

Epping Boys High School

Annual Report



2018



8884

Introduction

The Annual Report for **2018** is provided to the community of **Epping Boys High School** as an account of the school's operations and achievements throughout the year.

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

Tim O'Brien

Principal

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Message from the Principal

Our school has continued to enrich the lives of all our boys through both academic and co-curricular programs offered. Our many successes have been due to the outstanding commitment of all staff, the willingness of parents/carers to be involved in their sons' education and of course, the talents and engagement of all our boys.

Our 2018 HSC results saw the school placed 89th in the top 100 schools across the state, with Epping Boys High School as the top boys' comprehensive high school in NSW. Across the cohort 135 band 6 results were attained and 343 band 5 results attained. All students are to be congratulated for their outstanding achievement. Across all subjects studied in the 2018 HSC, our boys performed exceptionally well. It is gratifying to see the hard work and talent of both the boys and their teachers being so well rewarded.

Curriculum differentiation, pre and post feedback to the boys, and the writing of programs for all the new Stage 6 syllabuses in multiple courses have been the focus for teachers. The school also completed the NAPLAN tests online for the first time.

Throughout the year we celebrated the talents of boys and staff through: An Evening of Music, Art Exhibition and TAS Expo, football and rugby dinners, winning the champion school trophy in zone grade sport, an overseas excursion to New Zealand and the Duke of Edinburgh's Award Scheme in bronze, silver and gold. The school was also involved in fundraising for cancer – over \$20,000 was raised through *World's Greatest Shave*, Jersey Day to raise awareness for organ donation, and entertaining our community through our traditional Community Concert and Grandparents Day.

In 2018, there was a continued focus on upgrading and improving classrooms in the school. All classrooms are now air-conditioned. A number of classrooms and staffrooms have been freshly painted with new furniture and blinds installed. This upgrade will continue in 2019.

There have also been major upgrades to our sporting facilities. The two cricket nets have been replaced with three new nets, at a cost of \$120,000. The school ovals have been fully upgraded with drainage and irrigation installed. Water storage tanks have been put in place to harvest rainwater. This has been at a total cost of \$380,000. Drinking fountains/bubblers have been located throughout the school for our boys. There has also been a continued focus on improving the main entrance to the school and gardens throughout. Included in this are plans to build a Remembrance Garden to acknowledge past students and staff who have served their country and in some cases, given their life in this service.

I would like to extend my thanks to the P&C for their financial support in ensuring these projects have proceeded. The P&C and the school also promoted *Trees for Bees*, where the school community joined together to establish a native garden for domestic bees between I and J Blocks in the shape of an Emu's Foot and an Indigenous Rainbow Serpent.

To support our country cousins through the severe drought, Epping Boys High School began *Flannel Friday for Farmers*. Each Friday in August staff and boys wore a flannel shirt and donated a gold coin to raise money for farmers. Staff, students and their families also made generous financial contributions and donated essential and luxury items to the farmers. Over \$13,000 was raised. The community of Tullamore Centre Public School was adopted by Epping Boys High School as the recipient of this support. I am extremely proud of the support provided by all.

I look forward to 2019 where we strive to achieve to be even better than we were as a school in 2018.

Mr Tim O'Brien

Principal

Message from the school community

Epping Boys High School P&C Message

Epping Boys High School continues to have an active and committed P&C and we have numerous achievements to highlight. During 2018, we had over 50 members and over 25 parents in active roles, not only on the P&C Executive but also committed to the various sub-committees.

Major achievements include financing and installing:

- extensive sporting field upgrades;
- an irrigation system, drainage and water storage tanks for the sporting fields;
- purpose built cricket nets;
- air-conditioning throughout school classrooms;
- a second chilled water bottle filling station – a very popular initiative with the boys

The Events Support Committee donated their proceeds to the planned 2019 musical production *Les Miserable*.

The P&C run *Epic Eats* Canteen continues to provide an important service to our community serving lunches and snacks with proceeds being directed back into the school.

We held a successful community *Epping Arts Fair* in collaboration with staff and Rotary and raised over \$13,500.

The Events Support Committee continue to support school run activities such as Art Exhibition and TAS Expo, An Evening of Music, Orientation Day and International Teachers Day. We continued to present a P&C prize to a student at Speech Day for 'Initiative and Innovation' and a prize to a TAS student at the Art Exhibition and TAS Expo.

A dedicated band of parents and carers significantly enrich our school.

Susan Day

2018 P&C President

Message from the students

From the Year 12 Graduation Day Speech:

Memories. Everlasting memories. That is what the Epping Boys High School class of 2018 has made and left behind at Epping Boys. Over the six years of our education at Epping Boys, not a moment has come and gone where we have regretted enrolling at Epping Boys. The teachers, the students, and the all-round environment of the school creates a unique ecosystem like no other that encourages growth and development that is social, physical, mental, and emotional. It is this environment that allows us the drive to **'Strive to Achieve'** in our leadership, sport, and academia.

Throughout the years we were offered many opportunities to make a positive change to ourselves and others in the local and wider community due to the various co-curricular activities and committees that are offered at Epping Boys High School. The amount of co-curricular activities at our school is impressive. It seems every week, a new opportunity provides the option to stimulate various combinations of skills not often touched within the classrooms.

But as mentioned previous, being part of these "communities" allow students to make a change for the better, and to develop the broader school community. By being School Captain of 2017/18 I had the honour and the potential to do such things. With Thishan Wanigasekera and his blinding smile, and the ever gritty Layton Hubble by my side as Head Prefect and Vice-Captain respectively, the prefect body got to work. We wished to leave a legacy – a "puddle" if you will, when we left the school and "melted away". So we started and re-started several new initiatives within the school. We held a FIFA night in the hall in order to support our Australian comrades facing France in the FIFA World cup, we raised awareness and funds for mental health through giving every Year 12 student at Cheltenham Girls High School a rose on Valentines Day, we restarted the ever-popular Mancakes, and our largest achievement was by far raising over \$20,000 for the Leukemia Foundation through the World's Greatest Shave.

Throughout the entire year, the prefect body had the guidance, experience and personality of Mrs Hartley by our side. Always giving us advice whether it be with her wise words or sly comments. She always kept us on track. We were her last prefect group, and it was bitter-sweet for her to see the responsibility pass on to the vibrant Ms Ghorayeb. But it was heart warming to hear from the mouth of Mrs Hartley that she 'so very proud of [us] and our accomplishments, and glad [she] finished on such a great note'.

The the class of 2018 has many other people to thank. Throughout the years we have had quite a few year advisers. Mr Kayes took us in the first four years, and then due to his increase in responsibilities as Head Teacher of TAS, he had to step down. Then in Year 11 we were graciously supported by Mrs Chang and Mr Monsted. Then while Mrs Chang was on maternity leave, Mr Kinsky whipped us into shape for the various events, and the infamous HSC exams. We owe everything to Mr Kinsky, Mrs Chang, Mr Kayes, and all the other teachers at Epping Boys High School. Without them we would not have achieved our excellent academic results in the HSC.

On behalf of the class of 2018, I would like to thank all 'the boys' and the dedicated staff of Epping Boys High School for making it 2018 a great year.

Thank you for the support, the opportunities, the friendships. Thank you for the memories. Thank you for the everlasting memories.

Thank you for 2018.

Jack Foster

School Captain, 2018

School background

School vision statement

"Engaging all Boys and Building Fine Men"

"Every boy, every day, every chance"

School context

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

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

A diverse student community with an Inclusive Education Unit and 59% of students coming from a language background other than English contributes to an inclusive and dynamic learning environment that is supported by an active and involved P&C with a strong commitment to supporting the strategic directions of the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

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

In the domain of **Teaching**, our key objective has been to build staff capacity to deliver engaging and relevant learning experiences that encourage creative and critical thinking skills in all boys, across all subject areas with a strong focus on differentiation in the classroom to support students with additional learning needs and challenge students requiring enrichment. In the areas of Effective Classroom Practice, Collaborative Practice, Learning and Development and Professional Standards and Data Skills and Use the School Excellence Framework Self-assessment Survey Internal Evaluation Team determined that we were meeting the criteria to be considered **Sustaining and Growing**.

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

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Lifelong learners, striving for excellence

Purpose

Through enhancing emotional intelligence and effective interpersonal skills, all learners are inspired to be creative, critical and reflective thinkers and leaders, receptive to change and lifelong learning with a global outlook.

Overall summary of progress

- A whole school Wellbeing Scope and Sequence that maps out the inclusive learning programs for student academic and emotional success and resilience, the professional learning required for staff and the information sessions to support the parent/caregivers in a shared vision for their child/ward as lifelong learners was established in 2018.
- NAPLAN and HSC results continue to be significantly above state average.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 75% of students will demonstrate value-added improvement in external examinations in Years 7, 9 and 12• Decrease the number of students in the bottom 2 bands in all test areas of Year 9 NAPLAN by 10%• No band 1s or 2s in any HSC course• Student reflection is embedded in all assessment tasks• A "flagship" classroom is established in each faculty to support creative, critical and collaborative learning experiences• BYOD successfully rolled out across the school	\$6,000	<ul style="list-style-type: none">• The value-added data from years 9 to 12 shows that students at Epping Boys High School have moved from delivering in 2017 to excelling in 2018.• The number of students in the bottom 2 bands in NAPLAN for Year 9 has been reduced significantly in all test areas except writing. A reduction of the number of students in the bottom two bands in Reading in 2017 from 7% to only 1% in 2018, in Numeracy from 11% to 9%, in Reading from 28% to 5%, in Spelling from 8% to 4% and in Writing from 21% to 23%.• Staff has engaged with significant professional learning to understand different ways to embed student reflection in assessment tasks.• All faculties have improved the physical learning environment of their classrooms.• Considerable updates to the outside learning spaces have occurred.

Next Steps

- A whole school extended, structured writing program will be the focus of the Literacy team in 2019 and beyond.
- The Head Teacher Middle School and Head Teacher Senior School will continue to enhance academic goal setting with students in 2019.
- The **Boys to Men** Program will extend into Year 10 from 2019 to further support the wellbeing of all boys as they transition from the Middle School to Senior School.
- Continued improvement of student learning spaces will occur in 2019, including the replacement of ageing demountable classrooms.



Strategic Direction 2

Reflective practice, high professional standards

Purpose

To promote and facilitate a culture of high professional standards and inclusivity through dynamic whole school teaching practices, including literacy, numeracy, differentiation and effective feedback.

Overall summary of progress

- Staff have been working collegially to better understand and successfully apply the new NESA mandated accreditation procedures and shape their PDPs around the Professional Standards for Teachers.
- Pre and post assessment feedback and an understanding of the pedagogy of reflection has been a focus of whole school professional learning in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All staff engaged in regular lesson observations to improve their own practice and provide feedback to colleagues• Literacy and numeracy skills identified across all faculty areas and embedded in all programs 7–12• All teachers will have successfully maintained accreditation at proficiency in Australian Teaching Standards	<ul style="list-style-type: none">• \$21,200	<ul style="list-style-type: none">• A whole school lesson observation pro forma was utilised to target staff identified areas of their practice that aligned with the School Plan and their PDPs.• Literacy was a focus of staff professional learning in 2018 with Teach Meets attended by all staff members to enable strong differentiation of literacy skills and lessons into all faculty areas.• All teachers in the school are accredited at the level that aligns with their experience and meet the standards of NESA.

Next Steps

- Greater access to professional learning in 2019 to look at how classroom data can be used to ensure lesson observations are shaped around an evidence based framework.
- The Literacy Team in 2019 will deliver more whole school professional development, especially around writing skills in the Middle School that support student transition to the Senior School.



Strategic Direction 3

Transforming leadership, strengthening community partnerships

Purpose

To grow the leadership capacity of the school through expert knowledge and supportive, transformative practice. Engagement with the community is further enhanced through increased participation, transparency and effective communication of learning, well-being and sustainability initiatives.

Overall summary of progress

- There is enhanced communication with the community utilising the Parent Portal, school newsletter and school social media outlets to establish a shared understanding of the direction of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• A system of distributed leadership is established with 2ICs across all faculties and leadership areas.• Regular, timetabled mentoring sessions between senior executive staff and Head Teachers• Executive Meeting restructure to reflect a professional learning focus• All Faculty Management Plans reflect the School Plan	<ul style="list-style-type: none">• \$12,000	<ul style="list-style-type: none">• All faculty and leadership areas have a 2IC whereby colleagues work together to ensure a shared understanding of roles and responsibility and ensure long term succession planning.• Senior Executive Teams have been working to establish a timetable of support for student and staff growth and ensure compliance targets are met to a high professional standard.• All faculties have strong Faculty Management Plans that embed the core values of the School Plan and address a faculty focus.

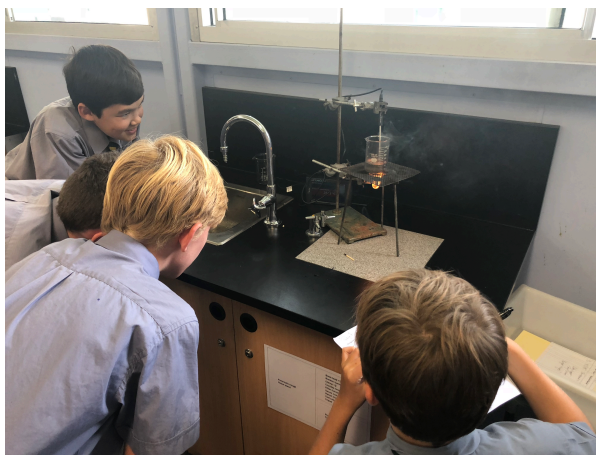
Next Steps

- For 2019 and beyond each Deputy Principal will have regular, timetabled meetings with their allocated Head Teachers to assess the success of Faculty Management Plans.
- The School Bytes LMS will enhance more timely communication with parents and carers about school events in 2019.
- Extended Parent/Teacher Evenings in 2019 will facilitate better communication with parents about student progress and learning goals for the Preliminary and HSC courses.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,602	<ul style="list-style-type: none"> • All indigenous students have Personalised Learning and Support Plans (PL&SPs) and are making progress across the literacy and numeracy continuums, where targeted. • A staff member (the Learning and Support Teacher) supports all indigenous students with their learning and liaises with the parent/caregiver to establish educational goals and provide support. • Aboriginal studies and contexts are integrated throughout a wide range of subjects areas including Science, History, Geography and English. • Extra curricula opportunities are made available for indigenous students, including sporting excursions and overseas tours.
English language proficiency	\$252,371	<ul style="list-style-type: none"> • There are currently 59% of the student population who are identified as EAL/D and are supported through various programs throughout the school. • Students in Years 7–12 receive in class support from EAL/D teachers and designated EAL/D SLSOs. They also receive one-on-one academic and social support from EAL/D staff before school, at recess and at lunch. • An additional intensive English elective has been initiated in Stage 5 to further support EAL/D students with language acquisition prior to entering Years 11 and 12.
Low level adjustment for disability	\$138,556	<ul style="list-style-type: none"> • Middle School and Senior School Learning and Support and Case Management meetings are held weekly to ensure robust planning and implementation of programs for students with additional needs in the areas of learning, well being and behaviour. • A strengthened transition program from Year 6–7 has ensured that students with additional learning needs are supported prior to their arrival at the school. • A Learning and Support folder informs staff about students requiring additional support and maps out strategies to assist with learning success. • All students who receive Integration Funding are supported by the LaST and an SLSO to ensure that they are able to access the curriculum; PL&SPs are reviewed annually. • All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. • Whole school programs to promote inclusion and build confidence and success for all students include the Cafe Program, Homework Club, RAISE Mentoring Program and the transition support program. • Disability Provisions are managed by the Head Teacher Middle School and Head Teacher Senior School and are provided for internal and external assessment tasks; VALID, NAPLAN and the HSC.

Socio-economic background	\$23,608	<ul style="list-style-type: none"> • Wellbeing initiatives to contribute to the social and wellbeing needs of boys, with a focus on boys education pedagogy to engage all students with their learning include: access to fitness activities before school, gardening club, subsidised support for excursions where financial hardship has been identified, staff mentoring where needed. • Strong case management and liaising with outside agencies further supports these processes.
Support for beginning teachers	\$96,475	<ul style="list-style-type: none"> • The Head Teacher Teaching and Learning manages an induction program to suit the accreditation needs of Teachers Seeking Accreditation at Proficient who are employed in both a permanent and temporary capacity at the school. • A key aspect of the support offered to beginning teachers is the allocation of a buddy (within their faculty and also an external buddy) who provides both mentoring and support for the beginning teacher and ensures their familiarity with the culture and processes of the school. • TPL is targeted in line with PDPs to support professional learning goals of beginning teachers. This is facilitated through external providers and also from educational leaders and experts within the school community. • Beginning teachers are on a reduced teaching load to facilitate time for planning and reflection as well as to spend time with their Head Teacher to support their PDP goals.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	1121	1152	1155	1180
Girls	0	0	0	0

Epping Boys High School continues to have an outstanding reputation in the local community and has maintained consistently high enrolment numbers. The Year 7 cohort in 2018 attended 33 different Primary Schools. A robust program supported these boys in successfully transitioning to Epping Boys High School.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.9	96.8	95.8	96
8	94.1	95.4	95	94.1
9	94.7	93.6	94.8	93
10	93.2	95.4	94.1	93.5
11	94.3	93.3	94.4	92.8
12	94.4	95.5	93.6	92.8
All Years	94.4	94.9	94.6	93.8
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

- Students at Epping Boys High School are expected to attend school every day classes run.
- The rate of attendance is consistently above the State DoE average, which reflects the high quality systems in place to monitor attendance and support students experiencing difficulties in this regard.
- The Middle School and Senior School Learning and Support and Case Management Team is lead by the Deputy Principals and Head Teacher Wellbeing and utilises the SENTRAL software package to compile and analyse attendance data.
- Daily monitoring of attendance is managed by the Head Teacher Well Being in partnership with parents/caregivers.
- The success of these strategies reflect the high level of engagement and importance placed on education by the school community.
- The Home School Liaison Officer program is also utilised in a small number of cases where significant and ongoing health and wellbeing concerns impact on school attendance.
- Improved rates of attendance for boys in the Senior School will be a focus for 2019.

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	10
TAFE entry	0	0	38
University Entry	0	0	52
Other	0	0	0
Unknown	0	0	0

205 students sat the HSC and there were 165 university offers and 6 International students were offered university places

A range of university courses were selected for study by the 2018 cohort:

- 56 students elected to study courses in the following fields: finance, commerce, economics, business and actuarial studies;
- 27 students elected to study sciences;
- 17 students elected to study engineering;
- Other university courses chosen include: Computer Science /IT, Law, Security Studies, Psychology, Health, Teaching, Arts, Music, Medical Science, Sport, Actuarial, Pharmacy, VA/Design, Nursing, Environment, Communications, Planning, Architecture.

Most favoured universities were:

- Macquarie University 43%;
- University of New South Wales 24%;
- University of Sydney 10%;
- University of Technology 6%;
- other universities 17% which include; WSU, Australian Catholic University, Australian National University, Australian Institute of Management (AIM) and Australian Film Television & Radio School (ATFRS).

Year 12 students undertaking vocational or trade training

In 2018 students at Epping Boys High School participated in the following courses:

- VET Construction – 10 students
- VET Entertainment – 4 students
- VET Hospitality – 27 students
- VET Sports Coaching – 7 students
- School Based Apprenticeship – 3 students
- TAFE – 15 students, 2 of whom studied two courses (4 units) at TAFE

Year 12 students attaining HSC or equivalent vocational education qualification

All students received their HSC with one student completing his HSC through Pathways, over two years, and 8 students attending the Saturday School of Community Languages.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	59.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	16.37
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the Aboriginal composition of their workforce.

At Epping Boys High School no staff member identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	21

Professional learning and teacher accreditation

Staff at Epping Boys High School undertook a broad range of professional learning in 2018 to increase their expertise across the full range of school activities with \$86 732 committed.

Strategic Direction 1 – Lifelong learners, striving for excellence – accounted for a significant proportion of funds. In 2018, teacher professional learning was overwhelmingly focused on enhancing student achievement, with a particular focus on collective understanding of the impact of technology on wellbeing, teaching and learning through the employment of outside experts to deliver programs to staff, students and the community. This linked directly with **Strategic Direction 2 – Reflective practice, high professional standards** with funds committed to this mainly including casual cover costs, with the most substantial financial expenditure in preparation for the new syllabus requirements for the Preliminary and HSC courses across multiple subject areas. **Strategic Direction 3 – Transforming leadership, strengthening community partnerships** accounted for a smaller percentage of funds. The apparent disparity between expenditure on the three strategic directions is reflective of the dynamic nature of the academic curriculum and the greater volume of training opportunities available to increase academic expertise as well as the implications of new syllabus content and structures across multiple KLAS and the strength of PL offered at SDDs.

Quality professional learning was a significant consideration in 2018:

- Newly appointed permanent and temporary staff members were provided with a grant to aid their establishment in NSW public schools under the *Great Teaching, Inspired Learning* framework. Expenditure under this program was primarily used to provide relief time to refine teaching programs, attend professional learning and access mentoring from senior colleagues and executive staff.

New teachers to the profession who do not fulfil the criteria to access this funding are supported by the Head Teacher Teaching and Learning in terms of:

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

All staff in the school have been engaged in professional learning that is appropriate for their level of accreditation. Due to the changes to the accreditation process all staff have been working collaboratively through the process of maintaining accreditation and logging professional learning hours. Due to considerable technical issues with the NESA e-TAMS platform staff training sessions across the year have been dedicated to supporting all staff with this.

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	1,311,098
Revenue	14,122,667
Appropriation	11,815,805
Sale of Goods and Services	428,067
Grants and Contributions	1,867,409
Gain and Loss	0
Other Revenue	-10,106
Investment Income	21,491
Expenses	-14,529,787
Recurrent Expenses	-14,529,787
Employee Related	-11,244,959
Operating Expenses	-3,284,828
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-407,120
Balance Carried Forward	903,978

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.

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	9,994,371
Base Per Capita	226,814
Base Location	0
Other Base	9,767,557
Equity Total	417,137
Equity Aboriginal	2,602
Equity Socio economic	23,608
Equity Language	252,371
Equity Disability	138,556
Targeted Total	751,370
Other Total	110,222
Grand Total	11,273,101

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.

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.

In Year 7 for NAPLAN (Literacy):

- 44% of students achieved in the top two bands for the test area of Reading.
- 28.7% of students achieved in the top two bands for the test area of Writing.
- 56.3% of students achieved in the top two bands for the test area of Spelling.
- 51.9% of students achieved in the top two bands for the test area of Grammar and Punctuation.

In Year 9 for NAPLAN (Literacy):

- 41.5% of students achieved in the top two bands for the test area of Reading, 20.4% higher than the rest of the DoE.
- 14.6% of students achieved in the top two bands for the test area of Writing, 2% higher than the rest of the DoE.
- 42% of students achieved in the top two bands for the test area of Spelling, 17.6% higher than the rest of the DoE.
- 34.7% of students achieved in the top two bands for the test area of Grammar and Punctuation, 11.3% higher than the rest of the DoE.

Enhancing proficiency of writing will be a focus in the Middle School in 2019

In Year 7 for NAPLAN (Numeracy):

- 65.2% of students achieved in the top two bands for the test area of Numeracy, 37.8% higher than the rest of the DoE.

In Year 9 for NAPLAN (Numeracy):

- 67.8% of students achieved in the top two bands for the test area of Numeracy, 41.6% higher than the rest of the DoE.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands

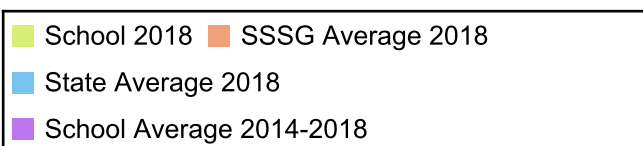
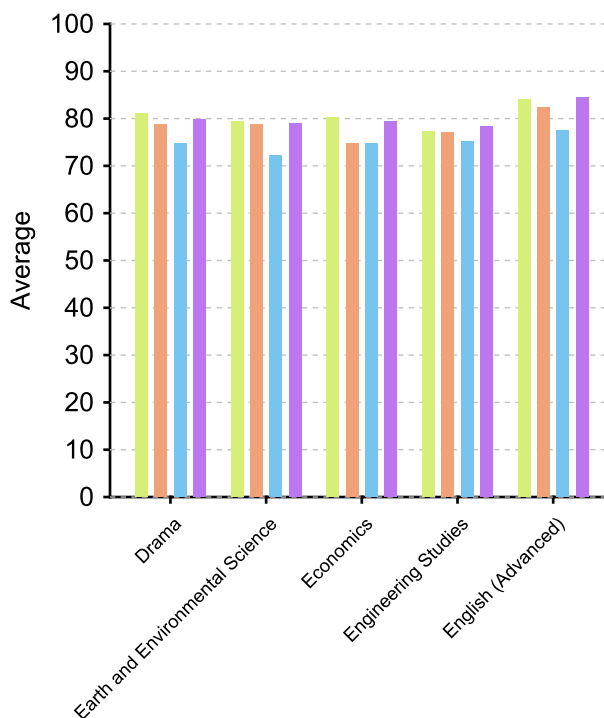
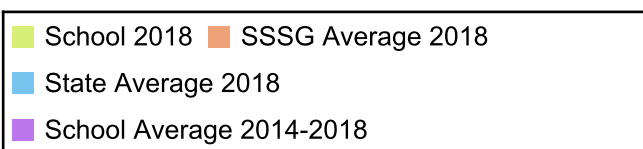
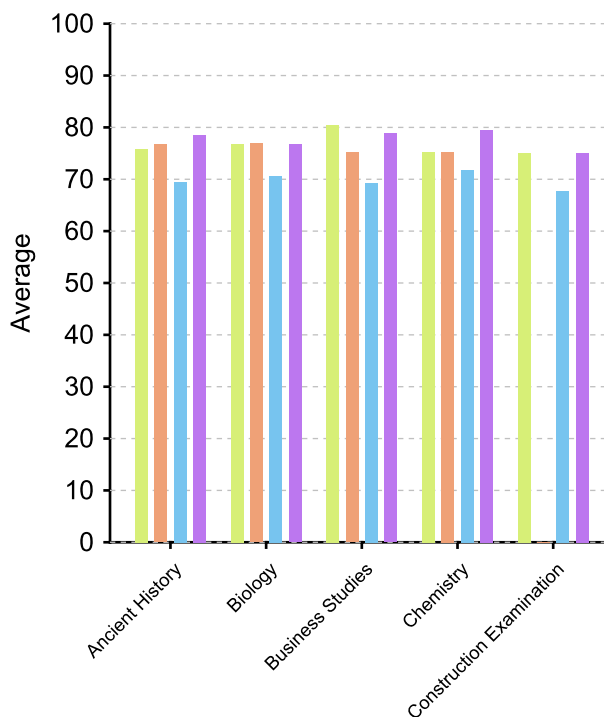
Due to the number of ATSI students who completed NAPLAN Online testing at Epping Boys High School being below 10 and the DoE requirement that the reporting of information must be consistent with privacy and personal information policies, publishing of this data would allow the identification of the students and has therefore been excluded.

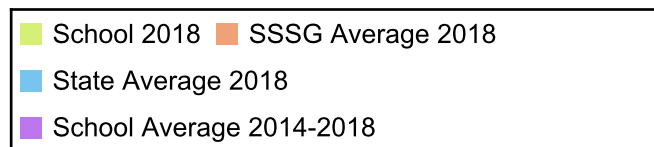
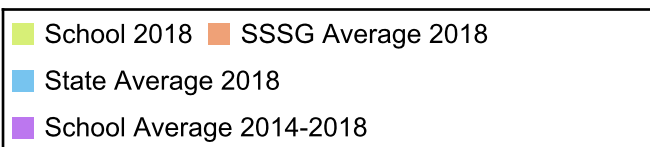
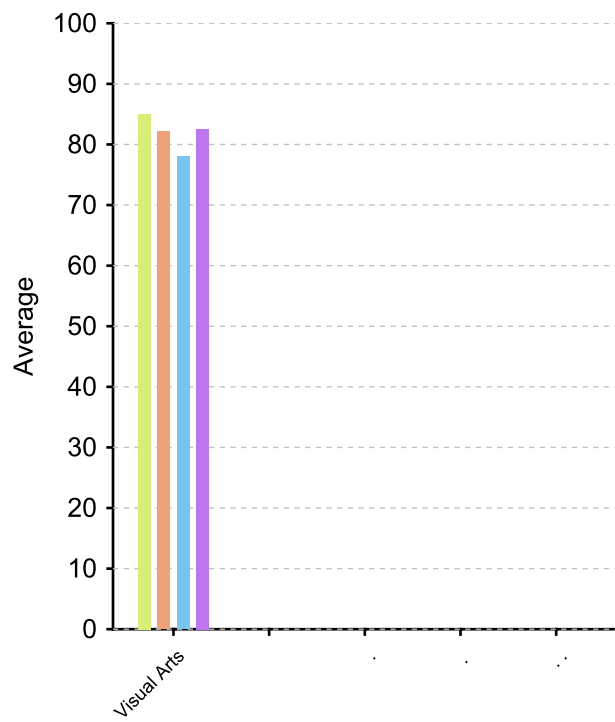
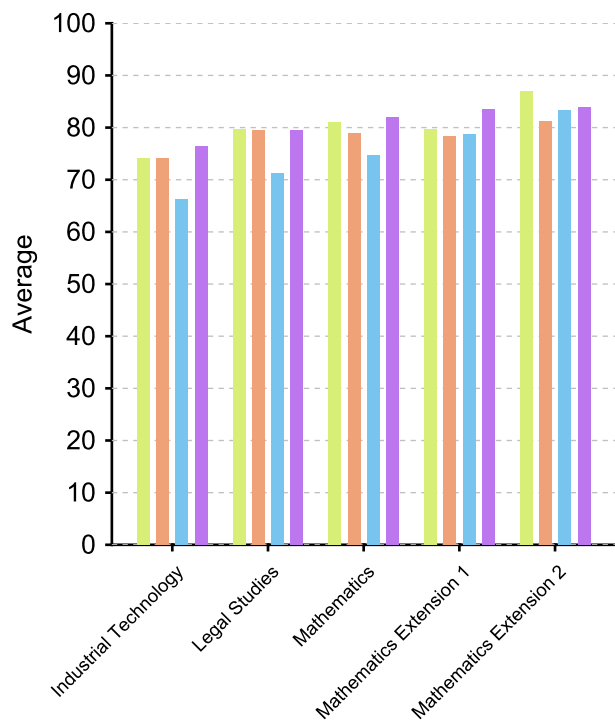
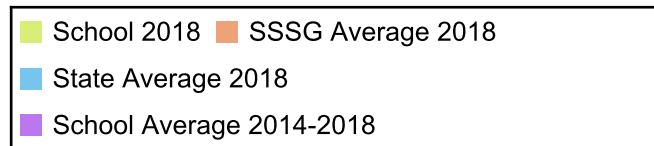
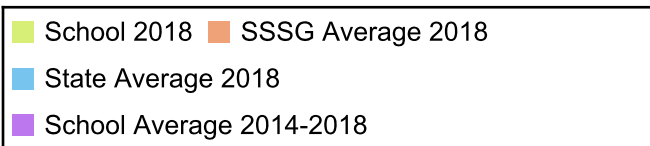
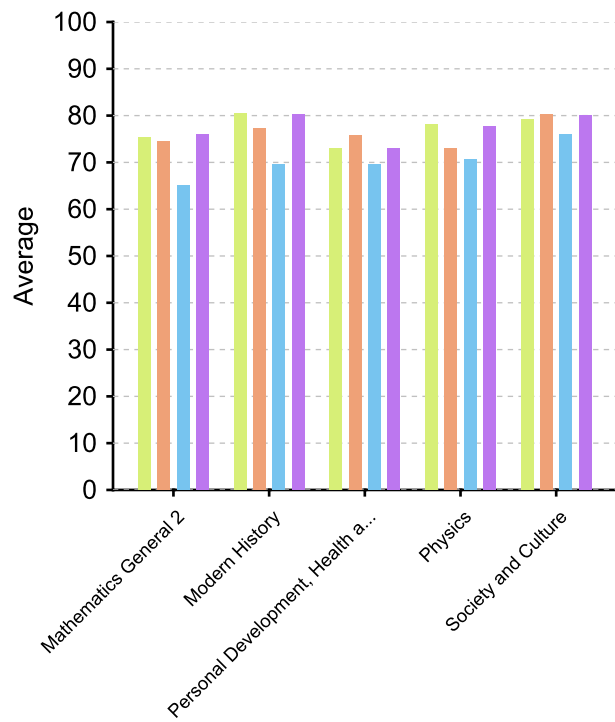
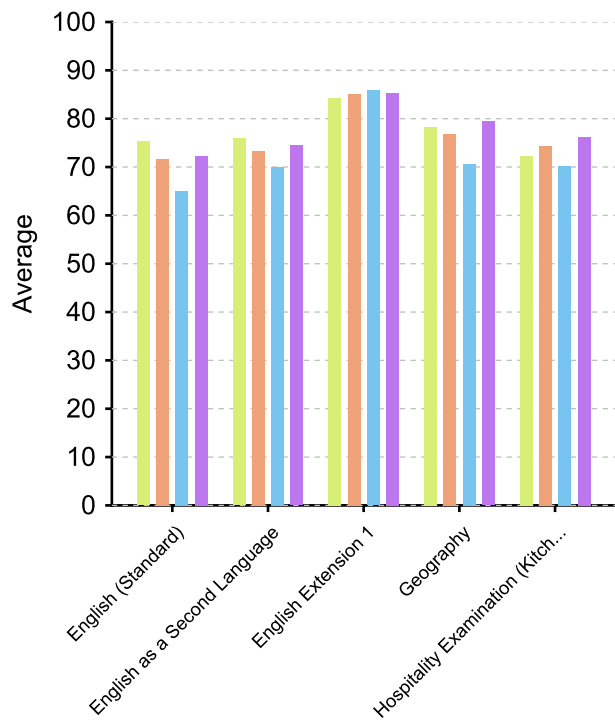
Higher School Certificate (HSC)

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

Band 6 Achievement of school cohort

- Software Design and Development 63%
- Mathematics Extension 2 43%
- Visual Arts 43%
- Mathematics Extension 1 31%
- Drama 27%
- Mathematics 26%
- Modern History 24%
- Society and Culture 23%
- Economics 22%
- Chemistry 20%
- English Advanced 19%
- English Extension 1 18%
- Business Studies 18%
- Japanese Continuers 17%
- Mathematics General 14%
- Physics 14%
- Ancient History 13%
- Biology 11%
- English Second Language 10%
- Industrial Technology 8%
- Legal Studies 6%
- Engineering Studies 5%
- English Standard 4%





Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	75.8	76.7	69.5	78.6
Biology	76.8	76.9	70.7	76.7

Business Studies	80.5	75.2	69.3	78.8
Chemistry	75.3	75.3	71.8	79.5
Construction Examination	75.1	0.0	67.8	75.1
Drama	81.0	78.8	74.8	79.9
Earth and Environmental Science	79.4	78.7	72.3	78.9
Economics	80.2	74.8	74.7	79.4
Engineering Studies	77.2	77.1	75.3	78.2
English (Advanced)	84.0	82.4	77.5	84.4
English (Standard)	75.3	71.7	65.0	72.3
English as a Second Language	75.9	73.3	70.1	74.4
English Extension 1	84.2	85.2	85.8	85.3
Geography	78.3	76.9	70.6	79.4
Hospitality Examination (Kitchen Operations and Cookery)	72.3	74.3	70.3	76.2
Industrial Technology	74.2	74.2	66.2	76.5
Legal Studies	79.6	79.4	71.2	79.4
Mathematics	81.0	78.9	74.8	82.0
Mathematics Extension 1	79.7	78.3	78.7	83.4
Mathematics Extension 2	86.9	81.2	83.3	84.0
Mathematics General 2	75.3	74.5	65.1	75.9
Modern History	80.4	77.3	69.5	80.2
Personal Development, Health and Physical Education	72.9	75.8	69.5	72.9
Physics	78.2	73.1	70.6	77.7
Society and Culture	79.2	80.2	76.1	80.0
Visual Arts	85.0	82.1	78.0	82.5

Outstanding HSC Results:

- Epping Boys High School finished 89th in the state based on results and is the top boys' comprehensive high school.
- 44 students received an ATAR above 90, with 12 of those students achieving an ATAR above 98
- Cohort attained 135 Band 6 results across multiple subjects and 343 Band 5 results.
- 9 students were placed in the Premier's All Rounders list, where they achieved over 90 in five of their subjects

Outstanding Student Results:

- Dux, 2018 – Paarth Rathore achieved the ATAR of 99.8
- Matthew Palmer – HSC Body of Work was nominated to be exhibited in ArtExpress and is on display in the Art Gallery of NSW
- Alex Wei –HSC Body of Work was nominated to be exhibited in ArtExpress and is on display at the Amory Homebush.
- Charlie Aubert – VET student of the Year
- Benyad Cina – State Rank, English (Standard)

Parent/caregiver, student, teacher satisfaction

Epping Boys High School enjoys a strong sense of community with high expectations being a shared vision between the school, the students, the parent/caregiver body and the broader community. Parent feedback is regularly sought and provided through P&C Meetings, Parent/Teacher Interviews and through ongoing communication channels with teachers, Year Advisers and the School Executive.

Key areas of concern identified by parents/caregivers included the impact of technology use and misuse on student wellbeing, the challenges of transition and student organisation in the Middle School and increasing levels of anxiety regarding study routines and results in the Senior School.

To address these concerns a number of parent information sessions were run throughout the year on positively managing technology with teenagers, the importance of good sleep habits and building resilience; both academic and emotional. These were generally well attended and well received by the community, further strengthening a sense of shared values.

Students identify with a genuine pride in their school and a desire to achieve their personal best through building strong relationships with staff members and their peers. A high rate of participation in cocurricular activities is also noted as a strength of the school, with sport and the variety of subjects available being viewed as a highlight by many boys. Student feedback about the need for updated facilities, particularly the need for updated toilet and change room facilities, has been flagged as an issue causing dissatisfaction.

Epping Boys High School participated in the *Tell Them From Me* surveys in 2018. Students in Year 7 and 8 identified as having high advocacy and high expectations for themselves in 75% of responses. This figure declined significantly in Year 9 and 10 but increased again in Year 11 and 12. A *Boys to Men* Wellbeing lesson has been added to the Year 10 Curriculum in 2019 as part of a whole school direction to strengthen wellbeing in stage 5.

The teaching and non-teaching staff at EBHS are a cohesive group who work collaboratively to support each other in achieving strong educational and wellbeing outcomes for all boys. Non-teaching staff continue to identify the impact of the new financial management system and reporting systems as being an ongoing challenge and continue to access training and sharing of expertise across school groups as a means to better understand system requirements. Compared to 2017, however, they have reported feeling greater expertise with applying new systems.

Teaching staff expressed their high levels of satisfaction with the collegiality and positivity of the staff but identified that a considerable increase in administrative tasks from outside the school, especially the inadequately resourced and poor technical capabilities of the new e-TAMS accreditation platform

with NESA, coupled with the disappointingly resourced implementation program from NESA for major syllabus changes for Year 12 in 2019 as creating significant stress with many samples of programs, assessments and exams only being made available with a very limited time for inclusion in planning. As a school professional learning for faculties to create their own resources and work with colleagues across other schools was a means to overcome these not inconsiderable challenges.

Staff, students and families are proud of their school and work together to constantly challenge themselves to strive to achieve a positive and participatory learning environment.



Policy requirements

Aboriginal education

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

Multicultural and anti-racism education

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