locations (NSB HS hosted the Wellbeing teams and the Deputies from NS–EC schools) to work on pre-identified professional development needs. This was especially beneficial for subjects such as English, History, PDHPE and Science which were updating teaching and learning programs to ensure the requirements of their new syllabus documents were effectively implemented.

The Mathematics faculty undertook extensive professional development to prepare for its new syllabus (to take effect in 2019), working collaboratively, in person and online, with the Mathematics faculty at Normanhurst Boys.

Despite the difficulty in navigating NESA's updated eTAMS Teacher Accreditation website, which was offline for most of 2018, four teachers achieved Proficient Accreditation in 2018 and maintenance of accreditation was completed for three teachers.

Total funding was \$48,251.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	3,026,890
Revenue	11,458,629
Appropriation	8,983,025
Sale of Goods and Services	239,363
Grants and Contributions	2,189,334
Gain and Loss	0
Other Revenue	0
Investment Income	46,907
Expenses	-10,992,621
Recurrent Expenses	-10,992,621
Employee Related	-8,307,533
Operating Expenses	-2,685,087
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	466,009
Balance Carried Forward	3,492,899

The school has planned a major extension to double the size of the existing Gym. Work began with architects, a development application was submitted to local council and construction will begin in 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	8,443,037
Base Per Capita	179,253
Base Location	0
Other Base	8,263,784
Equity Total	112,666
Equity Aboriginal	0
Equity Socio economic	13,406
Equity Language	15,236
Equity Disability	84,025
Targeted Total	0
Other Total	87,304
Grand Total	8,643,008

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.

In 2018 NSBHS students continued to perform at a consistently high standard with the majority of students performing in the top 2 bands for their year group in all areas of NAPLAN.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

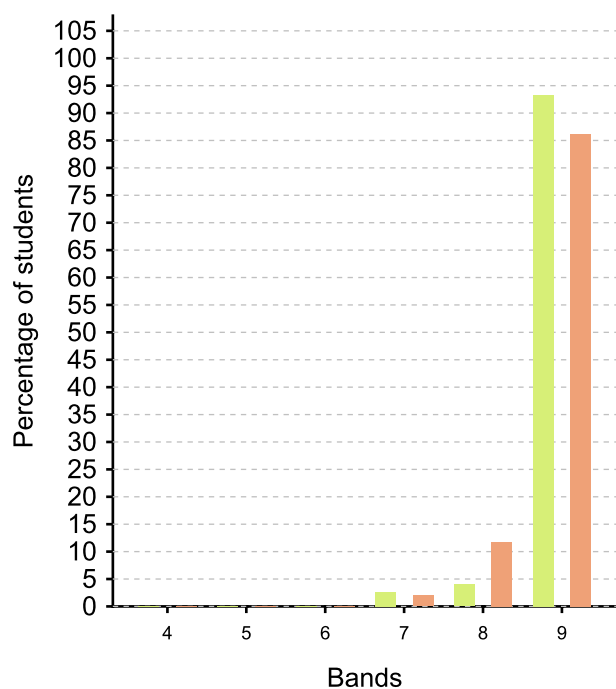
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NSBHS students sat the paper test in 2018.

NAPLAN – Literacy

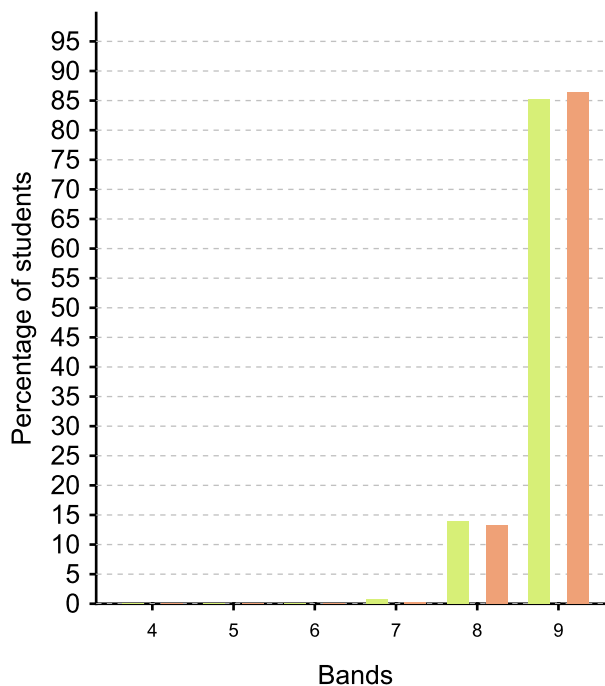
This year saw continued improvement in both Year 7 and Year 9 student performance in Grammar and Punctuation, Reading and Spelling. Writing continues to be a focus area.

Percentage in bands:
Year 7 Grammar & Punctuation



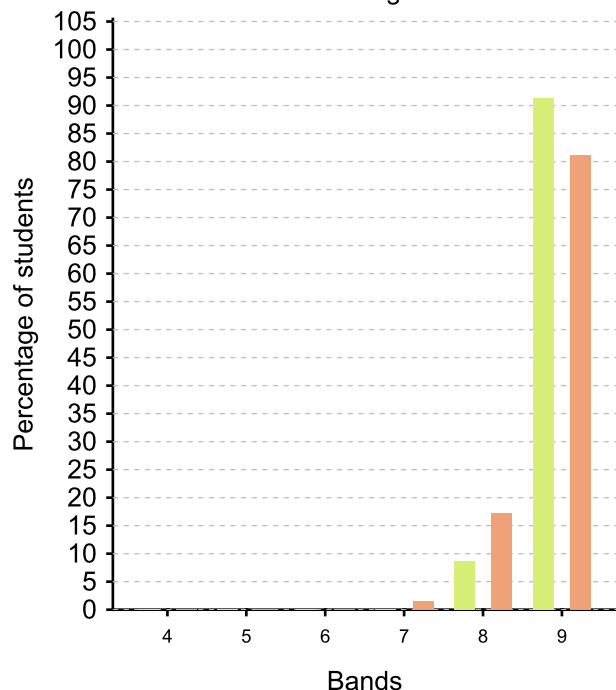
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Spelling



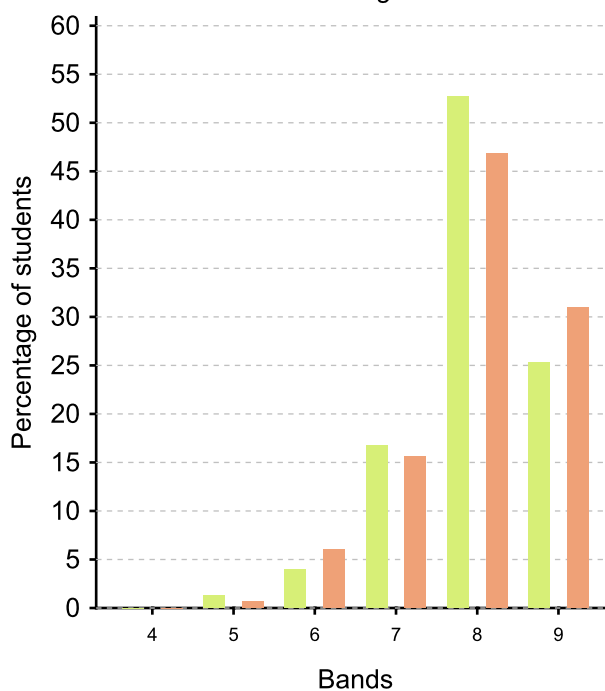
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Reading



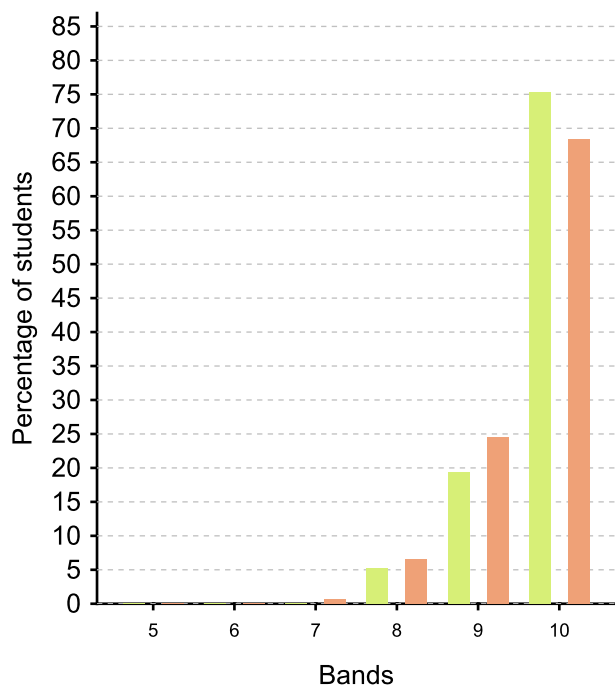
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing

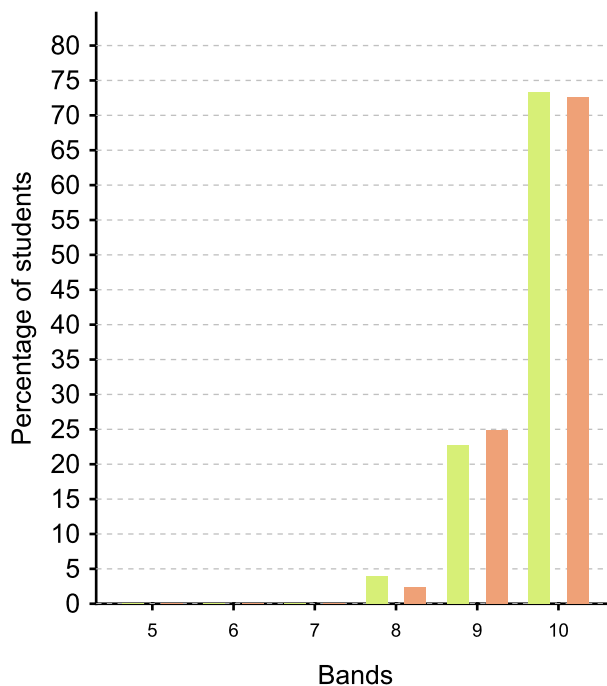


Percentage in Bands
School Average 2016-2018

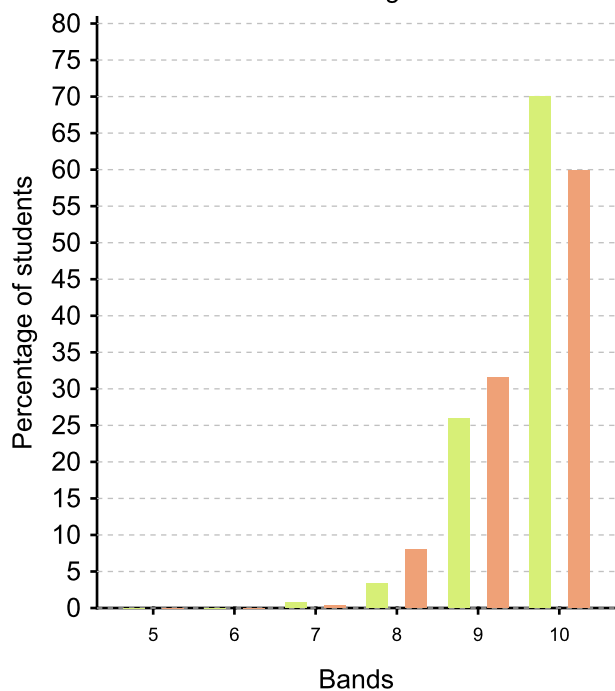
Percentage in bands:
Year 9 Grammar & Punctuation



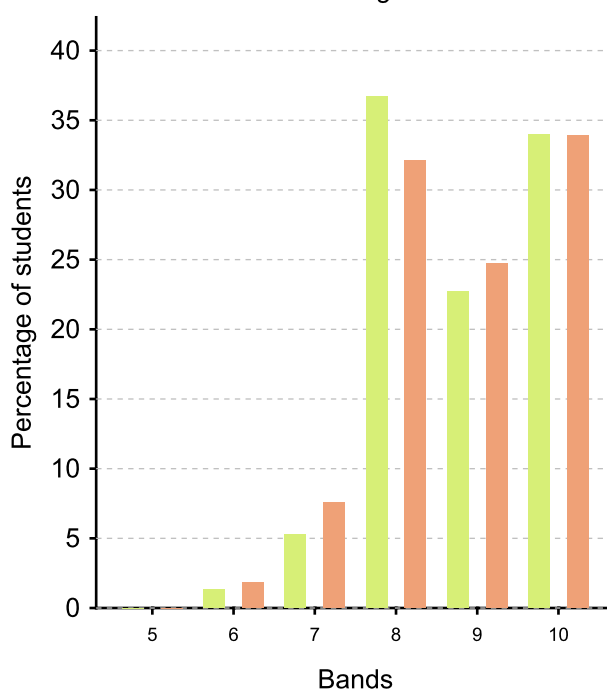
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



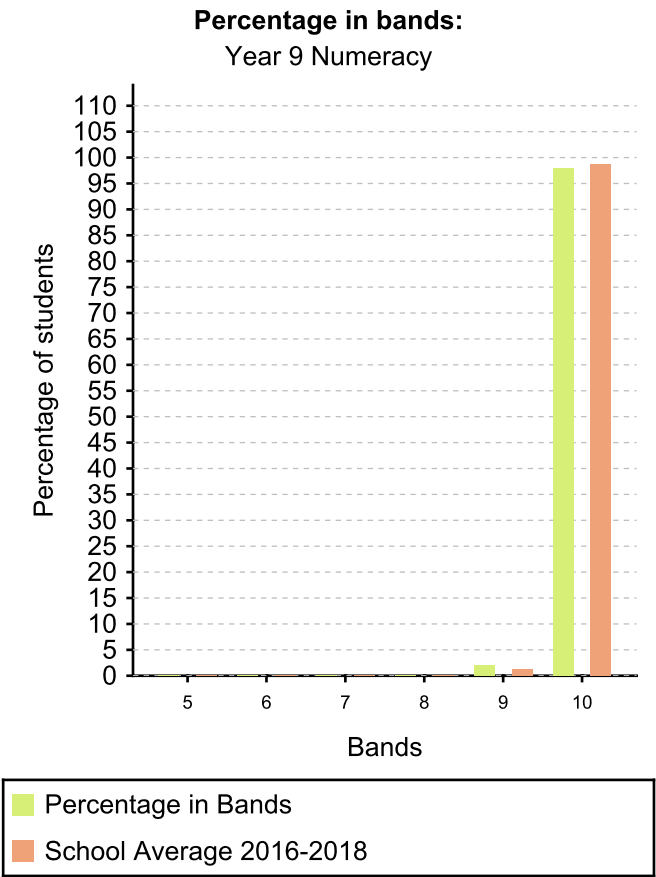
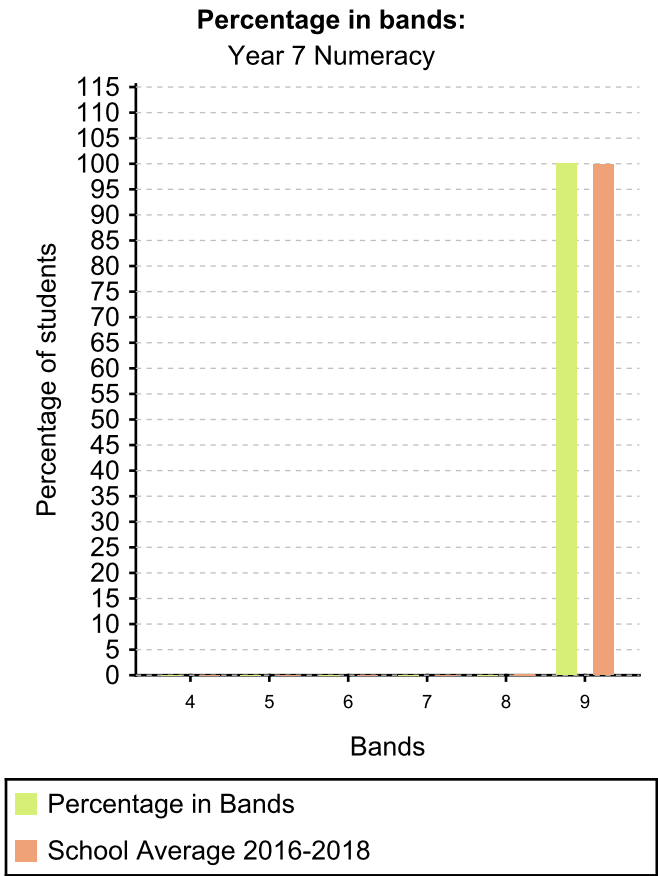
Percentage in bands:
Year 9 Writing



NAPLAN – Numeracy

This year all Year 7 students achieved the top band in Numeracy.

All Year 9 students were placed in the top 2 bands with 98% achieving at the highest level. The students achieved consistently across all sections i.e. Data; Measurement; Space and Geometry; Number Patterns and Algebra.



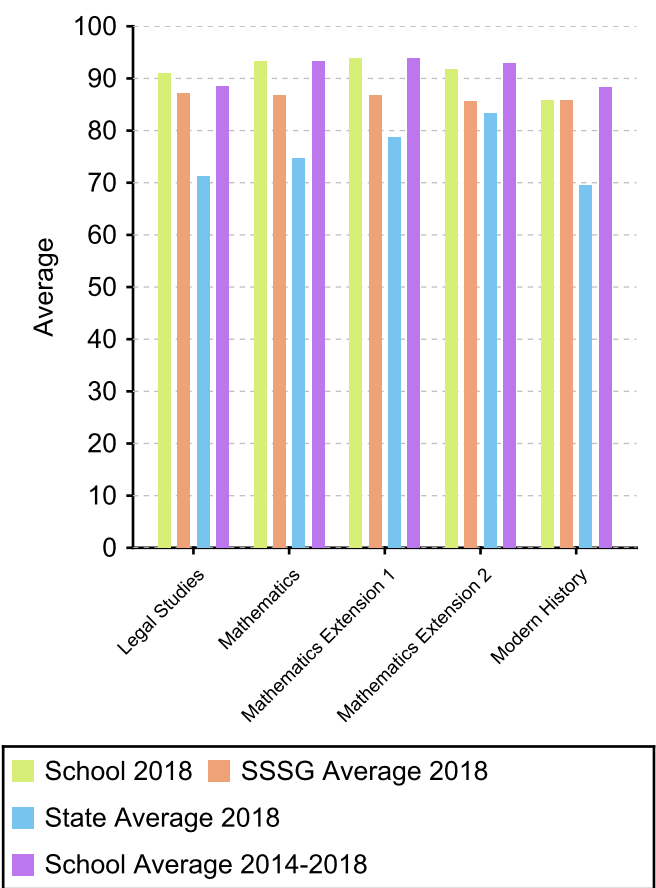
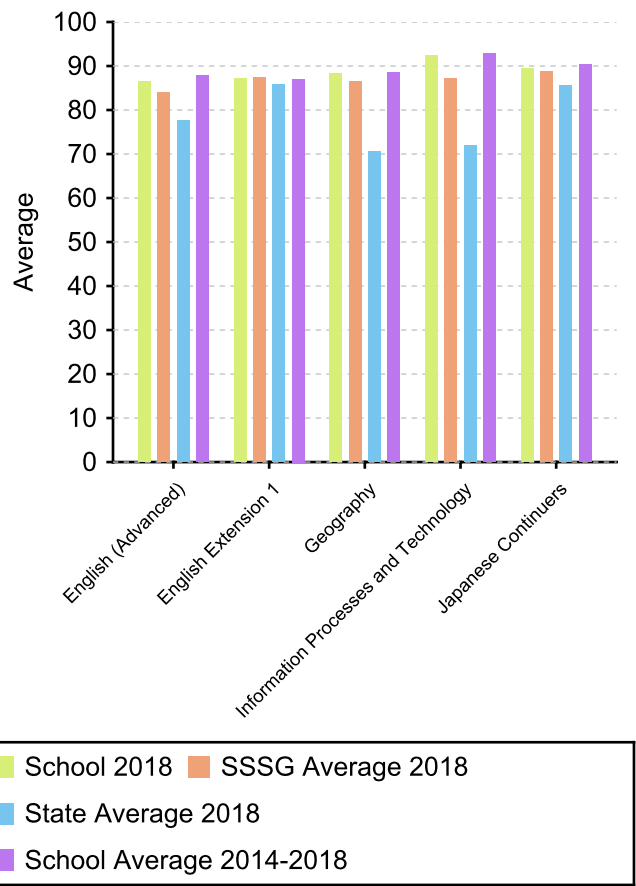
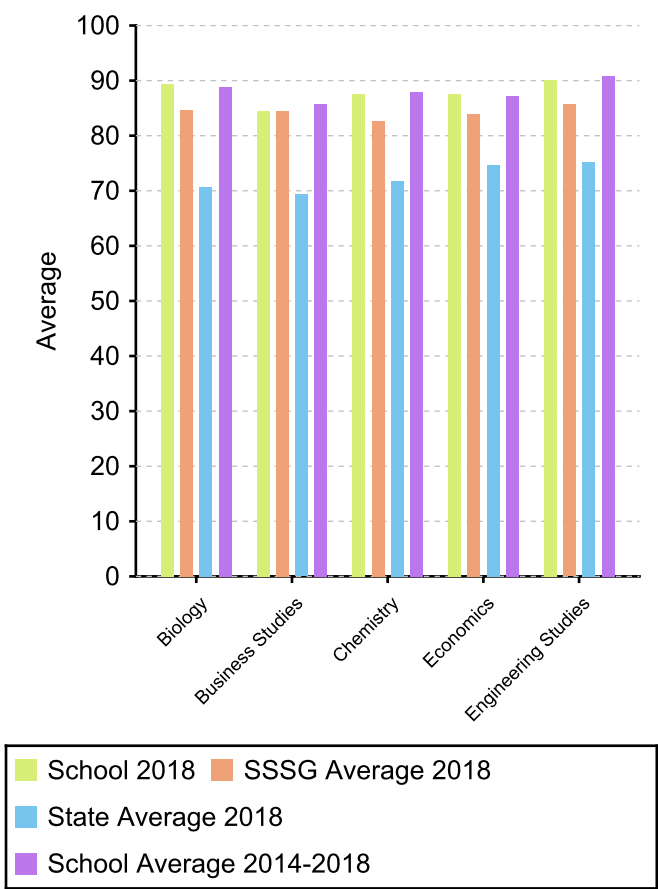
There were no Aboriginal or Torres Strait Islander students at NSBHS in 2018.

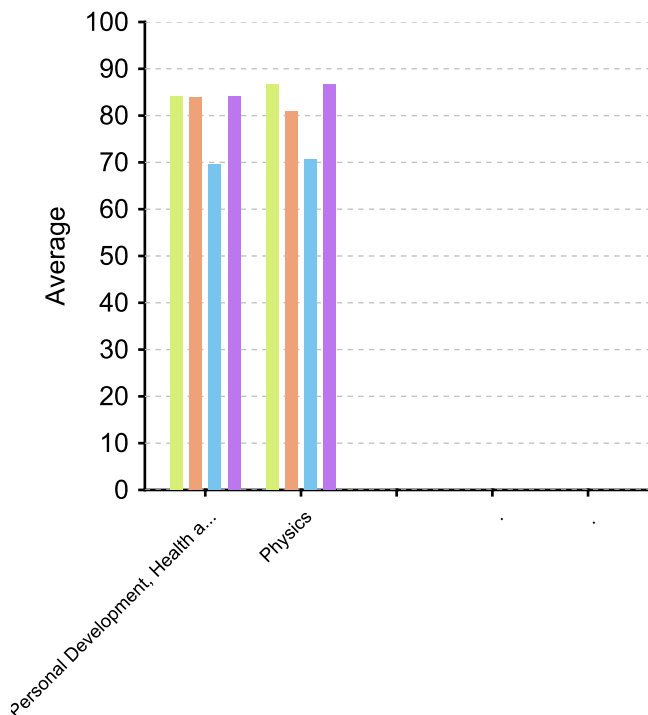


Higher School Certificate (HSC)

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

In 2018 North Sydney Boys High School was listed as the 2nd top performing school as well as the top performing boys school in NSW. The school's results exceeded its Statistically Similar Group (SSG) and State results in all areas. There were 49 all-rounders (students who achieved Band 6 or Extension Band 4 in at least 10 units). This represents 30% of all Year 12 students. One hundred and seventy-seven individual students appeared in the High Achievers List, achieving Band 6 or Extension Band 4 in at least one subject.





■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	89.4	84.6	70.7	88.8
Business Studies	84.5	84.4	69.3	85.8
Chemistry	87.6	82.7	71.8	87.9
Economics	87.6	84.0	74.7	87.3
Engineering Studies	90.1	85.7	75.3	90.8
English (Advanced)	86.5	84.0	77.5	87.9
English Extension 1	87.1	87.4	85.8	87.1
Geography	88.3	86.4	70.6	88.6
Information Processes and Technology	92.3	87.2	72.0	92.9
Japanese Continuers	89.5	88.8	85.6	90.3
Legal Studies	90.9	87.1	71.2	88.6
Mathematics	93.2	86.7	74.8	93.3
Mathematics Extension 1	93.9	86.8	78.7	93.8
Mathematics Extension 2	91.8	85.7	83.3	92.8

Modern History	85.8	85.7	69.5	88.2
Personal Development, Health and Physical Education	84.2	84.0	69.5	84.2
Physics	86.7	80.8	70.6	86.6

Parent/caregiver, student, teacher satisfaction

Perspectives of Parents

The Tell Them From Me (TTFM) **Partners in Learning Parent Survey** was conducted between 15 and 25 October 2018 and had 67 respondents.

The **Partners in Learning Parent Survey** is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

- Parents indicated information from the school is in clear, plain language.
- Reports on their son's progress were written in terms they understood.
- Parents encouraged their sons to do well.
- Parents reported that teachers expect homework to be done on time.
- The school was seen to support learning with high expectations for student application and effort.
- Parents indicated that their son was clear about the rules for school behaviour.
- Parents reported that their son felt safe at school.
- All parents expected that their son would go to university.

Student Engagement

Six hundred and fifty-eight NSBHS students participated in the TTFM survey between 13 March and 12 April 2018. The survey results enabled the school to ascertain the levels of student engagement. 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 the school; 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 – 81% (58%)
- Positive Relationships – 76% (78%)

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*):

- Value Schooling Outcomes – 72% (72%)
- Positive Attendance – 95% (90%)
- Positive Behaviour at School – 96% (87%)
- Positive Homework Behaviour – 81% (54%)

The survey results indicate that in the four areas of social engagement, the students at NSBHS are 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 were 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 – 39% (28%)
- Effort – 70% (66%)
- Appropriately Challenged – 63% (42%)

The survey results indicate that in the three areas of intellectual engagement, the students at NSBHS are 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*):

- Positive Teacher– Student Relations – 7.2 (5.7)
- Positive Learning Climate – 7.0 (5.6)
- Expectations for Success – 7.9 (7.0)

Perspectives of Teachers

The Tell Them From Me (TTFM) **Focus on Learning Teacher Survey** was conducted between 17 and 26 October 2018 and had 26 respondents.

The questions in the survey were grouped to assess 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.

The table below compares NSBHS to NSW government norms for each factor on a ten-point scale (*figures in brackets are NSW Government norms*):

- Collaboration – 8.0 (7.8)
- Learning Culture – 8.5 (8.0)
- Data Informs Practice – 8.8 (7.8)
- Teaching strategies – 8.5 (7.9)
- Technology – 7.7 (6.7)
- Inclusive School – 8.3 (8.2)
- Parent Involvement – 6.8 (6.8)

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 table below compares NSBHS to NSW government norms for each factor (*figures in brackets are NSW Government norms*):

- Challenging and Visible Goals – 7.7 (7.5)
- Planned Learning Opportunities – 7.9 (7.6)
- Quality Feedback – 7.7 (7.3)
- Overcoming Obstacles to learning – 7.7 (7.7)

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

2018 Exit Survey Results

The 2018 Year 12 exit survey confirmed that the school is a caring community with a friendly atmosphere, good discipline and a high quality of students. The school encourages student leadership and student voice. Some of the key results from the survey's 164 respondents are given below:

- I have felt safe at school – 93.3%
- Interesting subjects are offered – 92.1%
- I have learnt to take responsibility for important decisions in my life – 91.5%
- Most teachers respect students as fellow learners – 91.5%
- There is a wide range of extra curricular activities available – 89.6%
- I have learnt to value knowledge and ideas – 89.6%
- The school finds ways to help every student succeed – 81.7%



Policy requirements

Aboriginal education

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

In the **English** faculty Year 7 students explored the traditions and insights of Dreamtime narratives to better understand the importance of the oral storytelling tradition to convey creation stories, morals and social values. Year 8 students explored civil rights and the importance of diversity in our culture by studying a range of Indigenous poets, such as Steven Oliver and Oodgeroo Noonuccal. Students learnt about the powerful use of poetic voices to explore and expose adversity, inequality and oppression, while broadening their world view.

Year 9 students analysed the ways that story and the act of representation have the authority to both disempower and empower the voices of Indigenous Australians. This critical study focused on challenging racist stereotypes and discriminatory attitudes, which continue to marginalise and disassociate Aboriginal Australians from the national identity.

In the **Science** faculty Year 7 students undertook a new lesson sequence surrounding Indigenous Astronomy. Students worked in groups to analyse examples of knowledge and ideas described by Aboriginal people in explaining observations of important astronomical features or events. The faculty also improved how students learn about Aboriginal land and ecosystem management through the introduction of new teaching ideas and resources on the topics.

The new Stage 6 syllabuses in Biology, Chemistry and Physics also saw new learning content introduced for Year 11 students e.g. Chemistry students investigated the use of solubility equilibria by Aboriginal and Torres Strait Islander peoples when removing toxicity from foods.

In the **CAPA** (Creative and Performing Arts) faculty Year 9 Drama students studied the play *No Sugar* by Jack Davis, exploring past conflicts between Indigenous and European culture in Australia. Students explored a scene from the play which showed the ongoing effect of dispossession. Year 12 Drama students studied *Stolen* by Jane Harrison, alongside another contemporary Australian play, *Neighborhood*

Watch. The topic explored the suffering of the Stolen Generations, students were taught the context in relation to the vignettes of various stories/characters in the play which represented the diverse ways in which Indigenous people/culture have been impacted by the denial of their culture. Students also explored key aspects of Aboriginal culture such as oral storytelling, connection to place and the importance of community.

Year 10 Music students explored soundscapes to compose a nationalistic work as part of the Australian Music topic. The compositions involved the use of some traditional Indigenous instruments.

In Visual Arts Year 7 students created sculptural ceramic forms inspired by Jack Wherrra's series of wooden carved Boab nuts. Year 7 also made ceramic vertical sculptures referencing Gloria Petyarre's artwork and the Sydney Festival's art installation '*Blak Out*' *Barangaroo*. Year 12 did a case study on Identity referencing Julie Gogh, a Tebrikunna artist from Tasmania.

In the **Mathematics** faculty students in Years 7 and 8 looked at number systems and approaches to mapping from an Indigenous perspective. In Years 9 and 10, in the Statistics topics, teachers accessed data from the Closing the Gap reports to allow some critical thinking about Indigenous issues and what, if anything, is being achieved by programs intended to improve conditions for Indigenous Australians.

The **HSIE** (Human Society and its Environment) faculty embedded the study of Indigenous history and culture in content throughout Years 7 through 10 to develop all students' understanding and their historical empathy. Year 7 students investigated ancient Aboriginal sites and human remains such as Mungo Man.

Year 8 looked at Aboriginal society and the impact of contact and colonisation. In Year 9 the contribution of Indigenous people to the Australian war efforts in WWI and WWII was highlighted. The ongoing struggle for Indigenous rights was explored in Year 10 and compared with the African American Civil Rights movement.

In the **PDHPE** (Personal Development, Health and Physical Education) faculty students in Year 7 were given a project to research Australian sporting identities. They were encouraged to explore the significant sporting contributions of Indigenous Australians across a range of sports, including tennis, AFL, rugby league and athletics.

As part of the Stage 5 PDHPE course, Year 9 students learnt about the unique multicultural makeup of Australian society through the Celebrating Diversity unit. Students looked at representations of different cultural and ethnic groups in Australia, undertaking a case study of Indigenous Australians which focused on the diversity of this group in terms of language and cultural practices.

In Stage 6, students 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.

In the **TAS** (Technological and Applied Studies) faculty Year 7 students studied Aboriginal tools and tool usage and presented their findings in a small group presentation task. Year 9 Food Technology students examined the significance of evolving food trends through the influence of Aboriginal Culture. Their practical cooking tasks also required the incorporation of traditional Aboriginal ingredients.



Multicultural and anti-racism education

Languages

The annual Year 8 Languages Day was held on 21 June. Released from regular classes, Year 8 students took part in the following activities:

- French soccer;
- Indonesian volleyball;
- German and French cooking;
- Roman army show;
- Japanese drumming (taiko) performance and hands-on experience;
- A "Millionaire" quiz based on cultural knowledge of French, German, Indonesian, Japanese and Latin; and
- Consumption of exquisite Japanese food at lunchtime.

Other aspects of Multicultural Education in 2018 included:

- French and Japanese Film Festivals
- Cultural excursion to Japan Foundation
- Hosting a German exchange student
- Cultural excursion to Goethe Institute (German)
- Latin Camp

Multicultural education is also embedded in Languages Faculty programs e.g. from the Moving Between Cultures strand of the Year 8 French syllabus: students have to demonstrate an understanding of the interdependence of language and culture; and a knowledge of the key features of the culture of French speaking communities.

Biennial Kokusai Exchange

The sister school relationship between North Sydney Boys High School (NSBHS) and Tokyo Metropolitan Kokusai High School (Kokusai) began in 1990. In this biennial exchange program 20 students from Kokusai attended NSBHS for a week in August. The students were accompanied by 2 teachers and were billeted with Year 10 and Year 11 students of Japanese. While in Sydney the Kokusai students had English lessons and also accompanied their host brothers to class for 2 periods each day.

The reciprocal Japan trip by 20 NSBHS boys commenced on 22 September. This exchange always creates some of the fondest memories for the students of both schools. Travelling to Japan was an enlightening experience for our boys and allowed them to reach outside their own cultural backgrounds and gain an understanding of Japanese culture and society.

USA Technology Tour

Students participated in the first NSBHS USA Technology Tour, to Los Angeles and San Francisco, in April.

The tour was developed for students to learn more about technology including: class-related material, careers and educational pathways. The group was lucky enough to be invited on exclusive tours to facilities such as the NASA Jet Propulsion Laboratory, Smart Sparrow, Facebook and Intel global head offices. The group also attended workshops in Silicon Valley, the NASA Exploration Centre and the California Academy of Science. Other places visited included Universal Studios, iFly and Alcatraz.

Other school programs

Environment

The Environment Committee in 2018 had over 40 student members committed to improving the school's environment and minimising the school's impact on the environment. The students implemented new initiatives and continued with previously successful ones. The established paper recycling project was expanded to include collection of bottles and cans, focusing on reducing the amount of plastic and aluminum waste going to landfill. The students were responsible for the collection and aggregation of bottles and cans and 10 cents per item was refunded by Envirobank, with money raised helping to fund school projects.

Students spent two days, one mid-year and the other at the end of the year, mulching areas around the school, including the Principal's Lawn. The mulching allowed plants in new and established garden beds to flourish. The students also tended the school gardens twice weekly, weeding and watering the plants.

The school marked **International Day of the Forests**, a global celebration of forests, by holding a tree planting ceremony to mark student Calder Yeung's participation in the event. On 21 March Calder Yeung, the Principal and Environment Committee leaders, planted two native trees on the Principal's Lawn.

Co-curricular and Extracurricular Excellence

Jeffrey Li (Year 11) was invited to attend the **Australian Mathematical Olympiad Committee's School of Excellence** in Melbourne.

High achievers from the 2017 round of the **Science Olympiad** examinations attended a Summer School at the Australian National University. Maksim Lisau, Joshua Park and Yinhao Xu attended for Earth and Environmental Science; Shane Wang for Physics.

Rodger Liang, Jordan Ly, Philip Han and Sohun Jain took part in **Generation Entrepreneurs**, a competition to encourage initiative in small business.

Alexander Cai (Year 11) was one of 40 students selected to attend **UBS Finance Academy**, a residential program which provides leadership in investment banking education.

Rowan Silcock (Year 10) won first prize in the **Goethe Year 10 Writing Competition**. His prize, sponsored by the Goethe Institute and the German government, was a three week trip to Germany and attendance at an intensive language course.

In our Mathematics enrichment programs, 15 students gained High Distinctions in the **Computational and Algorithmic Thinking (CAT)** competition and 12 students from Years 7 to 10 gained perfect scores.

The **Australian Informatics Olympiad (AIO)** is a national computer programming competition focused on problem solving through programming skills. Four students entered in 2018 and received Gold, Silver, Bronze and Participation awards.

Thirty NSBHS students attained *Outstanding Achievement* and *Gold Summa Cum Laude* awards from the American Classical League in the **National Latin Exam**, an international competition testing students on their knowledge of Latin and Roman history and culture. Bipandeep Banga (Year 10) achieved a *perfect paper* award, scoring 100%, one of 526 students (of 140,000 competing worldwide) who attained this distinction.

Year 10 students took part in the **Science and Engineering Challenge**, a day-long competition designed to provide students with a positive experience of science and engineering. The competition involved events such as bridge building, earthquake-proofing, robotic hand building and catapult construction. NSBHS came a close second in constructing the strongest bridge of the competition.

Year 10 students participated in the **Brain Bee** competition which challenged students to learn about the brain and its functions, neuroscience research, and careers in neuroscience, while dispelling misconceptions about neurological and mental illnesses. Siddhant Kalra (Year 10) advanced to the NSW finals. Two Old Boys from the Class of 2017 are part of the Neuroscience team at UNSW.

Tournament of Towns is an international mathematics competition with more than 100 participating cities around the world. Junior and Senior stream competitors were selected based on outstanding achievements in the previous year's Australian Intermediate Mathematics Olympiads. Eight students were invited to participate. Hanyuan Li, Tianlin Qu and Ran Shi achieved outstanding results.

Arasa Hardie (Year 11) won the Northern Sydney Regional Final of the **NSW Plain English Speaking Award**. Arasa went on to compete in the state semi-finals.

Fifteen students competed in the **UNSW ProgComp** to test algorithmic and computational thinking skills. William Chang, Matthew Li and Thomas Xin (Year 12) received awards for exceptional achievement.

Students competed in the **UNSW Digital Technologies** competition and Jayath Gunawardena and Michael Zheng achieved High Distinctions.

Year 9 Engineering students (Joseph Hogan, Jack Vallis and Luke Huang) represented NSBHS at the annual **Aurecon Bridge Building** competition. They had to construct a truss bridge from balsa wood and displayed sound knowledge of civil engineering concepts and principles, particularly with beams and bending stress.

NSBHS had outstanding results in the 2018 **Australian Mathematics Competition**. Eight students from Years 7, 9, 10 and 11 won prizes.

Andy Huang (Year 11) gained a High Distinction in the prestigious 2018 **UNSW School Mathematics Competition** which a record 98 students attempted, with 20 gaining awards.

A record 77 students participated in the 2018 **Australian Intermediate Mathematics Olympiad (AIMO)**, the most challenging and aspirational mathematics competition in Australia. NSBHS had a prize winner – Hanyuan Li (Year 10).

Nine HSC Music students were shortlisted for **Encore, the HSC Music Showcase** held at the Sydney Opera House early each year. This was an unprecedented number of nominations for our school. Students recognised for their outstanding HSC performances were: Philip Chen, Yichen Li and Brian Kim for Music 1; Marcus Lo, Victor Choh, Jonah Temple-Cole, Michael Deng, Benjamin Tran and Forest Yang for Music 2 and Music Extension.

Students received **Engineers Australia** awards for their application to HSC Engineering Studies: Steve Kraynov (Leading Engineer); Frank Wang (Most Promising); and Nathan Haurissa (Most Improved).

Steve Kraynov's HSC Design and Technology work was nominated for **Shape 2018**, the annual exhibition of a selection of exemplary Major Projects developed by HSC Design and Technology, Industrial Technology and Textiles and Design students.

Year 10 students Alex Wu, Rowan Silcock, Ethan Lau, Ian Cheng and Phillip Choi did work experience with the Honourable Justice Emmett (an Old Boy) at the **Supreme Court of New South Wales**.

Year 8 students Zitian Qin, Anthony Wang, Eddie Wu and John Wu placed in the top 1% in the **Australian Geography Competition**.

Ten students competed in the **UNSW Economics and Business Competition**. Michael Gribben (Year 12) won a prize for Business Studies.

The **ASX Schools Sharemarket game** was very popular with Commerce students. Walter Zhuang (Year 10) was ranked 3rd in NSW and 6th nationally.

Students attended a **Young Entrepreneurs – Startups** event run by UTS as part of the Spark Festival. From the collaborative brainstorming session Year 11 students Matthew Tsang, Kiren Tam, Jason Dong and Aaron Wang were chosen to represent NSBHS at the National Pitching competition at the **Brilliant Business Kids Festival**, and to pitch their business idea of a tutorial app.

The Arts

North Sydney Boys High School hosted a joint NSBHS and NSGHS production of the musical **Oliver!** Students took part in the production as singers, musicians, dancers, stage hands, and worked on set design and publicity.

Ken Li (Class of 2017) performed a piano solo – "The Lark" by Balakirev – in **Encore, the annual HSC Music Showcase** held at the Sydney Opera House, which was attended by current senior music students. Ken was ranked equal 1st in the state in both Music 2 and Music Extension in 2017.

Andrew Jung (Year 10) and Brian Kim (Year 12) were selected, by audition, to perform at the **Festival of Choral Music**. They performed the first movement of Weber's **Clarinet Concerto No. 1 in F minor** in the Sydney Opera House Concert Hall.

NSBHS participated in the heats of the **12th Annual North Shore High Schools Music Spectacular**. Symphonic Winds, Orchestra and Michael Deng (Year 12) progressed to the finals.

Luca Thomas was nominated as an Ambassador of the NSW Public Schools Performing Ensembles for Drama.

Bipandeep Banga (Year 10), Danil Dosen (Year 10) and Damien Granet (Year 9) represented NSBHS at the **Theatresports Schools Challenge**. They came second in the heat and progressed through to the semi-finals.

Many students represented NSBHS in the Arts Unit Ensembles and State Camps. These programs enabled top performers to work together in many different contexts:

State Music Camp – Aaron Peng, Jonathan Tian, Andrew Jung, Jun Kim, Calder Yeung

Arts Unit Composition Workshop – Edward Qian, Andrew Jung

Symphonic Winds and Symphony Orchestra – Andrew Jung

NSWPS Senior Singers – Thinesshan Thevathasan

State Drama Ensemble – Luca Thomas

State Drama Camp – Joseph Yu

Schools Spectacular – Andrew Jung, Thinesshan Thevathasan.

Philip Han, Nicholas Till and Joseph Yu (Year 11) competed at the **Annual Sydney Eisteddfod** in the Under 18s triologue category. They were Highly Commended for their creative execution of a scene from Harold Pinter's *The Birthday Party*.

Luca Thomas (Year 11) was one of only 24 students selected for the **NSW State Drama Ensemble**.

Cultural Excellence

Students participated in the **Interschool Chess Challenge** in Terms 2 and 3. The Junior B, all 4 Intermediate and the Senior A teams qualified for the quarter final round. Junior B progressed to the semi-final but was defeated. Intermediate B and Senior A teams were first runners-up in their divisions.

Four NSBHS teams played in the **Secondary Schools One Day Tournament (Terrey Shaw Shield)** held in the AF Henry Hall in September. In the Open Division, NSBHS was equal first on points against James Ruse Agricultural HS (JRAHS) but the shield was won by JRAHS by a small margin in the tiebreak. Our team was Gordon Yang (Year 10), Aidan Odenthal (Year 9) and Max Mikkelsen (Year 12).

Student Leadership

In March the Environment Committee did a mini clean-up of the school grounds prior to official **Clean Up Australia Day** activities. Students also joined local community groups on the day to lend a hand.

Cameron Chang (Year 11) represented NSBHS in the **Lions Youth of the Year** awards, designed to encourage, foster and develop leadership in conjunction with other citizenship qualities in our youth.

Ziyang Gao and Rodger Liang (Year 11) attended the **United Nations Youth State Conference** to discuss and attempt to resolve issues from around the world.

On Anzac Day NSBHS Prefects attended the **Anzac Day Dawn Service** at the North Sydney War Memorial. They laid a wreath at the cenotaph on behalf of the school.

Year 12 students Gordon Wu and Harrison Wong attended the **2018 Secondary Schools Student Leadership Program** at NSW Parliament House. The program also included a guided tour of Government House where they met His Excellency, General The Honourable David Hurley.

SRC representatives Zhong Guan and Joshua Arackal (Year 11); Bipandeep Banga and Joshua Lee (Year 10); and Alfred Tran, Ricky Zou, Calum Gaynor (Year 9) attended the **Future You Summit** at Riverside Girls High School. They heard from many inspirational speakers who engaged and challenged them to start thinking about their career future and beyond. The main aim of the summit was to facilitate students' introspection and exploration of their future, beyond the scope of traditional notions.

School Captain Joshua Park took part in the Department of Education's **2018 Student Leader Consultation**. Joshua was thanked for his valued contribution – thought provoking questions and suggestions to the senior executives about the Department's Strategic Plan 2018–2022.

The fifth annual **Crossroads** event was very successful. Speakers were: Otto Zhang and Saroop Philip (Class of 2015), Andrew Gorga (Class of 2017) from Generation Entrepreneur and Andrew Dai (Class of 2015) from Chartered Accountants ANZ. Current students attended enthusiastically in support of the event. Crossroads is a showcase for everything that is great about NSBHS and demonstrates **Falcon Pride**.

Joshua Park and Shoryu Das– Zaman of Year 12 progressed to the NSW semi-finals of the **Evatt Model UN Competition**. Their team, one of 30 selected out of 300 entries, took part in this diplomacy competition. Each team represented an assigned country and sat on a mock UN Security Council to debate, discuss, amend and vote on a resolution to benefit their country.

For **Education Week** in August Samarth Shrivastava and Arasa Hardie (Year 11) were chosen to participate in the **Secretary For a Day** (SFaD) program. Thirty–

five students from around NSW participated in discussion groups and shadowed members of the department. Samarth was assigned to shadow Leslie Loble (Deputy Secretary, External Affairs and Regulation) while Arasa shadowed Georgina Harrison (Deputy Secretary, Educational Services).

The presentation ceremony for the **2018 NSW Minister's and Secretary's Awards for Excellence** was held in August at the Sydney Town Hall. Two NSBHS students received the **Award for Excellence in Student Achievement**. Nathan Haurissa (2018 Vice Captain) and Kireth Sandhu (2018 Senior Prefect) were both recognised for their achievements and contributions to their school and community.

The **Centenary of the Armistice** was commemorated by the school on Sunday 11 November. Members of the Senior Leadership Council laid a wreath at the North Sydney War Memorial on behalf of the North Sydney Boys High School community.

Members of the Student Wellbeing Action Team (SWAT) attended the annual **North Shore Mental Health Forum** with other students from the local area. They participated in sessions run by experts including one by the Mental Health Commissioner. They worked in teams to develop ideas about addressing mental health in our schools and returned with great advice and wellbeing strategies to share with their peers.

Year 10 students Aden Weir and Rowan Silcock won the **United Nations Youth Negotiation** competition where teams of two students represented a sovereign state and were placed in a crisis situation they had to try and resolve.

Excellence in Sport and the Outdoors

NSBHS's 15 years 50m freestyle relay team of Alfred Tran, Jayden Lee and Samuel Yan broke the records for their event at both the zone and regional swimming carnivals. They came first at the NSW carnival and received a Combined High Schools gold medal. They swam at the NSW All Schools carnival and came 6th.

NSBHS was placed second at the Zone Swimming carnival.

North Sydney Boys High School won the 2018 Crawford Shield! We emerged victorious after 2 days of competition on home ground with a score of 8 – 5 over Melbourne High School (MHS). We won the competition in badminton, chess, debating, fencing, lawn bowls, music, table tennis and tennis. This victory was a long time coming with our last win being in 2014. Thank you to the leadership of the Crawford Shield Captain, Kireth Sandhu. **Don the Falcon** also played a huge role in supporting the teams.

In the Summer Grade Sports competition NSBHS emerged as premiers in 1st Grade Basketball; 2nd Grade Basketball; 15s Basketball; 2nd Grade Volleyball; 14s Tennis; and 15s Water Polo.

Ethan Kwong (Year 11), Stewart Wang (Year 11), Bhavi Chauhan (Year 8) and Sean Wang (Year 7) represented the Sydney North **tennis** team at the NSWCHS Individual Championships in Parramatta. Sean Wang was the winner of the junior championship and Ethan Kwong was selected for the CHS squad to play in the NSW All Schools state carnival.

Hyun Seung Lee (Year 11) was selected for the Sydney North regional **volleyball** team to compete at the CHS state carnival.

A team of Year 10 and Year 11 students came second in the **Volleyball Cup** which was played in Windsor.

Senior Prefect Kireth Sandhu played **hockey** for the Ryde Men's 1st Grade Squad in Brisbane for the Annual Pre–Season Tiger Cup. He also played in the NSW Sikhs Team at the annual Australian Sikh Games and represented North West Sydney Hockey Association at the NSW U18 State Field Hockey Championships in Bathurst. Kireth's team succeeded in reaching the Grand Final in the 1st Division for the first time ever. Kireth also captained the Sydney North Regional team in the NSWCHS championships.

Ian Lam (Year 7) and Aaron Wu (Year 8) came third at the NSW Secondary Schoolboys **Table Tennis** Challenge Cup.

NSBHS placed 3rd in the zone **cross country** carnival and 10 students qualified for the Regional Cross Country Carnival. Matthew Gim (Year 7) and Shoryu Das–Zaman (Year 12) were Age Champions for 12 years and 18 years respectively. Shoryu Das–Zaman finished in 6th place at the Regional carnival and qualified for the CHS carnival where he represented the Sydney North Cross Country team.

Pratik Napit (Year 11) represented Sydney North at the NSWCHS State Boys Championship in Bathurst. Pratik's team was runner up in the competition and Pratik was selected for the NSWCHS State **soccer** team.

James Sommer (Year 9) participated in the Green Shield **squash** teams event as a member of the Sydney Metro Boys 15yrs team which won in its age group. James' team and the Sydney Metro Girls 15yrs team together won the combined shield in their age group.

Pratik Napit (Year 11) was selected for the **National Soccer School Team (Under 19)** after two days of competition at the Under 19 Boys Tri–State Football Championship. This team toured the UK and Ireland in January 2019.

Angus Leung (Year 11) was selected as a reserve for the 2018 NSW All Schools **orienteering** team and competed in the Australian championships in South Australia.

Sean Wang (Year 7) and Stewart Wang (Year 10) were selected for the **Sydney North Open Boys Tennis Team** and played in the NSWCHS state carnival. Their team finished in 3rd place.

Pratik Napit was selected for the **Under 19s Australian School Boys Soccer** team.

Andy Huang came second in the NSW Combined High Schools **triple jump** competition.

In the Winter Grade Sports competition fourteen NSBHS teams competed in the premiership deciders. NSBHS were premiers in 1st grade, 2nd grade and 15s badminton; 1st grade hockey; 2nd grade table tennis; and 1st grade, 2nd grade, 15s and 14s tennis.

Joshua Chow and Lucas Guo of Year 7 were selected by **Badminton** NSW to represent the state at the January 2019 Interstate Series and the Australian Under 13 Championships.