

Epping Boys High School

2019 Annual Report



8884

Introduction

The Annual Report for 2019 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.

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Message from the principal

Principal's Address

As I reflect on the past year it is raining heavily in Sydney but, sadly, the much needed rain is not falling in the country areas that badly need it. We read in the papers how country towns are running out of water and the devastating effect the severe drought is having on our country cousins. To keep our boys aware of these hardships we have continued with our theme of "Flannel Friday for Farmers" in 2019. Hopefully when we reflect on 2020 we can report that the drought was broken.

A Remembrance Memorial (on the front cover of this report) has been constructed in front of the Administration Office to honour the 'Old Boys' who have served and the three 'Old Boys' who were killed in action for their country:

- **Alan William AHERN** – Sergeant, 8th Battalion, enlisted 1965, died of wounds on 14 May 1970 in US Evacuation Hospital after a land mine explosion.
- **Harry Winston WHITE** – Private, 1st Battalion, served from 5 June 1965 – 3 June 1966, and from 18 March 1968 – 16 May 1968, 424 days service, he died on 16 May 1968 from wounds suffered fighting in the Battle of Coral and Balmoral.
- **Bernhard Anthony GARLAND** – Lieutenant, 1st Field Regiment, served from 8 May 1969 – 22 April 1970, killed in a mine explosion in Phuc Thuy Province, 350 days service.

School life in 2019 has followed similar patterns to our past years. Our boys have been provided with many and varied opportunities to engage in the culture of the school.

The HSC results continue to showcase the academic excellence that is so ingrained in the culture of our school.

The musical *Les Misérables*, was an outstanding success. In partnership with Cheltenham Girls High School the two schools continued the traditions of staging a production that showcased the talents and work ethic of the boys, girls and staff. The musical and the EBHS Evening of Music, Drama Evening, Art Exhibition and TAS Expo all reflect the high value placed on practical subjects in our school. All demonstrate the commitment by the boys and staff to whole year projects.

Sport success continued in 2019 with EBHS being the champion summer and winter sport in the zone. Our Football and Rugby Dinners saw individuals and teams recognised for their efforts and allowed our VET Hospitality boys to demonstrate their catering expertise. The Rugby Dinner, due to declining numbers in the sport, will not be a stand-alone function in 2020.

The Duke of Edinburgh program saw boys complete Bronze, Silver and Gold Awards. Nine boys (Liam Baguley, Jonathan Kelleher, Riley Kenyon, Luke Niccol, Kieran Nicoll, Mathew Palmer, Quinn Richardson, Thomas Sharpe, Christopher Tait) attained their Gold level; an outstanding achievement while still at school. The dedication of the teachers, Mitchell Leggo, Ian Hungerford, Jessica Wiseheart and Ben Gibb, who coordinated the program along with many other staff who volunteered to participate in the walks to ensure this program retains its prominence in the school

and across all schools in NSW are applauded.

Our prefects raised \$30 000 through the *World's Greatest Shave*, a school record amount. Along with Jersey Day, the boys volunteered to collect money for the Salvation Army, Legacy, Red Cross, Wesley Mission, Daffodil Day and Jeans for Genes Day. Their services demonstrated the boys' community involvement.

The school continued its partnership with Oxley High School, in Tamworth, and Quirindi High School Clontarf. Thirty-five Aboriginal Boys and five staff stayed at the school over two nights while they competed in a state wide Aboriginal Rugby League knockout. The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment pursuits of young Aboriginal and Torres Strait Islander men.

Continued building improvements have occurred throughout the year with new roofs on buildings and external and internal painting in all areas.

I personally acknowledge the great work of our P&C, the support offered by our broader parents/caregivers of our boys, and all our dedicated staff for their commitment to EBHS.

We do it all again in 2020, only better!

Tim O'Brien

Principal

Message from the school community

Address from the P&C

We have had another busy P&C year supporting the work of our teachers and improving school facilities.

Our major financial contribution was to the extensive upgrade of the sporting fields, installation of water tanks and an irrigation system.

After the success and popularity of the chilled water bottle filling station at the canteen we installed a further two chilled and four non-chilled water stations across the school. The stations were a joint P&C and Stronger Community Grant project.

For a third year, in partnership with teachers and Epping Rotary, we held the Epping Arts Fair. We increased the range of artists and gave a major Prize of \$2500 for the winning entry. Kristine Ballard won the major prize and Jumae Jane Kim won the People's Choice for a second year running. We invited the local Primary Schools to compete in an art competition with the theme 'Summer'.

The Events Committee continue to support the school, including at Evening of Music, Orientation Day and Art Expo. The Events Committee also ably run the second hand uniform shop.

The Grounds team continue to work on improving the school environment. This year we focused on Parson's Pathway.

We continue to have an active P&C at EBHS and wish to thank all parents for their help. We also wish to acknowledge and thank Mr Tim O'Brien and the full teaching and support staff for your commitment to thoughtfully guiding our boys through their formative years.

Allan Dall

P&C President

Susan Day

Previous P&C President

Message from the students

School Captain's Farewell Speech

In 2014, I arrived at the school as a tiny year 7, armed with a bag big enough to sleep in and an arsenal of pens and pencils that numbered more than I could count. I was ready for everything that life could throw at me. That is, until I saw

the bigger and stinkier year 10s and 11s towering over me. It seemed as if everyone was against us year 7s. Only one group stood up for us and helped us out. The prefects. Since that very first day, the many past prefects and their captains; Luke, Kiatin, Nikhil, Ned and Jack, have shaped my attitude towards schooling and getting involved as well as my mind set of striving to achieve. Each and every one of these prefect groups has had something about them that has made them memorable. And as a result, the 2018/2019 Prefect Group has attempted to create our own lasting legacy this past year.

This past year, our prefects have been spurred on by the idea of leaving muddy hand prints behind us or getting our hands dirty getting involved in our school and community. Now that our time is up, it is easy for us to reflect upon the muddy mess we've left behind us.

We began our year with Movember, continuing the legacy left by past years that have also participated in this event. However, to add our own twist and legacy to this event we collaborated with Cheltenham girls to sell baked goods at both schools at the same time. As a result of this and a glorious pink moustache from our Principal, we were able to raise in excess of \$5000, beating past records.

This same kind of success continued into our World's Greatest Shave fundraising, in which a week full of donuts, crazy hair, shaving and competition with our sisters at Cheltenham as well as Ms De Souza and Ms Wisehart's bravery in shaving their heads too lead to us raising over \$30,000. A colossal effort that once again smashed past records.

On top of this, our Prefect group has been involved in giving flowers to Cheltenham girls, our female staff and Mr O'Brien on Valentines Day, Cheltenham's Got Talent, in which our dance moves earned us an award for the best leadership group in the event, the Rotary Olden Goldies Cruise and our own initiative with Cheltenham, of donating sanitary products to homeless people in our community.

Of course none of these things would be possible without the commitment of every prefect and the support of the ever gracious and wise, Mr O'Brien and the guidance of our Prefect Advisor, Ms Aida Ghorayeb, and as a result I would like to extend huge thanks to everyone involved in the Prefect Group of 2019.

We were able to achieve a lot, strengthen the relationship between Cheltenham and Epping and have well and truly left our hand prints behind us. Although we weren't able to achieve everything we set out to, I think that's a good thing. If you achieve everything you set out to, you didn't set your goals high enough. Despite this, I am confident that 2020 Prefect Group lead by Sam, Hayden and James will be able to continue our legacy and create one of their own. Who knows, maybe they'll be able to achieve the things that we weren't able to and rise to new heights.

I urge all boys, whether prefects or not, to continue to uphold the fine image of Epping. Work hard. Play hard.

Strive to achieve.

Tim Cornell

School Captain 2019



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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

- 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

Progress towards achieving improvement measures

- Process 1:**
- Implement an integrated, whole school approach to well-being that is responsive to the needs of students and the expectations of the community.
 - Specific data informed improvement strategies are mapped out in each faculty to support student improvement and ownership of their own learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• NAPLAN and HSC results continue to be significantly above state average. There were no band 1 or 2 results in 19 subjects in 2019.• Quality student feedback on assessment tasks is embedded across all faculty areas.• All faculties have significantly enhanced the visual impact of their classrooms.• All eligible students achieved National Minimum Standards by Year 12.	<ul style="list-style-type: none">• Professional Learning funds.• The employment of a third Deputy Principal to focus on student engagement.• Increased period allowances for Year Advisers.• The employment of a Student Welfare Officer• Additional SLSOs

Next Steps

- Targeted professional learning for all teaching staff in the super-six comprehension strategies to build student skill set with reading and comprehension.
- BYOD program extended through a pilot program in Year 8.
- Professional learning delivered around the external SICM process extended to all faculties to enhance delivery of Stage 6 courses.



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.

Improvement Measures

- 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

Progress towards achieving improvement measures

- Process 1:**
- Targeted TPL sessions delivered to the whole staff and targeted staff focus groups to ensure that teachers explicitly teach literacy and numeracy skills and differentiate to build academic success and rigour. Thus, students, through lessons, classwork and assessments are exposed to relevant and contextualised literacy and numeracy strategies which reinforce explicit literacy and numeracy skills.
 - Head Teacher T&L supports Teachers Seeking Accreditation at proficient and all staff in maintaining accreditation, HAT supports interested staff in gaining accreditation at higher levels

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Head Teachers have allocated time to engage with lesson observations with their staff.• Whole school structured writing approach has been the focus of staff professional learning and embedded into programs in the Middle School.• All teachers are supported in maintaining their accreditation at proficient.	<ul style="list-style-type: none">• Period allowance for Head Teachers to mentor staff.• Professional Learning funds to support Literacy initiatives.

Next Steps

- Staff professional learning to be delivered targeting micro–skills to enhance classroom practice.
- Improved cross–faculty lesson observations.
- Greater focus on support for higher levels of accreditation; Highly Accomplished and Lead.



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.

Improvement Measures

- 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

Progress towards achieving improvement measures

- Process 1:**
- External providers build staff expertise through TPL and designated staff share through school based professional learning at both a faculty level and through designated teams
 - Implementation time is allocated for all staff to apply professional learning that supports the strategic directions of the school plan, through Teach Meet Sessions as a regular feature of the staff professional learning calendar to promote pedagogical leadership opportunities

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All faculties have actively engaged with a Faculty Management Plan that embeds the strategic directions of the School Plan.• Distributed leadership occurs across all faculties.• Executive Meetings regularly embed professional learning.• A teams structure has been established in the key areas of – Enrichment, Literacy, Positive Behaviour for Learning, Environment, Action Research and STEAM.	<ul style="list-style-type: none">• Period allowances for staff who take on additional leadership or program management roles.

Next Steps

- Update team structure to reflect the refined school goals for 2020.
- Enhance leadership training for the executive and staff.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2666	<ul style="list-style-type: none"> • Aboriginal studies and contexts are integrated throughout a wide range of subjects areas including Science, History, Geography and English. • 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. • An aboriginal student leads the <i>Address to Country</i> at all formal school events to ensure that the indigenous perspective is embedded as part of the whole school culture. • Extra curricula opportunities are made available for Indigenous students, including sporting excursions, cultural camps and overseas tours. • All Indigenous students have Personalised Learning and Support Plans (PL&SPs) and are making progress across the literacy and numeracy continuums, where targeted. • PL&SPs are evaluated at the end of the year and targets are shared with all staff on Staff Development Days and published in the Learning and Support Folder, annually. • The data for Indigenous students is tracked and analysed for all external tests by the Head Teacher Middle School and Head Teacher Senior School. • No indigenous student sat for the NAPLAN tests in 2019. • All indigenous students met the National Minimum Standards, in all test areas.
English language proficiency	\$269 879	<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 (Language and Media) has been continued in Stage 5 to further support EAL/D students with language acquisition prior to entering Years 11 and 12. • ESL English instruction occurs in Year 11 and 12. • Targeted Professional learning for all staff was delivered on Staff Development Days in terms of explicit teaching of metalanguage, scaffolding, reduction of lexical density in written explanations and message abundance for EAL/D students. • With an increase in International Students at the school in 2019, additional support for language acquisition as well as wellbeing have been established, including a designated roll call group with a Stage Coordinator allocated to liaise with the Learning Support and Wellbeing Case Management Team.

English language proficiency	\$269 879	families and carers of International Students a 'Meet the Teachers' Evening has been planned for the beginning of each year.
Low level adjustment for disability	\$142 128	<ul style="list-style-type: none"> • The Learning and Support program at Epping Boys High School has developed strongly in 2019 and is considered an example of best practice. • 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. In 2019 this included extra transition afternoons with a strong focus on engagement and rapport building. • A Learning and Support folder informs staff about students requiring additional support and maps out strategies to assist with learning success. Three levels of support are designated – funded, targeted and flagged. The LaST, SLSOs and classroom teachers work together to ensure consistent support for these students. • 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. • In the Senior School, Transition Meetings with the Support Teacher, Transition, occur to support students with identified learning and support issues with their transition from school to work or training.
Socio–economic background	\$21 698	<ul style="list-style-type: none"> • Wellbeing initiatives are central to the values at Epping Boys High School and contribute to the social and wellbeing needs of boys, with a focus on boys education pedagogy to engage all students with their learning. These include: access to fitness activities before school, gardening club, subsidised support for excursions and school uniform where financial hardship has been identified, staff mentoring where needed. • Strong case management and liaising with outside agencies further supports these processes. • The RAISE mentoring program and Links to Learning program is also available to

Socio-economic background	\$21 698	<p>students who are identified as needing alternate educational pathways or additional support with their wellbeing and engagement.</p> <ul style="list-style-type: none"> • A Student Welfare Officer, Colleen Sweeney, was employed in 2019 to provide additional and targeted support for identified students, including OOHC students.
Support for beginning teachers	\$89 049	<ul style="list-style-type: none"> • In 2019 beginning teachers were supported with an induction program led by the Deputy Principal, Narelle Kathryn. this program aims to familiarise new teachers with the systems in the school, boys education pedagogy, the PBL program and networks for mentoring and support with curriculum and resource development and behaviour management. • The Head Teacher Teaching and Learning, Catherine Tang-Vrataric, also supports beginning teachers with their accreditation, meeting with them at designated times throughout the year to assist them with seeking accreditation at proficient and mapping out observations of teachers across varied faculties in the school and, importantly, to identify areas where additional support may be needed. This is made available for those who are employed in both a permanent and temporary capacity at the school. • The Head Teacher Administration, Jonathan Bailey, supports casual teachers who are in the early years of their career. • 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			
	2016	2017	2018	2019
Boys	1152	1155	1180	1276
Girls	0	0	0	0

Student attendance profile

School				
Year	2016	2017	2018	2019
7	96.8	95.8	96	94.7
8	95.4	95	94.1	93.3
9	93.6	94.8	93	92.1
10	95.4	94.1	93.5	92.3
11	93.3	94.4	92.8	93.7
12	95.5	93.6	92.8	91.5
All Years	94.9	94.6	93.8	93
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Monitoring of Attendance at Epping Boys High School

- 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. Improved attendance continues to be a goal.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	1
TAFE entry	0	0	4
University Entry	0	0	78
Other	0	0	2
Unknown	0	0	14

182 students sat the HSC and there were 142 university offers

A range of university courses were selected for study by the 2019 cohort:

- 42 students elected to study courses in the following fields: finance, commerce, economics, and business;
- 30 students elected to study sciences, including health science;
- 18 students elected to study engineering;
- Other university courses chosen include: Computer Science /IT, Law, Security Studies, Psychology, Health, Teaching, Arts, Music, Medical Science, Sport, VA/Design, Nursing, Environment, Communications, Planning, Architecture, Cyber Security.
- The majority of students chose to attend Macquarie University (42 students). Other choices included the University of New South Wales (31), University of Technology (17), University of Sydney (14), Western Sydney University (8), Australian Catholic University (7). Other universities which include; Torrens University, RMIT, ICMS.

Year 12 students undertaking vocational or trade training

21.62% of Year 12 students at Epping Boys High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

99.5% of all Year 12 students at Epping Boys High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

The HSC results at Epping Boys High School were once again outstanding. This is a testament to the hard work of the students and their teachers and the strong value our community places on educational attainment.

Band 6 Achievement of school cohort

- Software Design and Development 50%
- Music Extension 50%
- Mathematics Extension 1 43%
- Entertainment Industry 33%
- Business Studies 30%
- Mathematics Extension 2 29%
- Physics 28%
- Drama 22%
- Legal Studies 21%
- Japanese Continuers 19%
- Economics 17%
- Modern History 17%
- Economics 17%
- Chemistry 16%
- English Advanced 16%
- Visual Arts 14%
- Engineering Studies 13%
- Ancient History 12%

- Mathematics 10%
- English – EAL/D 8%
- Hospitality 7%
- Mathematics Standard 2 6%
- Personal Development, Health and Physical Education 4%

Individual HSC Success in 2019 –

The dux of 2019 was Haotian Li, who achieved the ATAR of 99.9. Haotian Li also received a state rank, achieving a 1st place in Japanese Continuers.

Other excellent results include:

- Bailey Shakesheff – 99.65
- Sanchay Kalra – 99.35
- Luis de Lima – 98.95
- Aditya Aron – 98.85
- Matthew Henning – 98.55
- Oden Petersen – 97.85
- Sureshkumar Ghanesh – 97.55
- Joachim Cain – 97.5
- Douglas Cain – 97.1
- Massie Cina – 96.25
- Zhouxing Yang – 96.2
- Thomas Yang – 96.2
- Gabriel Rosendo – 96.2
- Yixuan Zhou – 95.7
- AnthonyLai 95.5
- Keshav Krishna – 95.4
- Hamish Roos – 95.25

23% of students were awarded an ATAR of above 90

Students also excelled in the Creative and Performing Arts as well as Technical and Applied Studies:

HSC *ArtExpress* – Body of Work nominations

- Nathaniel Lowe's HSC Body of Work was nominated and selected to be exhibited in *ArtExpress*

HSC *Encore* – Music Nominations

- Jackson Dean was nominated for *Encore* for Music 2 and Extension Music

HSC *OnSTAGE* – Drama performance nominations

- Ethan Baptist was nominated for *OnStage* for both Individual Performance and for Group Project
- Jackson Dean was nominated for *OnStage* for both Individual Performance and for Group Project
- Tim Cornell was nominated for the Group Project
- Callum Haayema was nominated for the Group Project
- Mitchell Harrison was nominated for the Group Project

HSC *Shape* – Design & Technology Nomination

- Jack Hibbard's Industrial Technology project was nominated for inclusion in *Shape*.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	63.7
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	16.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	903,978
Revenue	15,485,036
Appropriation	12,674,082
Sale of Goods and Services	23,223
Grants and contributions	2,589,115
Investment income	10,167
Other revenue	188,449
Expenses	-15,924,086
Employee related	-12,483,653
Operating expenses	-3,440,434
Surplus / deficit for the year	-439,050

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	781,554
Equity Total	436,370
Equity - Aboriginal	2,666
Equity - Socio-economic	21,698
Equity - Language	269,879
Equity - Disability	142,128
Base Total	10,647,939
Base - Per Capita	281,087
Base - Location	0
Base - Other	10,366,851
Other Total	475,948
Grand Total	12,341,811

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

NAPLAN results in 2019 at Epping Boys High School were significantly above state average in all test areas for Literacy, with writing showing the greatest growth from 2018. This is attributed to improved teaching of a whole school approach to extended, structured writing

In Year 9, 211 students completed the NAPLAN tests online:

- READING – 35% of students achieved in the top two bands
- WRITING– 21% of students achieved in the top two bands
- SPELLING – 37% of students achieved in the top two bands
- GRAMMAR AND PUNCTUATION – 30% of students achieved in the top two bands

Numeracy

NAPLAN results in 2019 at Epping Boys High School were significantly above state average for Numeracy.

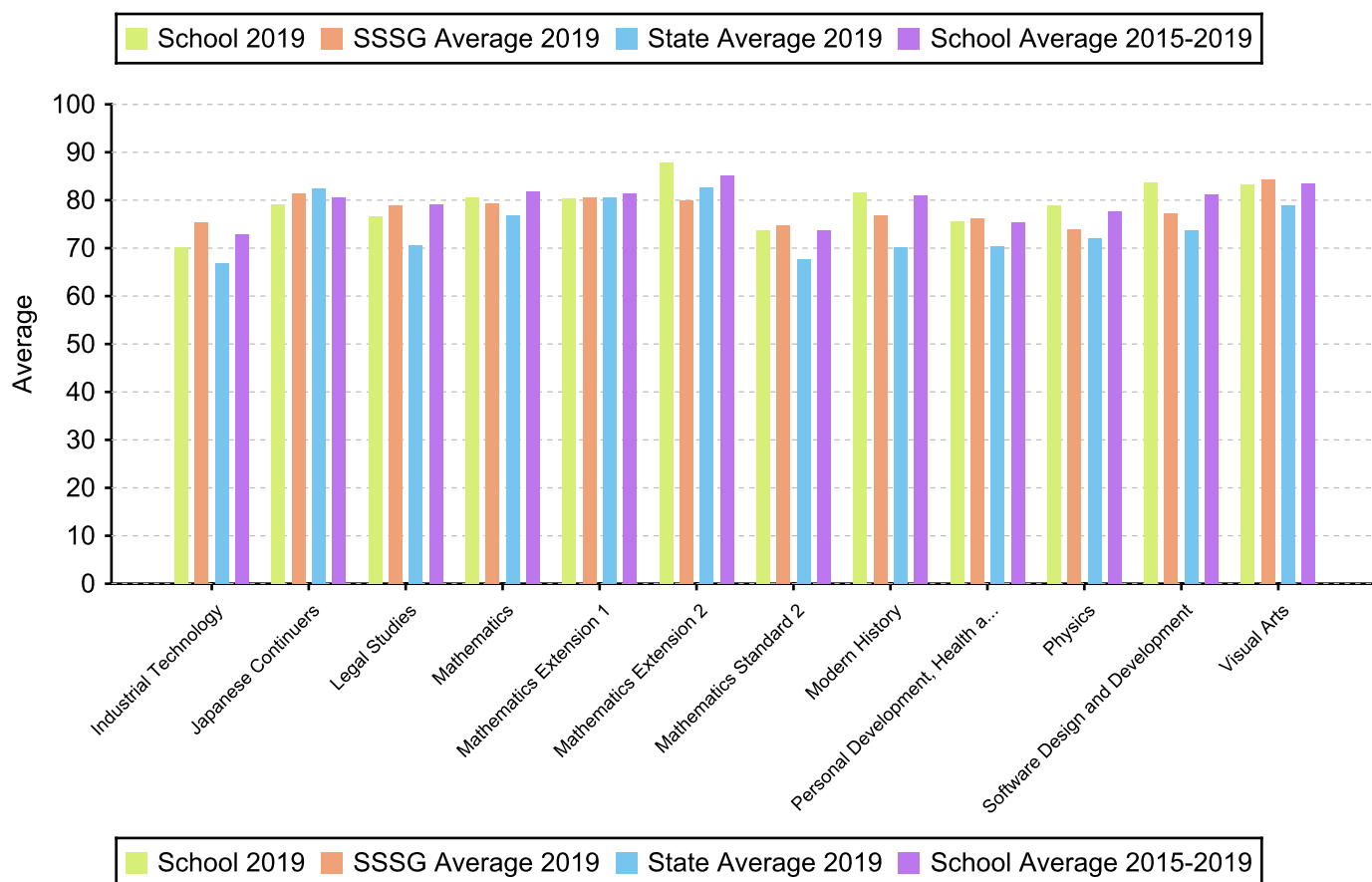
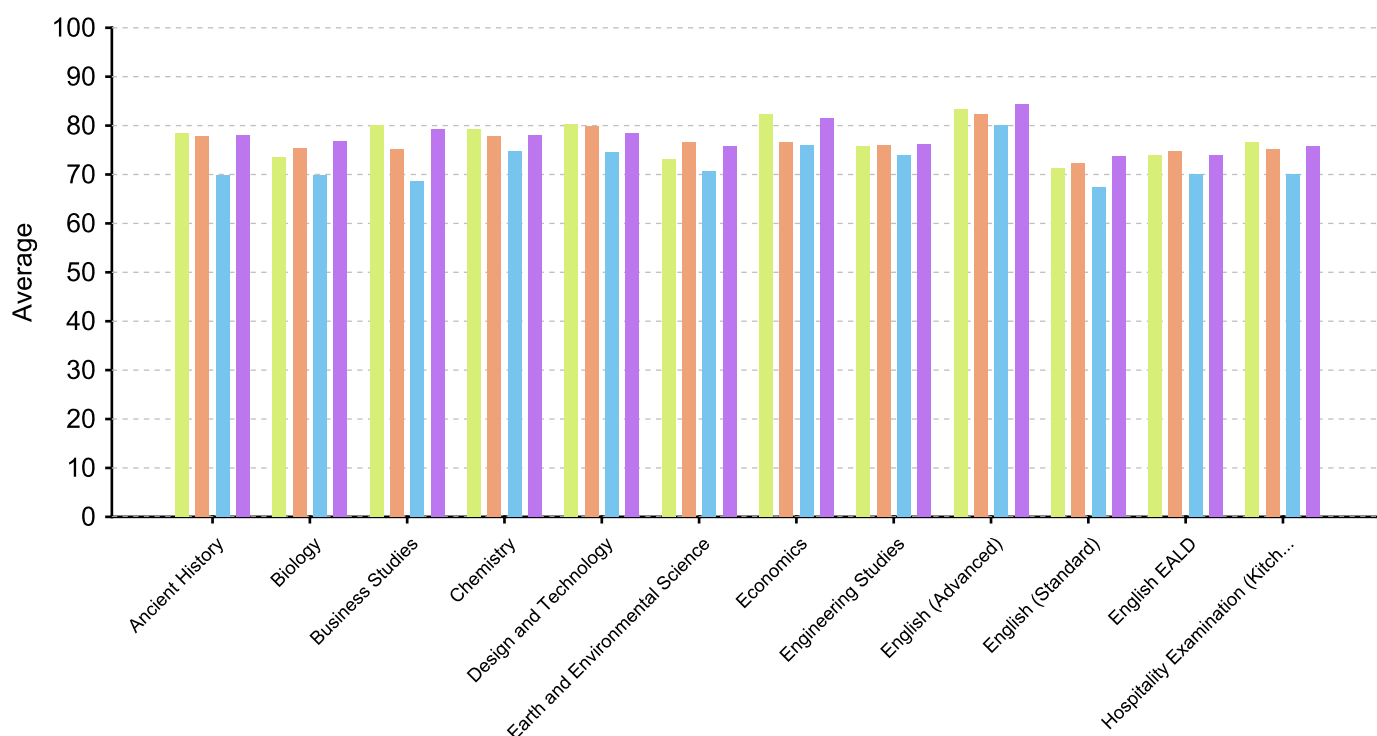
In Year 9, 211 students completed the NAPLAN tests online:

- NUMERACY – 63% of students achieved in the top two bands

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	78.5	77.8	69.9	77.9
Biology	73.6	75.3	69.9	76.8
Business Studies	80.0	75.2	68.6	79.3
Chemistry	79.3	77.7	74.7	78.0
Design and Technology	80.3	79.8	74.5	78.4
Earth and Environmental Science	73.1	76.6	70.6	75.8
Economics	82.4	76.5	75.9	81.4
Engineering Studies	75.8	76.0	73.9	76.2
English (Advanced)	83.4	82.3	80.0	84.3
English (Standard)	71.3	72.4	67.3	73.8
English EALD	73.9	74.7	70.0	73.9
Hospitality Examination (Kitchen Operations and Cookery)	76.6	75.0	70.0	75.7
Industrial Technology	70.1	75.3	66.8	73.0
Japanese Continuers	79.1	81.5	82.5	80.6
Legal Studies	76.7	78.9	70.6	79.1
Mathematics	80.6	79.4	76.9	81.9
Mathematics Extension 1	80.4	80.6	80.6	81.4
Mathematics Extension 2	87.8	79.9	82.7	85.2
Mathematics Standard 2	73.6	74.7	67.7	73.6
Modern History	81.7	76.8	70.2	81.1
Personal Development, Health and Physical Education	75.5	76.3	70.5	75.3
Physics	79.0	74.0	72.1	77.7
Software Design and Development	83.7	77.2	73.8	81.2
Visual Arts	83.3	84.2	78.8	83.5



Parent/caregiver, student, teacher satisfaction

- Once more parent/caregiver feedback has identified the impact of technology, particularly mobile phones, as of significant concern in terms of the learning and wellbeing of students. As a result of this the P&C has funded signage for designated device free zones in the playground. These have been effective in improving the opportunity for students to socialise more freely during break times.
- Clear and timely communication has been identified as a priority for parents at Epping Boys High School. To enhance the quality of communication the *School Bytes* software system has been utilised by the school to ensure that the executive and wellbeing staff are able to communicate with parents in an efficient manner about important curriculum events, extracurricular, sporting and wellbeing programs, including *Boys to Men*.
- The *Tell Them from Me* survey was utilised in 2019 to measure student voice. The Centre for Educational Statistics and Evaluation considers that the act of capturing student voice gives students the opportunity to provide feedback and influence their own school experience. This can have an impact on their effort, participation and engagement in learning. Student feedback may also help teachers develop new perspectives on their teaching and can contribute to broader areas of school planning and improvement. Pleasingly, 61% of students in Year 12 identified that they had high expectations for themselves and advocacy for them at school. The results were similar for Year 7, 8, and 11. Students in Years 9 and 10, however, recorded lower results in these domains. These concerns have been addressed at a whole school level and the *Boys to Men* Program has been identified as a key means to improve connection with these students, as well as increased school funding of period allowances for Year Advisers and the employment of additional wellbeing staff, including a Student Welfare Office.
- Staff at the school have indicated they are concerned about the societal increase in mental health issues facing students and are supportive of measures in place to enhance the opportunity for students to have greater communication with the Wellbeing Team and enhanced staff professional learning around this area.
- With the advent of new HSC courses in a large range of subjects staff noted that this has caused a significant increase in their work load and associated stress levels. To support staff in implementing new Preliminary and HSC courses substantial professional learning time, funds and faculty planning time was allocated from the school budget to support staff in their desire to continue to deliver high quality teaching and learning programs for students.









Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Students at Epping Boys High School 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.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

