

# 2020 Annual Report

## Epping Boys High School



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## Introduction

The Annual Report for 2020 is provided to the community of Epping Boys High School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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### Relieving Principal's Message

We started 2021 by farewelling our Principal, Tim O'Brien. We will miss Mr O'Brien greatly and would like to acknowledge the strength of his legacy at our school; he was an exceptional leader and educator who genuinely cared for each and every boy in our school. We wish him the very best at Kellyville High School.

Reflecting on 2020 does, of course, present us with numerous examples of both the challenges and the triumphs that we faced as a society and as a school. At the core of the culture of our school is the extent of extra curricula opportunities available to all students. Yet despite the global pandemic meaning that many of these were cancelled or moved to an online platform I have been impressed by the determination of staff and students alike to ensure that the heart and soul of Epping Boys High School continued to flourish in 2020.

Sport and the Creative and Performing Arts were particularly impacted by the COVID 19 restrictions and yet all staff worked together to ensure that modified versions of activities were made available for all students to enjoy and learn from. Likewise the Duke of Edinburgh Program was able to recommence as soon as restrictions eased and charity fundraising continued by each year group and the prefect group.

We are incredibly proud of the exceptional results achieved by our 2020 Year 12 cohort. Despite the challenges faced as the first NSW public school with a positive COVID 19 case and with the *Learning from Home* phase right in the middle of the HSC course, it is clear that our school community maintained the high expectations for each boy, with a strong focus on wellbeing support, resilience building and academic challenge. The incredible commitment of the school staff and broader community is evidenced by the outstanding results:

- Ranked 76th in the state, up 41 spots from 2019
- 10 students in the HSC All-round Achievers Merit List, achieving a result in the highest band possible (Band 6 or Band E4) in 10 or more units of courses in their pattern of study.
- Students received state ranks in 3 academic subjects - 4th in Earth and Environment Science, 6th in Information Processes and Technology, 15th in Legal Studies.
- Students received recognition as High Achievers in practical subjects with nominations in *Shape* for Design and Technology, Music 2 and Music Extension *Encore* Performances and *Art Express* for Visual Arts
- 82 individual students on 195 occasions were recognised as HSC Distinguished Achievers, that acknowledges students who achieved a result in the highest band (Band 6 or Band E4) for one or more courses.
- 23% of students achieved an ATAR of 90 or greater.

I would like to sincerely congratulate every student who has worked hard to demonstrate their success in a vast array of school activities and highly commend the efforts of all school staff; both teaching and non-teaching, who have nurtured, supported and encouraged students throughout their educational journey. Moreover, the P&C and the broader parent and community body are to be acknowledged for their ongoing commitment to developing opportunities and supporting achievement at our school.

We look forward to our school continuing to flourish in 2021!

**Jessica Schadel**

**Relieving Principal**

## Message from the school community

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In what was a particularly challenging year I'd like to thank the Principal, Staff and Students of Epping Boys for their efforts in adapting to new modes of education delivery.

The tireless efforts of our volunteer P&C committee members are valued and appreciated by the entire school community. We're looking forward to resuming normal P&C operations across our P&C run Canteen, Events Support, Second Hand Uniform shop and other in school activities like grounds maintenance working bees in 2021. Our boys experience the benefits of years of investment and volunteering from parents and the community on a day to day basis.

As one of the best comprehensive high schools in NSW it was a pleasure serving as your President for 2020 and I look forward to continuing to work with the parent community in the new year.

**Allan Dall**

**P&C President 2020**

### The Farewell Speech of Sam Collins (School Captain 2020)

What an unbelievable 6 years we've had. A 6 years full of intense handball matches, good banter and an unhealthy amount of large chocolate oaks. A 6 years where we've seen teachers taped to walls for fundraisers, watched intense rugby matches from the Millamurra hill and sung our fair share of 'We are Epping Boys' High School'. A 6 years where we've done everything from building friendships that will last a lifetime, playing sport alongside each other, being involved in a vast array of extra-curricular activities, and also squeezing in a bit of learning.

And there is one group we have to all thank for making this happen. Our teachers. Because at Epping, they don't just teach. They've supported us, particularly through this stressful HSC year, they've taken their own time to mark our practise essays, and they've worked with us to make sure we are the best people we can be - both in and outside the classroom. The work and dedication of our teachers serves as a great reminder of how fortunate we have been over our time here at Epping.

And while at the moment all our thoughts are overwhelmed with syllabus dot points, essay plans, facts and formulae, it's important to remember the real-life applications of the skills each faculty has taught us.

Maths, to think things through logically.

Science, how observation and research can help us understand things.

CAPA, how it doesn't hurt to get a little creative.

Social Science, how we can start to understand the world around us.

Languages, how to talk to people around the world.

TAS, how to start with something and use it to create something far better.

PDHPE, how we can stay safe and healthy, and to avoid drinking punch at parties.

English, how we can learn from what others have written, and that quoting poetry will always make you sound impressive.

And History, who have taught us to learn from the past, and to never, ever, invade Russia.

We have had so many caring people working to make sure our school life is the best it can possibly be. As well as the amazing teachers, we've had our librarians ensuring our literary needs are met, our careers advisors making sure we know how to get into uni and Tafe, our SAS staff for keeping things running smoothly, the sport coordinator for getting us to the right field at the right time to play against the right team, and our school executive of Mr O'Brien, Ms Schadel, Ms Kathryn and Mr Martin, who have led this school every step of the way, and kept "the main thing, the main thing".

And then of course, who could forget Ms Laman. Affectionately known as Lamo. Nobody else I know could play for the Waratahs, teach both PE and Food Tech, and keep all of us lads on track. She's been assisted by several teachers over the years, including Mr Nelson, Ms Zarif and Ms Coleman, so a big thank you to them also.

I think we should give a big round of applause to all the staff, who work here at Epping Boys' High School, especially Miss Laman, for all they have done for us over the last 6 years ...

Now I don't think any speech could truly reflect the experiences of our cohort without addressing the insane nature of the year we've had. And what a year it's been. We started out with making a BIG splash at the swimming carnival, and this was quickly overshadowed by Covid-19. What started as a slightly exciting experience of trying to anticipate what would happen next quickly became a depressing realisation of the realities and devastation a pandemic can bring. And it definitely made many things harder. Studying - got harder. Socialising - got harder. Getting toilet paper - got harder.

But I think we all learned a couple of things that we wouldn't have without the events that occurred this year

1. We learnt how vital it is to keep in touch with the friends we have made. For me at least, one of the things that was so essential to keeping me sane was calls with mates from school. Enjoying the thrill of someone sending around a code for another zoom call meeting. And even as we go off after this week into the 'real world' I hope we all have many friends we can keep in touch with from our time here at Epping.
2. How much we missed school. I'm sure we'd all be lying if we said we were disappointed about Epping's first school closure all the way back on the 6th of March. But as the novelty wore off, and the days turned to weeks of being off school, I think we all realised how good this place really is and how much we missed it - how lucky we are to



attend Epping Boys'.

3. The importance of adapting to what's thrown at us. Every single day seemed to give some new news, or some changing circumstances. But one thing I think we did really well as a year was being able to roll with the punches. We were able to improvise, adapt, and overcome. We did get through it, and we take these skills with us.

So while we wouldn't have chosen the year to be this way, despite the challenges, there are definitely a lot of good things we have taken away from it.

But before I'm done, there are more people we need to thank. To our parents and families watching at home, thank you for all the support, encouragement and love you have given us to get us here. We're so thankful for all you do for us.

And finally, thank you to all you boys. I could not have asked for a more amazing year group to spend my time at Epping boys with. There are many people in this year I have admired, in so many different areas, be it in sport, academics, or what they do in extracurricular activities. And as I look back on the last years we've had, I've been so thankful for all the conversations, friendships and good times I've shared with so many of you. I thank you all.

So, goodbye and best wishes for the future. Thank you all for everything. As we go out to see what life has in store for us, remember the skills and values Epping has taught us, and how fortunate we are to have had this strong foundation to build on. Nelson Mandela once said "Education is the most powerful weapon which you can use to change the world". Let's use the education we have for good. We have a world of opportunities and possibilities ahead of us. Let's go.

**Sam Collins**

**School Captain - 2020**



Year 12 2020 Prefect Group

## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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"><li>• NAPLAN results are not available for 2020 due to the cancellation of the testing due to COVID 19</li><li>• HSC results continued to be significantly above state average with the school ranking increasing up 41 spots from 2019 to 76th in the state.</li><li>• There less than 3% of Band 1 or 2 results in the HSC</li><li>• All eligible students achieved National Minimum Standards by Year 12</li></ul>	<ul style="list-style-type: none"><li>• Professional Learning funds - for teaching and non-teaching staff</li><li>• The employment of a third Deputy Principal to focus on student engagement</li><li>• Increased period allowances for Year Advisers and Assistant Year Advisers</li><li>• The employment of a Student Welfare Officer</li><li>• Additional SLSOs for learning and Support and International Students</li></ul>

### Next Steps

- Extended collection of Wellbeing data from all year groups to support ongoing modification of the *Boys to Men* Program
- All faculties have course specific HSC targets embedded in their Faculty Improvement Plan
- Shared parent and staff information sessions about identified learning and wellbeing directions





## 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

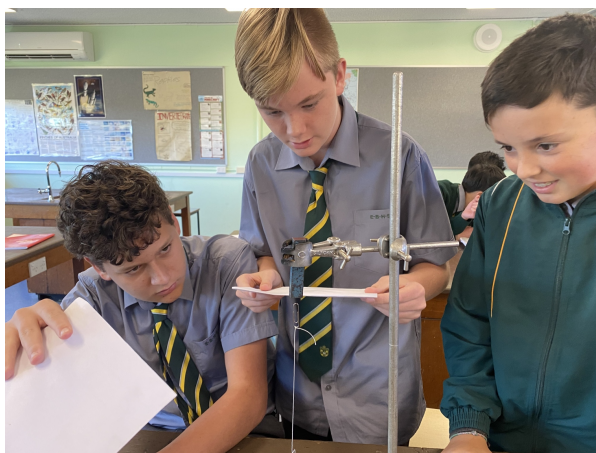
### Progress towards achieving improvement measures

- 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"><li>• Whole School writing to be extended into Stage 6 and differentiated depending on individual faculty analysis of HSC RAP data</li><li>• Check in Assessment to be utilised in Year 8 to identify students requiring additional support with literacy and numeracy</li><li>• Best Start testing to be utilised with incoming Year 7 cohorts to identify gap analysis for literacy and numeracy</li></ul>	<ul style="list-style-type: none"><li>• Period allowance for Head Teachers to mentor staff and engage with targeted classroom observations</li><li>• Professional Learning funds to support the Literacy Team in delivering Reading and comprehension initiatives.</li></ul>

### Next Steps

- Staff professional learning to be delivered targeting data informed practice and collaborative practice..
- Improved cross-faculty lesson observations with a shared lesson observation proforma.
- Greater focus on support for early career teachers.



### 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"><li>• All faculties have actively engaged with a Faculty Management Plan that embeds the strategic directions of the School Plan.</li><li>• Distributed leadership occurs across all faculties, with succession planning in place in most key areas, including team leadership.</li><li>• Executive Meetings regularly embed professional learning with a leadership focus.</li><li>• A teams structure has been realigned with the key areas of - Engagement, Literacy, Positive Behaviour for Learning, Action Research and Year Advisers.</li></ul>	<ul style="list-style-type: none"><li>• Professional Learning funds for team leaders to upskill staff</li><li>• Additional period allowance for wellbeing team</li></ul>

#### Next Steps

- Modification of the teams structure to align with the 2021-2024 School Improvement Plan



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2039	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• All Indigenous students have Personalised Learning and Support Plans (PL&amp;SPs) and are making progress across the literacy and numeracy continuums, where targeted.</li> <li>• PL&amp;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.</li> <li>• The data for Indigenous students is tracked and analysed for all external tests by the Head Teacher Middle School and Head Teacher Senior School.</li> <li>• Aboriginal studies and contexts are integrated throughout a wide range of subjects areas including Science, History, Geography and English.</li> <li>• Extra curricula opportunities are made available for Indigenous students, including sporting excursions, cultural camps and overseas tours (in non-COVID years)</li> <li>• No indigenous student sat for the NAPLAN tests in 2020 due to the COVID 19 cancellation of the tests.</li> <li>• All eligible indigenous students met the National Minimum Standards, in all test areas.</li> </ul>
English language proficiency	\$586,816	<ul style="list-style-type: none"> <li>• There are currently 59% of the student population who are identified as EAL/D and are supported through various programs throughout the school.</li> <li>• 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.</li> <li>• An additional intensive English elective (Language and Media) operates in Stage 5 to further support EAL/D students with language acquisition prior to entering Years 11 and 12.</li> <li>• ESL English instruction occurs in Year 11 and 12.</li> <li>• Targeted Professional learning for all staff is delivered to all staff throughout the year with an ongoing focus on the explicit teaching of metalanguage, scaffolding, reduction of lexical density in written explanations and message abundance for EAL/D students.</li> <li>• With an increase in International Students at the school since 2019 and the impact of COVID 19 on many of our International Students who have not had contact with their families for an extended period of time, additional support for language acquisition as well as wellbeing have been expanded, including a designated roll call group with a Stage Coordinator allocated to liaise with the</li> </ul>

<b>English language proficiency</b>	\$586,816	<p>Learning Support and Wellbeing Case Management Team.</p> <ul style="list-style-type: none"> <li>• To enhance stronger connections with families and carers of International Students a 'Meet the Teachers' Evening occurred at the beginning of each year.</li> </ul>
<b>Low level adjustment for disability</b>	\$153,219	<ul style="list-style-type: none"> <li>• The Learning and Support program at Epping Boys High School has developed strongly in 2020 and is considered an example of best practice.</li> <li>• 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.</li> <li>• 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 2020 COVID guidelines meant a restricted timeline but still allowed for extra transition afternoons with a strong focus on engagement and rapport building.</li> <li>• A Learning and Support folder informs staff about students requiring additional support and maps out strategies to assist with learning success. Professional learning is also delivered to staff to support this document. 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.</li> <li>• 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&amp;SPs are reviewed annually.</li> <li>• All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Socio-economic background</b>	\$28,386	<ul style="list-style-type: none"> <li>• 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</li> </ul>



<b>Socio-economic background</b>	\$28,386	<p>identified, staff mentoring where needed.</p> <ul style="list-style-type: none"> <li>• Strong case management and liaising with outside agencies further supports these processes.</li> <li>• The RAISE mentoring program and Links to Learning program is also available to students who are identified as needing alternate educational pathways or additional support with their wellbeing and engagement.</li> <li>• A Student Welfare Officer, Colleen Sweeney, was employed again in 2020, with an expanded timetable, to provide additional and targeted support for identified students, including OOH students.</li> </ul>
<b>Support for beginning teachers</b>		<ul style="list-style-type: none"> <li>• In 2020 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.</li> <li>• 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.</li> <li>• The Head Teacher Administration, Jonathan Bailey, supports casual teachers who are in the early years of their career.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• A designated Beginning Teacher Team will be formed in 2021 to further support early career teachers.</li> </ul>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	1155	1180	1276	1349
Girls	0	0	0	0

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.8	96	94.7	92.1
8	95	94.1	93.3	91
9	94.8	93	92.1	91.2
10	94.1	93.5	92.3	89.5
11	94.4	92.8	93.7	91.9
12	93.6	92.8	91.5	90.6
All Years	94.6	93.8	93	91.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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

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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	2	3	1.5
TAFE entry	0	2	3
University Entry	0	0	84
Other	0	0	0
Unknown	0	0	11.5

189 students sat the HSC and there were 159 university offers

### A range of university courses were selected for study by the 2020 cohort:

- 36 students elected to study courses in the following fields: finance, commerce, economics, actuarial studies and business;
- 33 students elected to study sciences, including Health Science, Sports and Exercise Science and Medical Science;
- 28 students elected to study various branches of engineering;
- 9 students elected to study Law;
- Other university courses chosen include: Architecture, Aviation, Communication, Marketing, Planning, Psychology, Security Studies and Cyber Security, Pharmacy and Nursing.
- The majority of students chose to attend Macquarie University (58 students). Other choices included the University of New South Wales (36), University of Technology (20), University of Sydney (18), Western Sydney University (11), other universities which include; Charles Darwin University, CQ University, Torrens University, University of Tasmania, Newcastle University.

## Year 12 students undertaking vocational or trade training

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21.37% of Year 12 students at Epping Boys High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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99% of all Year 12 students at Epping Boys High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

### Individual HSC Success in 2020

The dux of 2020 was Ethan KWOK who achieved the ATAR of 99.65.

#### Other excellent results include:

Jack O'Brien, 99.6

Sam Collins, 99.4

Tony Youn, 99.4  
Dinuk Welagedera, 99.2  
George Davis, 99.05  
Sebastien Butler, 99  
Morris Fredriksson, 99  
Patrick Crown-Milliss, 98.75  
Patrick Russell, 98.55  
Bhavik Aggarwal, 98.45  
Nathan Pham, 97.9  
Jett Tall, 97.85  
Daevan Kanagasabai, 97.7  
Thomas Palmer-Jones, 97.65  
Alex Doherty, 97.6  
George Haniotis, 97.5  
Pishoy Gobran, 97  
Oliver Nikolic, 96.55  
Ethan Allan, 96.5  
Lachlan Du, 95.3  
Jay Chhatre, 95.25  
Jeremy Tan, 95.25  
Alexander Harrison, 95.15  
Jordan Ashjari, 95  
Giustino Ricchetti, 94.3  
George Shang, 94.3  
James Cutrone, 94.15  
James Jackson, 94.05  
Conor Harris, 94



Epping Boys High School Year 12 2020



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	68.6
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	5
School Counsellor	1
School Administration and Support Staff	17.97
Other Positions	1.2

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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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

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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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Due to the COVID 19 pandemic signification additional professional learning was undertaken by the teaching and non-teaching staff at Epping Boys High School with the aim of supporting students effectively during the *Learning from Home* phase.

The key focus of this learning was around:

- technology based platforms that could be utilised to deliver content (Google Classroom as the LMS with Zoom as the primary means of instruction and face-to-face interaction)
- engaging formative assessment methods, using technology
- how to facilitate tracking of student learning achievement
- means of monitoring and ensuring check ins of student wellbeing
- collaborative discussions and resource sharing on statewide staffrooms



Epping Boys High School Staff 2020

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	464,927
<b>Revenue</b>	16,078,123
Appropriation	14,494,994
Sale of Goods and Services	13,361
Grants and contributions	1,300,445
Investment income	2,192
Other revenue	267,131
<b>Expenses</b>	-15,621,662
Employee related	-13,891,814
Operating expenses	-1,729,848
<b>Surplus / deficit for the year</b>	456,461
<b>Closing Balance</b>	921,388

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	273,978
<b>Equity Total</b>	770,459
Equity - Aboriginal	2,039
Equity - Socio-economic	28,386
Equity - Language	586,816
Equity - Disability	153,219
<b>Base Total</b>	12,573,874
Base - Per Capita	311,227
Base - Location	0
Base - Other	12,262,647
<b>Other Total</b>	457,782
<b>Grand Total</b>	14,076,093

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

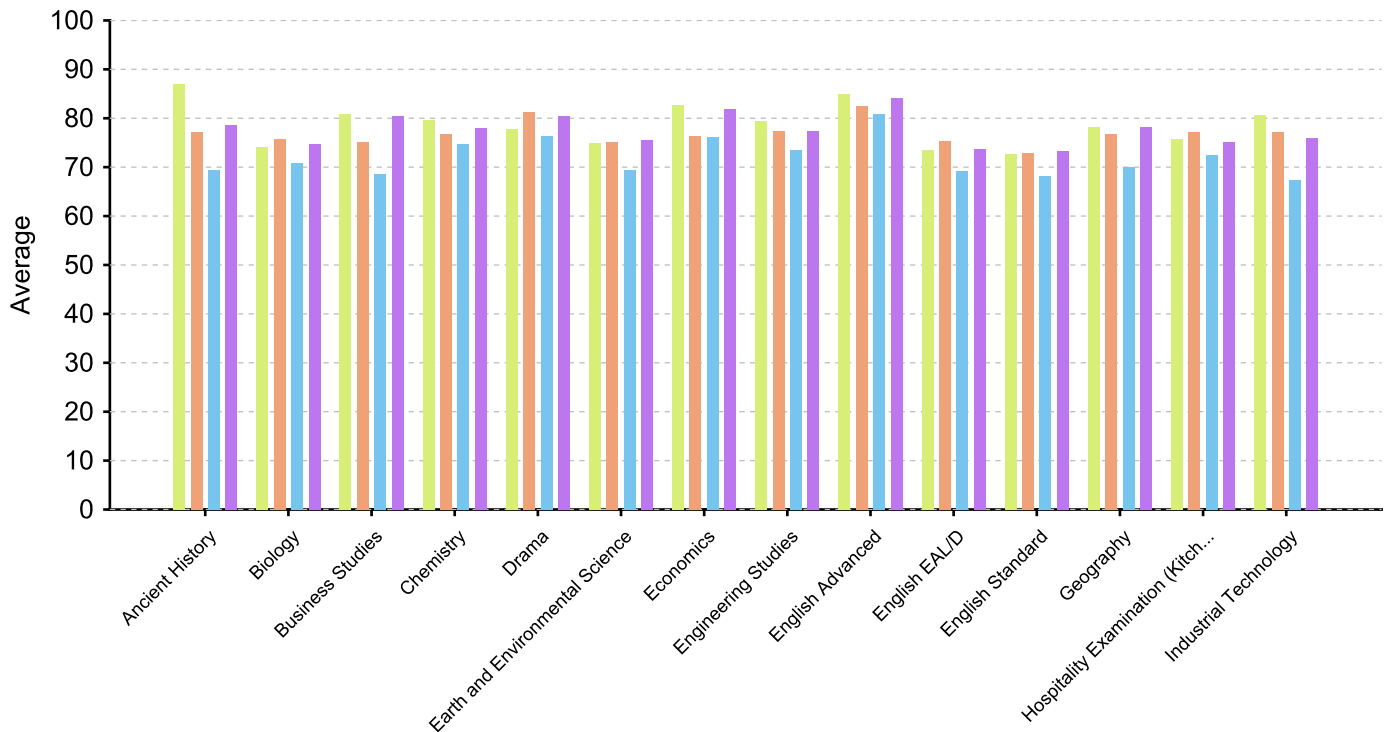
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



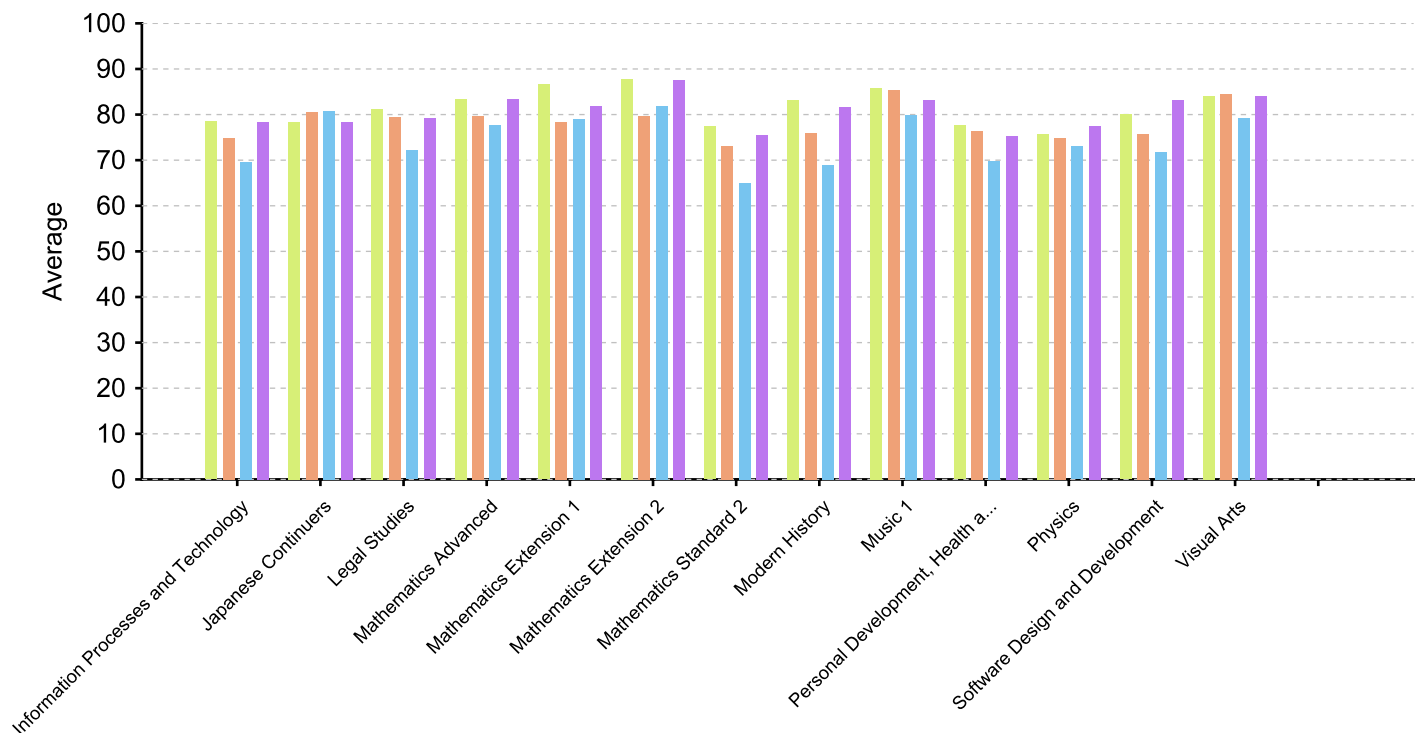
## School performance - HSC

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.



■ School 2020 
 ■ SSSG Average 2020 
 ■ State Average 2020 
 ■ School Average 2018-2020



■ School 2020 
 ■ SSSG Average 2020 
 ■ State Average 2020 
 ■ School Average 2018-2020



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	87.1	77.2	69.4	78.6
Biology	74.2	75.8	70.8	74.7
Business Studies	80.8	75.1	68.6	80.5
Chemistry	79.7	76.7	74.8	78.0
Drama	77.8	81.3	76.4	80.5
Earth and Environmental Science	75.0	75.0	69.5	75.6
Economics	82.8	76.3	76.1	81.8
Engineering Studies	79.5	77.3	73.6	77.4
English Advanced	84.9	82.4	80.8	84.1
English EAL/D	73.6	75.4	69.3	73.7
English Standard	72.6	72.9	68.1	73.2
Geography	78.3	76.8	70.1	78.3
Hospitality Examination (Kitchen Operations and Cookery)	75.8	77.3	72.5	75.1
Industrial Technology	80.7	77.3	67.5	75.9
Information Processes and Technology	78.5	74.8	69.6	78.5
Japanese Continuers	78.3	80.5	80.8	78.4
Legal Studies	81.3	79.5	72.1	79.1
Mathematics Advanced	83.5	79.7	77.7	83.5
Mathematics Extension 1	86.6	78.4	79.1	81.8
Mathematics Extension 2	87.8	79.7	81.8	87.5
Mathematics Standard 2	77.4	73.1	64.9	75.6
Modern History	83.2	75.9	68.9	81.7
Music 1	85.8	85.4	79.8	83.2
Personal Development, Health and Physical Education	77.6	76.3	69.9	75.4
Physics	75.8	74.8	73.0	77.5
Software Design and Development	80.0	75.8	71.8	83.3
Visual Arts	84.1	84.5	79.2	84.2

### Epping Boys High School - Overview of HSC Achievements in 2020

- 997 HSC examinations were sat in 36 courses by 215 students.
- The majority of students completed the HSC for an ATAR.
- 23% of students achieved an ATAR of 90 or greater.

### HSC All-round Achievers Merit List

*All-round Achievers lists the students who achieved a result in the highest band possible (Band 6 or Band E4) in 10 or more units of courses in their current pattern of study.*

Sebastien Butler

Samuel Collins

Junhyeok Youn

*Recognised for being among the top achievers in an academic subject in the state*

Sebastien Butler 15th in Legal Studies

*Recognised for being among the top achievers in a practical subject*

Benjamin Tsuei - Design and Technology Shape Nomination 2020

Kevin Cha and Jeremy Tan - Music 2 Encore and Extension Music (Individual Performances)

*Acknowledges students who achieved a result in the highest band*

(Band 6 or Band E4) for one or more courses.

82 individual Epping Boys high School students on 195 occasions



Wordle of the 82 individual Epping Boys High School Students who received a result in the highest band

## Parent/caregiver, student, teacher satisfaction

- As in previous years 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. The continuation of the playground expectation that no Middle School student is to be on a phone in break times has been linked to specific education around the impact of technology, particularly in terms of sleep patterns through the *Boys to Men* program. In response to feedback, in 2021 the school and the P&C will work together to build a strong program of education for parents around sleep, technology, study habits and drug education.
- Clear and timely communication proved crucial during the COVID 19 pandemic, particularly the *Learning from Home* phase. The *School Bytes* software system has ensured that the executive and wellbeing staff were able to communicate with parents in an efficient manner about the often rapid changes to COVID 19 restrictions that impacted on NSW schools. Parent feedback indicated they were impressed with the speed, accuracy and frequency of communication from the school executive and also the number of phone calls made home by teachers, wellbeing and learning and support staff to flag concerns with participation in learning during the *Learning from Home* phase. Frustration with the lack of face to face interaction with teaching staff was raised by parents.
- The *Tell Them from Me* survey was utilised in 2020 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, 63% of students in Year 12 identified that they had high expectations for themselves and advocacy for them at school; a slight increase on 2019 figures. The results were similar for Year 7 and Year 11. Students in Years 8, 9 and 10, however, continue to record 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. Additional mentoring programs have been included as part of the wellbeing scope and sequence to further support students in these cohorts.
- Staff at the school have indicated they are concerned about the impact of mental health issues on student wellbeing and resilience levels and have noted that they spend more teaching time in support of student wellbeing. Staff at the school, both teaching and non-teaching, identify a strong culture of cohesion and support as intrinsic to school culture and success. Lack of participation in co-curricula activities due to COVID 19 was identified as an area of particular disappointment by staff.







# Policy requirements

## Aboriginal Education Policy

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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

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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. Additional staff are receiving ARCO training in 2021 to enhance anti-racism at the school. 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

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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.

