

Randwick Boys High School Annual School Report

NSW Public Schools – Leading the way



Our School at a glance

Students

Randwick Boys High School is a comprehensive Boys High School in Sydney's Eastern Suburbs. The enrolment for 2006 was 735, with 32 of these being International Students.

Enrolments have been steady for the past 3 years.

Our attendance rate has been rising following the introduction of the MessageU SMS system last year. The attendance rate for senior students is growing steadily since last year.

Over 65% of students from the HSC class of 2005 continued to further education. The majority of other students were successful in finding either full-time or part-time employment.

Staff

The school had 63 teaching positions allocated in 2006. This included 12 executive staff, 44 classroom teachers and 7 specialist teachers. The teaching staff were supported by 11 administrative and support staff.

Two members of staff accepted transfer positions at the end of 2005. One member of staff retired from the service.

In 2006 the average daily staff attendance rate was 95.8%. This has been steady for many years and is higher than the state average.

All teaching staff meet the professional requirements for teaching in New South Wales public schools.

Significant programs and initiatives

The students at the school were exposed to many fantastic opportunities in 2006 which supported their education. These included:

Aboriginal Education Program

Multicultural Education Program

Program for students with Learning Difficulties

Excursion Programs including interstate and International excursions

Debating and Public Speaking Programs

Student achievement in 2006

Literacy – ELLA

Year 7

81 students participated in ELLA. Overall 19% of students achieved in the High category; 67% were Proficient; 11% Elementary and 4% fell in the Low category.

Year 8

119 students participated in ELLA. Overall we were 0.9 above the state average for literacy for boys.

Numeracy - SNAP

Year 7 results this year were very pleasing with 23 % scoring in the High band and 78 % in the top two bands (as compared with the state figure of 73% in the top two bands).

The Year 8 results were even more pleasing with 50 % of students in the High band and 79 % in the top two bands (as compared with state figure of 72% in the top two bands).

School Certificate

In the School Certificate external tests the percentages of our students in the higher performance bands were well above the state average in English, Mathematics, Science, History, Civics and Citizenship, Geography, Civics and Citizenship and Computing Skills. Overall, the School Certificate results were very pleasing.

Higher School Certificate

In 2006 our Higher School Certificate students achieved particularly pleasing results in Mathematics, English (Advanced), Geography and the Science subjects and Information Processes and Technology.

Principal's message

Randwick Boys' High School (RBHS), a comprehensive school specialising in technology, was established as a full high school in 1949. The school is well located in the eastern suburbs, linking with many bus services and close to tertiary institutions. Its students are drawn from the eastern suburbs of Randwick, Kensington, Maroubra, Kingsford, Coogee and surrounding areas. There is also a high percentage of out-of-area students. Students come from a broad range of socio-economic backgrounds. There is a significant number of international students, with 32 enrolled in 2006.

The enrolment is relatively stable. 84% of the school population is of non-English-speaking

background (NESB) and from diverse cultural and linguistic backgrounds. 0.7% is of Aboriginal background while 43% are born overseas. Students come from as many as 49 countries and speak 81 different languages.

The school curriculum challenges all students to achieve their academic, social and physical potential and encourages them to develop skills for lifelong learning, personal growth and prepares them for participation in a democratic and cohesive society. The staff provides a caring, safe and disciplined environment for students.

A broad range of extension, enrichment, extra-curricular and faculty-based activities is offered to students. Gifted and talented students benefit from targeted streamed classes and close ties with the University of New South Wales which provide use of the university library, sporting facilities, access to laboratory experiments and student attendance at lectures relevant to the Higher School Certificate (HSC). These links were formalised in a Memorandum of Understanding signed by the school and the University in December 2001.

The learning program offered is comprehensive with a very high percentage of students staying on to study in Years 11 and 12. The home-school liaison officer supports the school by maintaining an active role in addressing attendance issues. An English as a second language (ESL) program operates in the school to support the needs of the NESB students. A support teacher learning assistance (STLA) works with students and staff to address literacy and numeracy needs of students, particularly in the junior school. Students with special needs are also supported by itinerant support teachers.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

G B McNeil

P&C and/or School Council message

Randwick Boys High School Parents & Citizens Association made a great start to the year in 2006 with an information table set up at the Information Evening advertising the up coming Annual General Meeting and advertising the role of the P&C. It was a record attendance.

The P&C Association is a community group which includes parents, carers and staff as members of the local community who are working together to provide opportunities for the benefit of our children. We also contribute funds to the school through our fundraising efforts and we have a vital say on what effects our children at the school. Over the years we have provided funds for a variety of resources for the school. This

year we once again contributed a donation for the awards on Speech Day.

The P&C supports the school by taking part in discussions and by keeping informed about activities within the school to help in the directions of the school community. This year we have been very fortunate to have presentations from many of the head teachers and staff. This helps parents and carers to understand the school curriculum and policies better so we are able to assist our sons with their education. In the past we have taken great pleasure in being consulted about such activities as applications for Government funding to improve school facilities, the RBHS website and new uniform initiatives. These activities reinforce the long standing partnership that the P&C enjoy with RBHS staff.

While Randwick Boys P&C tries to keep fundraising to a minimum, we do choose activities that will give a good return for minimum effort. In June and August, we co-ordinated very successful barbecues at Mitre 10 and Bunnings respectively. Thanks to great help from all our parent and student volunteers.

I would like to take this opportunity to thank the regular staff and parent attendees at the P&C meetings. I would also especially like to thank the Treasurer, Andrea Molloy and the Secretary Joanne Meoli for their commitment to the P&C. Also to the parents who cannot attend meetings please remember that all your contributions are valued and appreciated and it is because of this team effort that we have had a very successful year.

Ms T Corbin P&C President 2006

Student representative's message

Based on a survey conducted by the SRC and Prefect body, the majority of students at Randwick Boys High School appear to appreciate and enjoy their school life. This is evident through the incredible level of enthusiasm displayed via school-initiated activities.

Programs which enhance student's life at Randwick Boys include the Peer Tutoring program, which is designed to offer help for Year 7 and 8 students who are experiencing problems with their reading. Trained Year 10 students individually assist the students, which in turn give both the tutor and tutee a wider range of social contact from within the school community.

Other programs that allow students to interact with boys from other years include the War Hammer Club and Tournament of Minds. These activities give students relaxation time during their school days, with meetings being held during recess and lunchtimes. Such events further provide new students opportunities to connect to their new school.

2006 also marked the first year of Randwick Boys Roll Call 'special readers'. This is a special roll call where selected students are asked to read books which later, if they choose, can be recommended and reviewed to the entire school by the use of the weekly newsletter. Students meet and share their thoughts on their books at the beginning of each session and are usually rewarded at the end of each term with an excursion to a film that may be relevant to their books.

Another activity which helps increase the students' satisfaction with school is the Rock Eisteddfod. This is open to all students, and is a collaboration with Randwick Girls High School. There are approximately 29 students involved from Randwick Boys each year, with some choosing to perform on stage and others electing to be part of the back stage crew.

The introduction of CD-ROM textbooks in the Mathematics and Science faculties has also been popular among the students. This has greatly reduced the weight of students' schoolbags and also cut down costs on textbooks.

The extra curricular activities together with the updated programs which focus purely on students' participation and enjoyment are increasingly improving students' satisfaction with the school which in turn provides a safer environment and overall a happier student body.

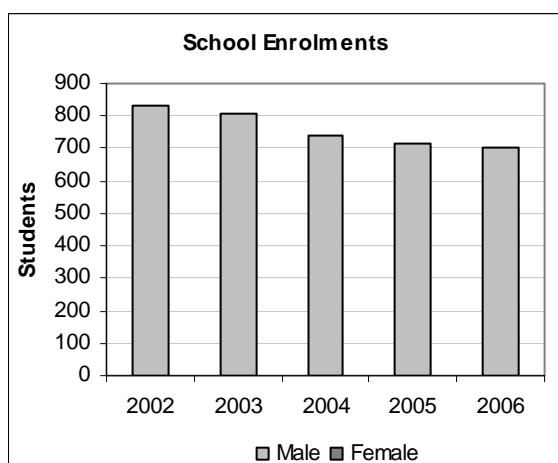
Beaver Garland

Year 11 2006

School context

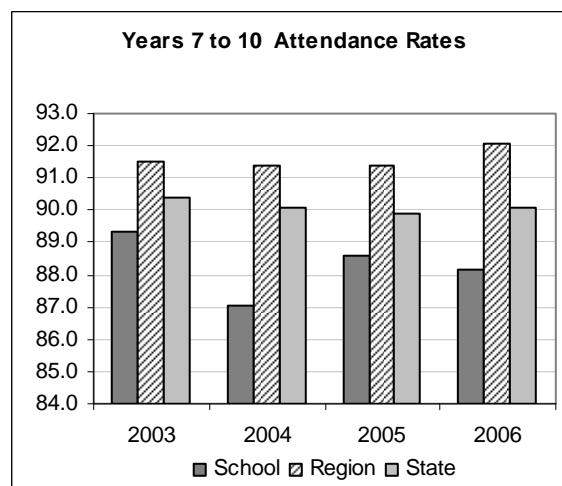
Student information

Student enrolment profile



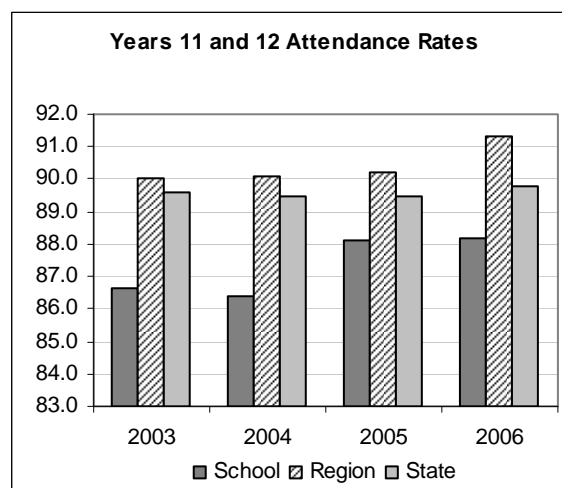
2006 saw more changes in the student body with this year's Year 7 intake, the proportion of Australian-born students increased. However the proportion of students from non-English-speaking backgrounds continues to increase, due to the fact the number of boys with both parents born in Australia has declined in recent years.

Student attendance profile

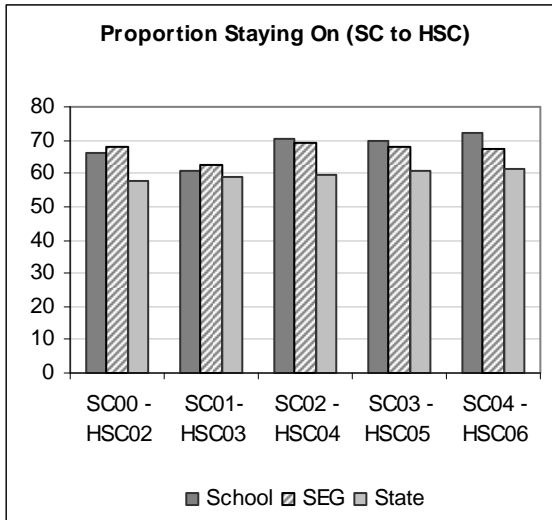


Our semester one attendance rate of 88% follows the trend of improved attendance over the last two years. This is partly attributed to the MessageU SMS system which has been introduced over the last 2 years and provides parents and guardians with daily information concerning their son/s attendance at school, lateness to school and truancy from class. Parents report back that they thoroughly support the initiative and appreciate the prompt recording of absences. Parents respond to such SMS messages and inform the school of reasons why their son/s are absent.

The attendance rate for Years 11 and 12 have risen in 2006, again as a result of close monitoring and the MessageU system.



Retention to Year 12

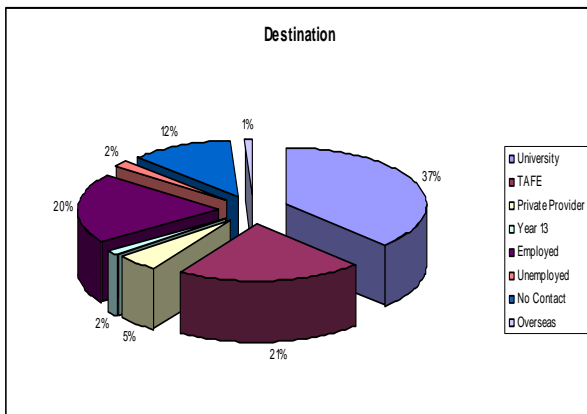


The retention rate for students staying on to complete their Higher School Certificate after completing their School Certificate at the school has been increasing for the past three years. Over 72% of students who completed their School Certificate in 2004, completed their Higher School Certificate in 2006. For the past three years the number of students staying on has been higher than both the State and District level.

Traditionally, Randwick Boys High School increases in Years 11 and 12 as students from other schools are attracted to RBHS due to the quality of teaching available and the vast subject choices on offer. A large percentage of these students come to us from non-public High Schools.

Post-school destination

Over 65% of students from the HSC class of 2005 continued to further education. The majority of other students were successful in finding either full-time or part-time employment. The graph provides an overview of the post school destinations of the HSC class of 2005.



Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	
Head Teachers	9
Classroom Teachers	44
Teacher of Emotional Disabilities	
Teacher of Mild Intellectual Disabilities	
Teacher of Reading Recovery	
Support Teacher Learning Assistance	1
Teacher Librarian	1
Teacher of ESL	4
Counsellor	1
Total	63

The school had 63 teaching positions allocated in 2006. This included 12 executive staff, 44 classroom teachers and 7 specialist teachers. The teaching staff were supported by 11 administrative and support staff.

Staff retention

The number of staff at Randwick Boys High School is stable. Staff tend to leave for promotional positions and seldom seek transfers. This says a great deal about the harmony at the school and is also reflected in the fact that the staff attendance figures are extremely high.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2006 the average daily attendance rate for staff, as determined by the Department, was 95.8%.

In 2006 the average daily attendance rate for staff was	95.8%
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Note: The staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.

Teacher qualifications

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

85 % of staff hold a Degree or Diploma from a tertiary institution. 15 % hold a Postgraduate qualification.

Qualifications	% of staff
Degree or Diploma	85
Postgraduate	15

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2006
Income	\$
Balance brought forward	230 773.56
Global funds	433 456.45
Tied funds	124 976.50
School & community sources	768 972.83
Interest	14 903.85
Trust receipts	32 769.37
Canteen	0.00
<i>Total income</i>	<u>1 605 852.56</u>
Expenditure	
Teaching & learning	
Key learning areas	153 509.29
Excursions	76 803.21
Extracurricular dissections	115 528.75
Library	35 370.98
Training & development	618.62
Tied funds	123 375.75
Casual relief teachers	84 754.05
Administration & office	645 857.60
School-operated canteen	0.00
Utilities	89 217.40
Maintenance	62 402.89
Trust accounts	33 016.47
Capital programs	0.00
<i>Total expenditure</i>	<u>1 420 455.01</u>
Balance carried forward	<u><u>185 397.55</u></u>

A full copy of the school's 2006 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2006

Achievements

Arts

The Arts have continued to be a feature at Randwick Boys High School; many students have been involved in the diverse programs and experiences offered by the school. RBHS has continued to provide creative opportunities for students within the arts curriculum. Students have achieved impressive results in the following:

- The joint production by Randwick Boys High School and Randwick Girls High School achieved first place in the State Premier Division of the Rock Eisteddfod.
- A number of students participated in the *SMH* Young Writer of the Year competition. Richard Coelho of Year 12 and Kevin Au Year 11 were highly commended.
- Year 7 and 8 students competed in the Junior Debating Competition.
- Year 10 Debating Team competed in the Commonwealth Bank Premier's Challenge.
- The Year 11 Debating Team Competed in the Karl Cramp Competition.
- The Year 12 Debating Team competed in the Hume Barbour Competition.
- The school held its annual Expression Night to showcase drama performances and public speaking. The 2006 Expression Night also featured a performance from our Tournament of Minds group. A select group of Year 7 students also presented their picture books.
- The Creative Arts Annual Exhibition and Concert showcased HSC music performances and Bodies of Work.
- The Randwick Girls and Boys Combined Concert Band performed at the Big Band Bash, Bondi's Westfield for Education Week, the Year 4 Visits, the Year 6 Orientation Day, Open Night and various school events and assemblies including Speech Day.
- The Randwick Girls and Boys Combined Saxophone Ensemble and Jazz Ensemble performed at several events; The Saxophone Ensemble performed at the Creative Arts Annual Exhibition and Concert; The Jazz Ensemble performed at Cleveland Street Intensive English High School Performance Night which was officially opened by Regional Director, Dr Phil Lambert. The Jazz Ensemble also performed at the Botany Street Veterinary Hospital Fete.
- Randwick Girls and Boys Combined School Choir performed at Randwick Army Barracks for the ANZAC Day Dawn Service.

- Instrumental Tutor Program continued throughout the year including, saxophone, choir, guitar and piano tuition.
- Talented singer/songwriter/dancer, Graeme Isaako, of Year 12 has produced his first original EP, due to be released in 2007. Graeme Isaako went through a rigorous series of auditions for a part in the 2007 production of Miss Saigon. Graeme has successfully gained a reserve role in the male dance ensemble.
- Year 12 School Captain James Tawadros and his brother, ex-student Joseph Tawadros (School Captain 2003) were nominated for a ARIA Award in the World Music category. The duos have also performed at several locations including the Sydney Opera House and the Sydney Conservatorium of Music.
- Year 10 Visual Arts students entered Operation Art 2006, an initiative of The Children's Hospital at Westmead and the NSW Department of Education. The four talented art students, Tyrone Davies, Dean Chittick, Daniel Mathew and Pigar Mahdar were highly commended. Daniel Mathew's artwork was selected for the "Kid's Global Art 2006". Tyrone Davies' artwork was selected for exhibition at the Art Gallery of NSW and has become part of the Westmead Hospital's permanent art collection.
- Maori and Pacific Islander Dance and Cultural Workshops have continued throughout the year. Led by mentor and teacher Cyril Cassidy (Katete), the students have learnt several culturally traditional dances. The students have represented the school at several events including the Westmead Tama Festival, North Sydney Boys High School and school assemblies.
- The Tournament of Minds participants have continued to grow with three groups participating in the disciplines of; Maths Engineering, Language Literature and Social Science.
- Con Vafeas, Year 12 Design and Technology student has his major project chosen for display at The Powerhouse Museum for outstanding projects. His project is one of 24 displays selected from over 4000 projects across NSW.

Sport

The strong Randwick sporting tradition continued again as we fielded more grade teams and entered more state wide competitions than ever before. At the conclusion of the summer 2005/2006 season and the 2006 winter season, Randwick was well represented in the North West

Zone Finals with our usual mix of finalists. They included:

- 1st Grade Rugby
- 2nd Grade Rugby
- 15's Rugby (Minor Premiers)
- 14's Rugby
- Opens Basketball
- 15A Cricket (Minor Premiers)
- 14's Basketball
- 14's Tennis
- 1st Grade Hockey
- 14's Football

Congratulations to all sports participants for their terrific efforts this year and for the excellence demonstrated by all grade teams.

Randwick Boys High also participated in the usual array of state Knock-out (KO) competitions including the following:

- Rugby Buchan Shield
- The 10-a-side Senior Rugby tournament for which we were semi finalists
- The junior 14's 10 a side Rugby tournament
- The 15's Basketball shell Cup reaching round 4
- The Opens Shell Cup Basketball KO reaching round 5
- The Alan Davidson Shield for Cricket
- The Puma Opens Football Cup
- The Turner Cup Football KO
- The Water Polo KO,
- The State Golf KO with our junior team winning the Zone and Regional carnivals and finishing in the top 6 in the state.
- We participated in the Zone, CHS and State Carnivals for swimming, athletics and cross country.

Our most notable place getters in sport for the 2006 season were:

- Louie Webb who gained selection in the Zone Rugby Union Team
- Chase Baso who was a member of the CHS golf team
- Michael Williams who was a member of the CHS golf team and CHS athletics team
- Michael To and Andreas Demetriou who were members of the CHS Swimming Team

- Blake Robinson, Fabian Binyamin also (State) , Rabieh El-Zbaidieh and Zain Anjam who were all members of the CHS athletics team
- Paul Picone Murray and James Devine who were members of the CHS Cross Country and Athletics squad
- Chris Dyson who was a Zone, CHS, State swimmer and also a Zone , CHS, State and Australian representative in Water Polo

Other

Debating and Public Speaking

The Year 10 debating team entered the Commonwealth Bank Junior Competition, Year 11 the Karl Cramp Competition and Year 12 the Hume Barbour Competition.

The finals of the annual school public speaking competition were held on Expression Night in the performing arts space before an audience of parents and friends.

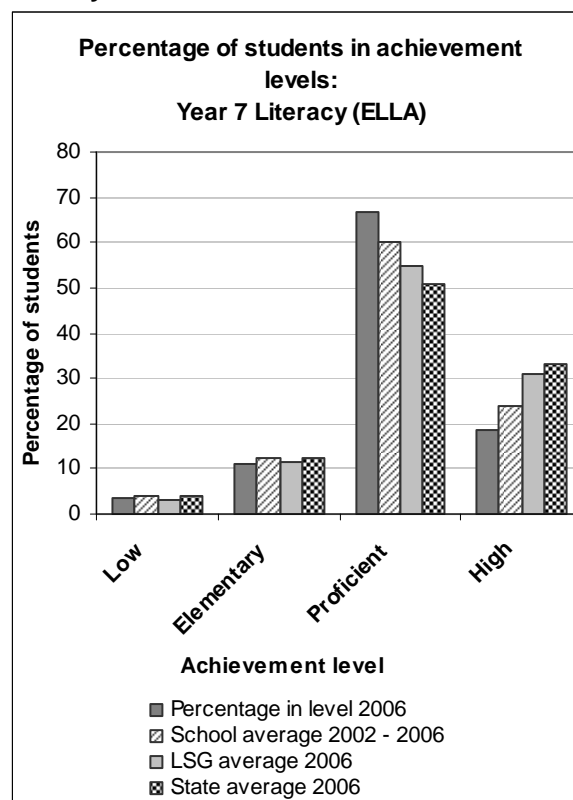
Also in public speaking, Rotary funded a group of year 10 students to participate in MUNA, Mini United Nations Assembly, where students represented a nominated country and argued for resolutions to world-wide issues. The same group participated in a similar day with local high schools at Randwick Girls' High.

Academic

This section of the report provides information on the performance of our students in the state-wide tests: the English Language and Literacy Assessment (ELLA), the Secondary Numeracy Assessment Program (SNAP), the School Certificate (SC) and the Higher School Certificate (HSC).

In the School Certificate and the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – ELLA Year 7



Literacy – ELLA

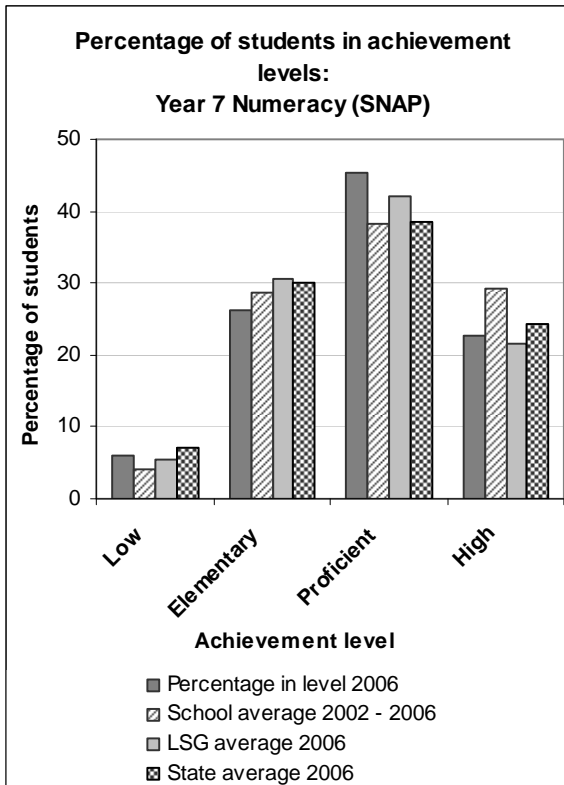
Year 7

81 students participated in ELLA. In Writing students were 0.3 above the state average for boys; in Reading we were on the state average; Language 0.3 above the state average. Overall 19% of students achieved in the High category; 67% were Proficient; 11% Elementary and 4% fell in the Low category. Seven students did not meet the Writing national Benchmark and 11 students did not meet the Reading National Benchmark.

Year 8

119 students participated in ELLA. In Writing students were 0.8 above the state average for boys; in Reading we were 0.8 above the state average and in Language we were 0.2 above the state average for boys. Overall we were 0.9 above the state average for literacy for boys.

Numeracy – SNAP Year 7



Numeracy - SNAP

The Secondary Numeracy Assessment Program (SNAP) is used to evaluate student numeracy on a state wide basis. Year 7 results this year were very pleasing with 23 % scoring in the High band and 78 % in the top two bands (as compared with the state figure of 73% in the top two bands). Only 6 % scored in the Low band.

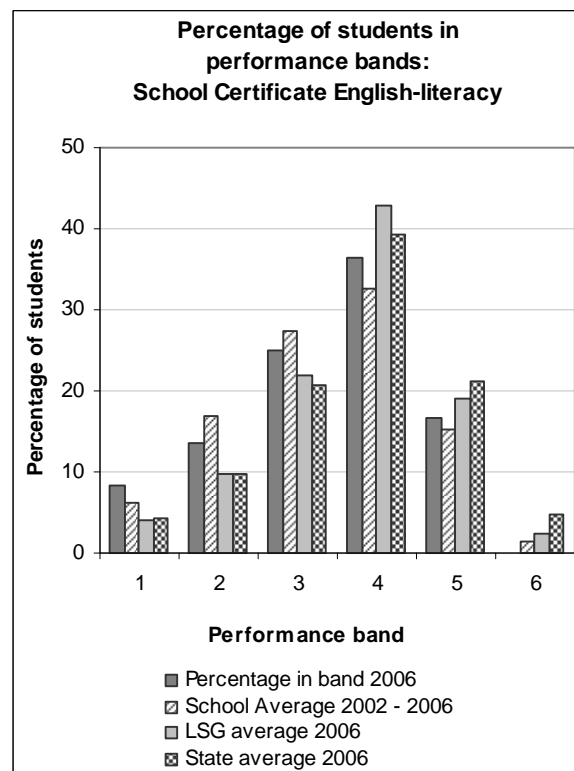
The Year 8 results were even more pleasing with 50 % of students in the High band and 79 % in the top two bands (as compared with state figure of 72% in the top two bands). No Year 8 students scored in the Low band. Of the students who sat for the SNAP test in the previous year 78 % were consistent or improved over the two years.

The STLA has begun a program to help students who scored in the Low band.

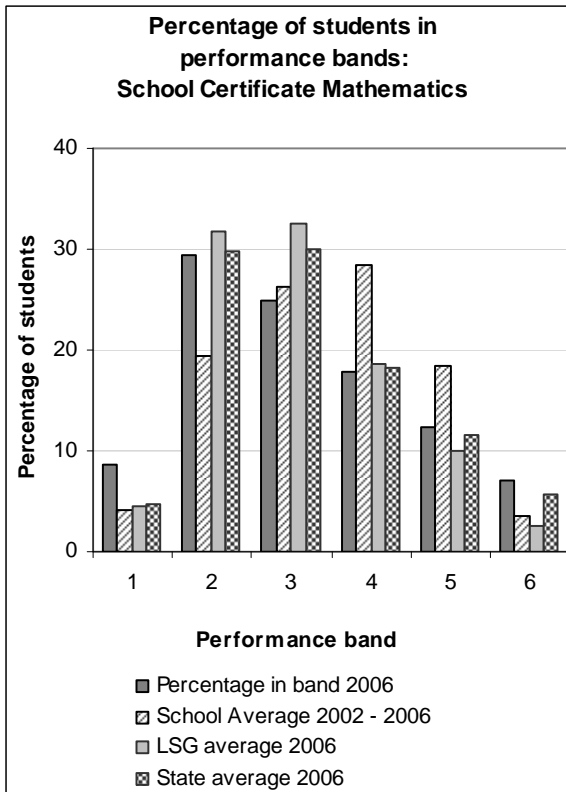
School Certificate

The achievement of students in the School Certificate external tests is reported in performance bands which indicate increasing levels of student performance. Band 1 is the lowest and Band 6 is the highest.

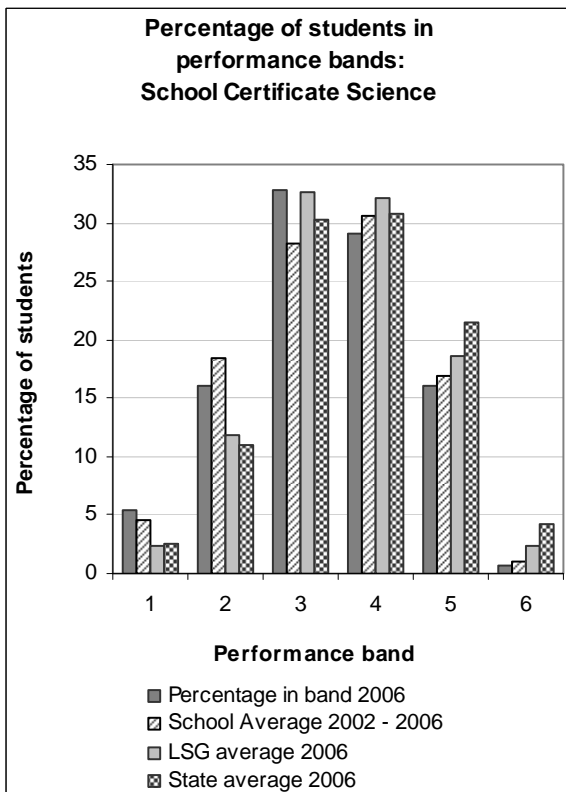
In the English-Literacy external test the percentage of students in Bands 4 & 5 has risen from the results obtained in the same bands over the past 3 years. The percentages in each performance band were similar to those of our Like School Group.



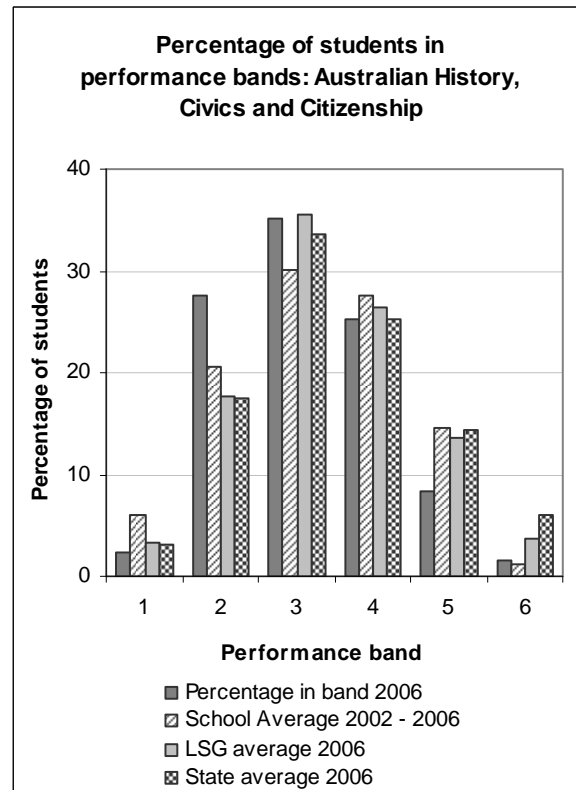
In the Mathematics external test the percentage of students in the top band was above State, District and Like School Groups. The percentages of students in the top 3 bands are excellent and are positive outcomes for the school.



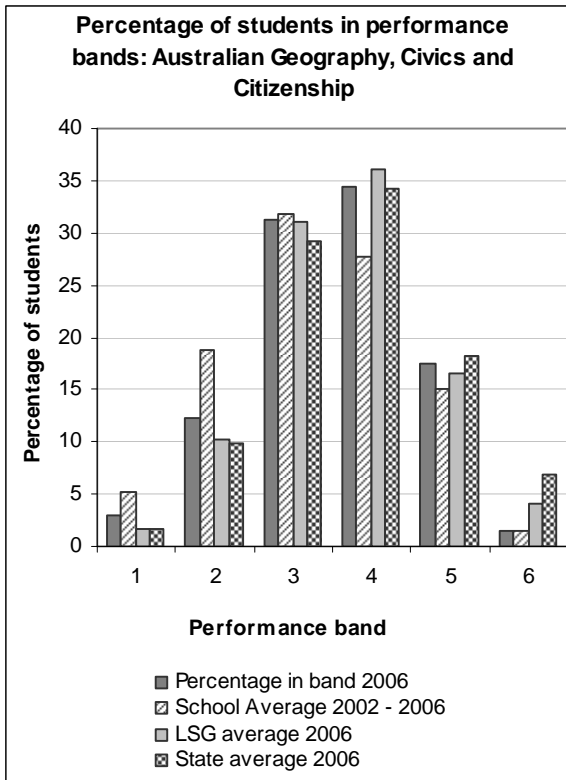
The percentage of students in the top four bands in the Science external test is most pleasing. Bands three and four hold the majority of our students for this subject.



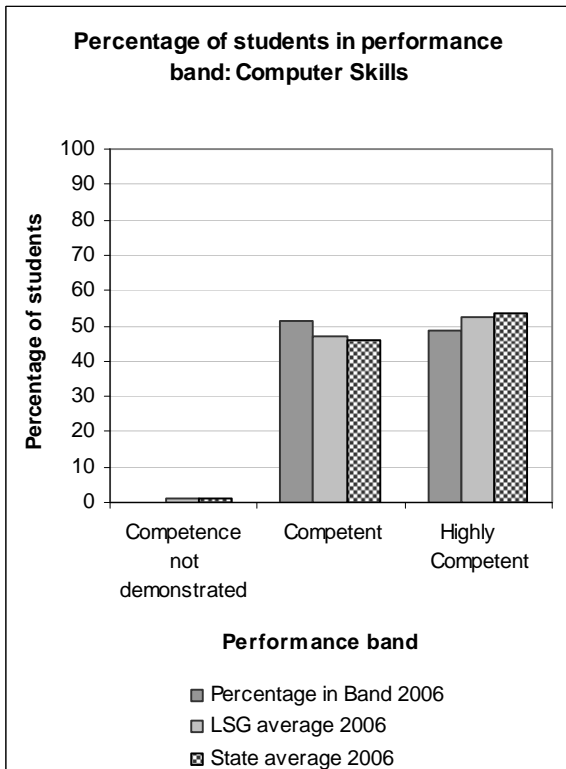
The percentage of students in the highest performance band in the Australian History, Civics and Citizenship external test was higher than the last three years. The percentage of students in Bands 3 and 4 were above State average.



Our results in the Australian Geography, Civics and Citizenship were on par with what students have achieved over the past three years. Band six students remained the same, whilst the percentage of students in bands five and four rose.

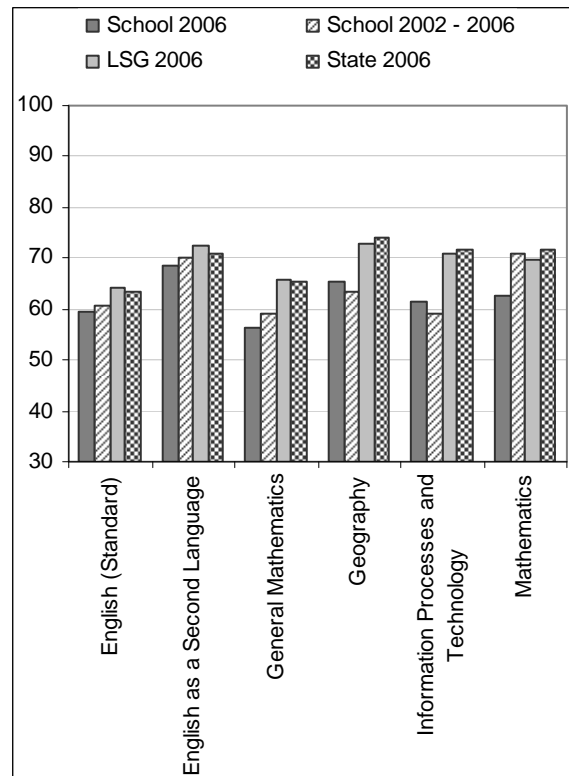
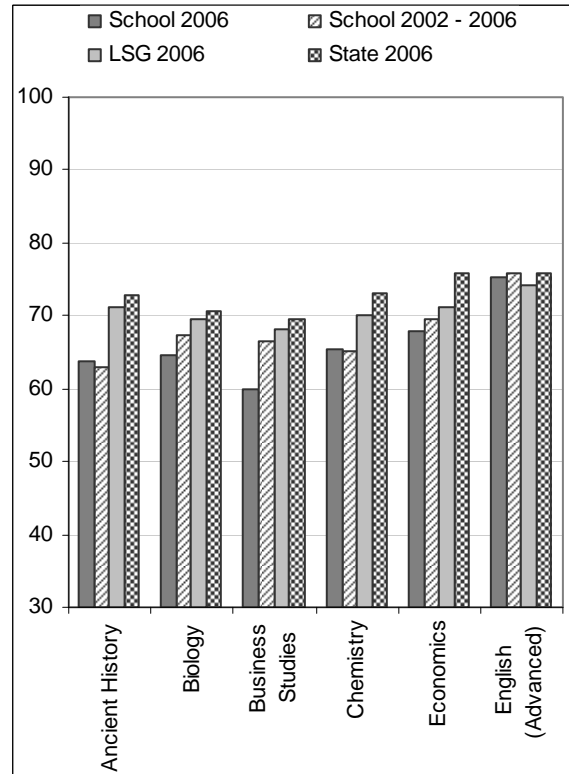


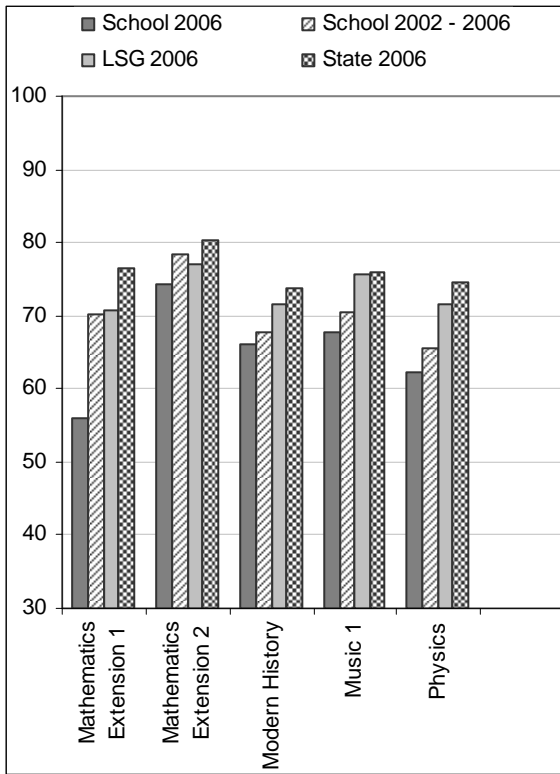
For the first time, Year 10 students sat for the Computer skills test as part of the School Certificate testing results. There were three performance bands: fewer than 1% of students were in the 'Competence not demonstrated band, 48.5% of students were in the 'Competent' band, while over 52.2% were in the 'Highly Competent' band. These are outstanding results and well above State averages.



Higher School Certificate

The graphs below show the percentage of students in each Higher School Certificate course in which there were 10 or more candidates.

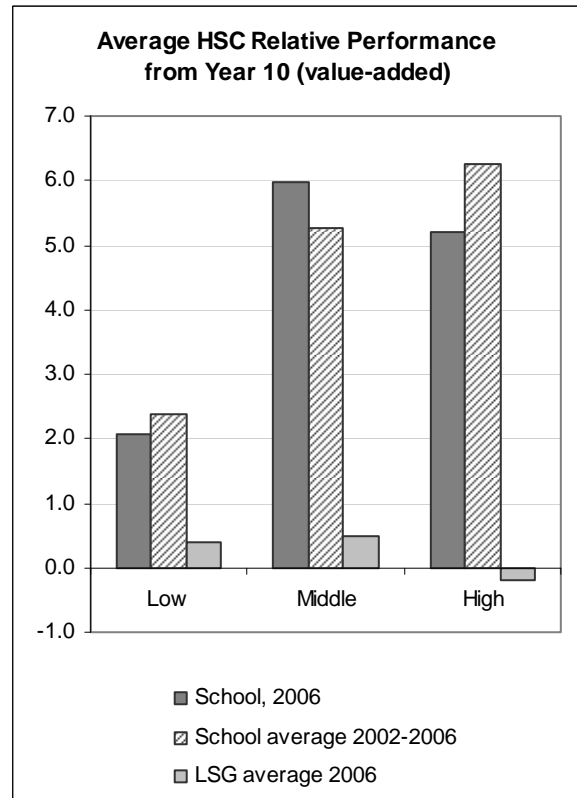




Higher School Certificate relative performance comparison to School Certificate (value-adding)

Higher School Certificate relative performance is a measure of the progress a student has made compared with students who performed at a similar level in the School Certificate. This relative performance is calculated separately for each HSC course that a student completes. A positive relative performance means a student is performing above expectations. A negative relative performance means a student is performing below expectations. (Relative performance is often referred to as value-added performance.)

The average relative performance shown in the graph below is for all the students in the school in all their HSC courses. It has been calculated separately for students in the lower, middle and upper School Certificate performance bands.



The relative performance of our HSC students is very high compared to Like School Groups. This indicates that Boys at Randwick Boys High far exceed the performance of boys in other single sex schools. The percentage of students in the middle band is far better than the State average and has risen over the last four years.

National benchmarks

Percentage of Year 7 students in our school achieving benchmarks in 2005 and 2006

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. The performance of the students in our school in the Year 7 English Language and Literacy Assessment (ELLA0 and the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks. The numbers and percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year 7 students meeting national benchmarks				
	2005		2006	
	School	National	School	National
Reading	94.2	*	86.4	*
Writing	94.2	*	91.4	*
Numeracy	74.6	*	73.8	*

* National benchmarks were not available at the time of printing this report.

Significant programs and initiatives

Aboriginal education

The school has a small number of Indigenous students, approximately 1% of the school population. The Aboriginal education team has continued to actively implement the Department's Aboriginal Education Policy. RBHS has continued to promote the educational achievement of indigenous students and to educate all students about Indigenous Australia. Aboriginal perspectives have been implemented throughout the school curriculum.

All students participated in a range of activities for National Aboriginal and Torres Strait Islander Week and Reconciliation Week and at other times throughout the year. Such activities are invaluable in developing motivation, confidence and a sense of belonging for Indigenous students.

A mentor program, initiated in 2004, has continued to help our Indigenous students engage with the curriculum and maximise their success. Our mentor this year was Neil Trindall, a graduate of Bass Hill High School and currently studying at the University of NSW, completing a Bachelor of Social Work.

Indigenous students from Endeavour High School were invited to our school to provide Didgeridoo lesson to both Indigenous and non-Indigenous students at RHBS.

Our Indigenous students participated in a number of excursions. In conjunction with Randwick Girls High School, our students spent a day at EORA TAFE. Students participated in film, drama and music classes. This experience exposed the students to EORA TAFE and allowed them to become familiar with courses offered at this TAFE.

An excursion to the Sydney Records Centre, the Museum of Modern Art (MCA) and the Royal Botanic Gardens was organised in term 3. The students participated in a guided tour of the *In Living Memory* Exhibition at the Records Centre, followed by a tour of contemporary artworks by an Indigenous artist at the MCA and an informative tour of the Royal Botanic Garden where students learnt about the local area and its Indigenous roots.

Our indigenous students were invited to participate in the inaugural Indigenous Youth Summit held at the University of NSW. Our students were addressed by Reba Meagher, the Minister of Aboriginal Affairs and Assistant to the Premier for Citizenship. Indigenous leader, Noel Pearson also addressed our students. Students were given the opportunity to question and speak to both.

To complement endeavours of promoting and encouraging Indigenous students, Blake

Robinson has been elected School Captain for 2007.

Multicultural education

2006 saw more changes in the student body at RBHS: with this year's Year 7 intake, the proportion of Australian-born students increased. However the proportion of students from non-English-speaking backgrounds continues to increase, due to the fact the number of boys with both parents born in Australia has declined. The bulk of overseas-born students continue to be from Asia: China, Indonesia, Bangladesh, Hong Kong, Thailand and Vietnam. There has been an increase in students from Indonesia, Thailand, New Zealand and the rest of the Pacific and, interestingly, sub-Saharan Africa.

With early identification of issues by the experienced ESL teachers in the school, an increase in numbers of our senior students in the Fundamentals of English course and closer tracking of NESB students across the entire school, emphasises this school's commitment to providing the best possible ESL support for students. The changes to Stage 5 and 6 Syllabuses in the sciences which increase the emphasis on literacy skills have increased the responsibilities of our ESL teachers.

Students at Randwick Boys participated in activities celebrating Harmony Day and our Maori and Pacific Islander group, under the aegis of Cyril Kateti, gave a spectacular performance of traditional songs and dances for the whole school. The group has been invited to perform for other schools and other public events.

The inclusion of multi-cultural perspectives across all KLAs continues to be a major priority. The ESL program is focussed on the junior school and the new arrivals with firmer links being established with our main feeder school, Cleveland Street Intensive English High School, to ameliorate the transition of students from the school to RBHS. The large and increasing number of international students, especially from China, is catered for by ESL staff assisting teachers across all KLAs. The school remains proud of the academic achievements of the students who arrive with minimal English, the majority of whom continue on to tertiary education.

Respect and responsibility

Respect and responsibility has been promoted thoroughly at the school. The Student Representative Council (SRC) has been at the fore front of promoting Respect and responsibility. They have initiated clean up the school afternoons and participated in various fundraising activities, including selling bandanas for Canteen.

Each year group participates in at least one ongoing Welfare orientated activity, such as 'Friends for Youth', 'Crossroads', anti bullying workshops and discussions. This has led to a greater connectedness to the school for all students.

Progress on 2006 targets

Target 1

Extending staff expertise in ICT

This target was chosen in response to the introduction of ICT in the Stage 4 & 5 programs as outlined in the new syllabuses. It was determined that a whole school approach be implemented. Teachers' skills have been enhanced through staff in-services both internally and externally through staff development days, faculty programming and individual in-services specific to KLA's.

Our achievements include:

A number of KLA specific software packages were acquired and have been used successfully to support learning within the classroom, e.g. In Mathematics FX Draw, FX Graph, and Geometer's Sketch pad. In TAS, Pro Desktop CAD.

Assessment tasks have been developed and implemented across various KLA's incorporating the use of technology and specific technology assessment items.

All KLA's have developed and implemented programs with specific ICT learning opportunities.

The school has developed an online booking system, allowing equitable access to all areas during class time.

All Year 7 & 8's are timetabled through the mandatory technology course into technology classrooms at least once per cycle.

Our successes have been measured by:

Equitable access to the school computer network. The school is divided into two areas – public, such as library and Independent Learning Centre, and classrooms. The public areas allow independent use of computers by students and staff during school hours. The classrooms, as more formal areas, are for teacher centred learning.

ICT skills are now being taught across all KLA's.

Students have performed well in the Computer Skills Test in Year 10.

Increase class usage of computer rooms across the Key Learning Area's is occurring.

Target 2

Numeracy

Target: Developing a school wide numeracy program

The school was aware that Numeracy was the responsibility of every teacher and in response a Numeracy Team was established. The target was that teachers would have a shared understanding of Numeracy and that Numeracy outcomes would be identified and reflected in each key learning area.

Our achievements include:

An across faculty team was established. The team consisted of two members of the Mathematics staff, a Science teacher, a Social Science teacher and a History teacher

The team attended two planning / implementation days organised by the Sydney Region of the DET

The school staff was surveyed. The purpose of the survey was to establish the need for Numeracy across the curriculum, raise awareness of the issues involved and establish levels of acceptance / resistance. Our results indicated that;

66% felt that it was necessary to teach Numeracy topics in their subject area.

92% felt confident to teach Numeracy concepts.

81% indicated that Numeracy was an important part of the subject area.

The Staff Development Day at the start of term two 2007 will be allocated to implement the program. The keynote speaker will be the Regional 7-12 Mathematics Consultant.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2006 our school carried out evaluations of **the Curriculum enrichment in Stages 4, 5 and 6 and the Junior Science Curriculum.**

Curriculum enrichment in Stages 4, 5 and 6.

Background

The number of boys with learning difficulties and those exhibiting low ability in the classroom, has been a source of concern. Many of these students have been targeted after close analysis

of SNAP, ELLA, School Certificate and Preliminary exams. To improve this, a number of strategies and programs have been implemented.

Findings and conclusions

Identified students responded well to small group or individual assistance.

Interactive, practical and technology based learning activities were preferred by these students.

Targeted students reported feeling more comfortable and confident working in small groups.

Students enjoyed the 'one on one' attention from Learning Support Staff.

A Greater number of students accessing the Independent Learning Centre (ILC).

Staff referring underachieving students to the Learning Support Team for assistance.

A greater number of identified students attending the Homework centre two afternoons per week.

Greater staff awareness of Pacific Islander student needs following information discussed at Staff meetings and a Youth Program targeting needs of students from the Pacific Islands.

Specific English Language classes for underachieving students in Years 8 and 9.

Future directions

- Learning Support staff in the ILC will continue to target students identified as having Learning Difficulties or underachieving
- withdrawal of students who perform poorly in the SNAP, ELLA, School Certificate and Preliminary courses
- close monitoring of students involved in the English Language classes to ensure their improved learning has been sustained
- implement teaching strategies and staff awareness of the needs of students from the Pacific Islands
- continue to identify underachieving students and implement specific programs to meet their needs.

Junior Science:

BACKGROUND

Programs

Following the rewriting of Stage 4 programs in 2005, the faculty focused its attention on updating Stage 5, with special emphasis on the incorporation of literacy, numeracy and ICT skills

in accordance with the revised Board of Studies Syllabus (7-10).

Resources

Resourcing of the faculty to meet the demands of the new syllabus was a priority with the purchase of student textbooks for years 7 -10. The texts were accompanied with a CD which made available, both a lightweight 'electronic' version of the book to all students to utilise through their home PCs, and for widespread access through the school's local area network. The budget also made provision for the acquisition of additional equipment and materials necessary for greater emphasis on student practical experiences required by the new syllabus.

Assessment

New assessment tasks were written in line with the Quality Teaching Framework, with accompanying rubrics provided to maximise student understanding of the learning goals and the criteria which will be applied to judge the quality of their achievement. Staff members took part in Teacher Professional Learning workshops so that the concepts of 'deep understanding' and 'higher order thinking' skills could be met in the planning process of set tasks.

Supplementary Experiences

To supplement in-school learning, students were encouraged to take part in a range of excursions and competitions, including visits to The Science Centre, Taronga Zoo, and the Blue Mountains, and participation in annual events such as the Australian Science Competition, The National Chemistry Quiz and the Australian Olympiads. The faculty accepted the invitation to compete in the Trial ESSA Test, a state wide Science exam which will become mandatory in 2007. Six high-achieving students in Year 9 visited UNSW to take part in the Siemen's experience, while a number of Year 8 and Year 9 students attended the Science Exposed challenge at Parliament House.

Findings and conclusions

Both teachers and students evaluated the new Stage 4 programs, introduced this year, as being both challenging and exciting. The greater emphasis on practical learning was welcomed and regarded as providing a means of discovery through first hand experiences, while the revised assessment tasks clearly target the outcomes laid down by the Board of Studies. Excellent results in nationwide competitions were interpreted as an endorsement for on-target teaching and learning.

Future directions

- In 2007 the Science faculty will implement the new programs and assessment tasks for Year 9 and 10. An on-going evaluation will

take place through the Science registers so that modification can be made when and where necessary.

- A comparative analysis of current and past School Certificate results will be undertaken to provide a quantitative assessment to measure improvement and as a tool for future planning.
- A focus on the Quality Teaching directives of metalanguage and substantive communication will be undertaken to improve student expression of knowledge through both the written and spoken word.

Parent, student, and teacher satisfaction

In 2006 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Methods included student focus groups, parent interviews and "Quality of School Life" surveys. Results indicated:

- students 'Strongly Agreed' or 'Agreed' that they were motivated to achieve good results, especially in SC and HSC;
- parents appeared 'Supportive' or 'Strongly Supportive' of the school and its programs. Some negative media stories about the school during 2006 had the effect of making some parents 'More Supportive' than 'Less Supportive' of the school; and
- teacher surveys indicated a 'High Degree' of job satisfaction. The main teacher concerns were student under-achievement, student absences and disruption to school routines by extra-curricula activities.

Professional Learning

The Principal, Deputy Principals, Head Teachers and classroom teachers as well as support staff and specialist teachers participated in professional training conducted by the Department.

The Principal and Deputy Principals participated in leadership seminars conducted by the Department.

Staff development days

Average number of days of each staff member

Average expenditure per teacher

School development 2006 – 2008

As stated in Our School Plan, the long term targets that Randwick Boys High School would like to achieve over the next two years include the following;

Enhanced quality teaching and learning programs which raise achievement levels, close achievement gaps and prepare students for work and further education.

Welfare programs designed to support student learning and to provide them with equitable access to quality learning opportunities.

Promotion of the school and its values in the wider community.

Targets for 2007

Target 1

Furthering Links to Local Primary Schools

RBHS enjoys close links with local primary schools. Successful programs in recent years have included:

- visits by the Principal and Year 7 students to parent evenings at local primary schools to promote the school and its programs;
- visits to RBHS and RGHS by Year 4 students to experience lessons in various subjects. In 2006 over 300 male students participated in these visits; and
- RBHS staff and students assisting in learning programs within the primary school. This operates at present with participation in judging of debates and public speaking. Staff and students have also assisted with reading programs.

In 2007 additional links with Primary Schools will be investigated with a view to:

- creating a greater appreciation by both staff/students of primary and secondary schools of the continuity of curriculum, welfare, civic and cultural programs; and
- raising awareness of the primary school community of all programs available at RBHS. This is partly intended to offset the high proportion of Year 6 students who proceed to non-government secondary schools.

Strategies to achieve this target include:

- continuing and refining current programs;
- introduction of a Language other than English (LOTE) program in local primary schools beginning with Rainbow Street Public School;

- invitation to primary schools to make more use of RBHS specialist facilities and principally in technology and TAS; and
- encouraging greater participation of local primary students in cultural and sporting events such as Rock Eisteddfod and Knockout Competitions.

Our success will be measured by:

- increased enrolments by Year 6 students into Year 7 2008;
- written evaluations of the new programs in LOTE, sport and cultural activities; and
- greater use of RBHS facilities and staff expertise by local primary schools.

Target 2

Teacher Professional Learning tailored to student outcomes outlined in the School Plan

Strategies to achieve target

- 2007 Staff Development Day on Numeracy
- 2007 Staff Development Day on middle school
- Aligning of faculty learning plans with school priorities

Our success will be measured by:

- All faculties incorporating specific strategies for teaching numeracy skills into their programs
- Specific school wide strategies for middle school
- All faculties to have sent representatives to targeted professional development courses focussing on areas such as boys' education, underachievement, quality teaching
- Regular feedback from targeted professional development courses given to staff

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Members of the school self-evaluation committee included:

Mr G McNeil, Principal

Mr L Raskall, Deputy Principal and other members of the school executive

Mr A Cipolla, Careers Adviser

Mr P Loizou, Sports Co-ordinator

Ms J Kerr, School Administration Manager

Ms M Angelakos, School Administration Officer

Ms T Corbin, P&C President

Beaver Garland, Student Representative Council

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