Our school at a glance

Students
In 2012, the school population was 638 comprising the following enrolments:
- Year 12 – 81 students
- Year 11 – 86 students
- Year 10 – 109 students
- Year 9 – 145 students
- Year 8 – 106 students
- Year 7 – 111 students.
It is expected that student enrolments will continue the trend of growth seen in the junior school in recent years.

Staff
Staff information is provided in a table below. In 2012, a number of teachers left the school having retired, resigned or been transferred. This was not unexpected but represented a greater than usual number of changes.
A number of early career teachers joined the staff in 2012 continuing a process of staff rejuvenation. It is expected that this process will continue in 2013.

Significant programs and initiatives
Several significant programs are operating in the school:
- The Positive Behavior for Learning (PBL) program has been implemented successfully.
- Our cohort of students of Aboriginal background has grown and is predominantly in Years 7-10. Involvement with the AIME program has strengthened and we are seeing the emergence of a group of highly motivated students who are developing strong positive leadership skills and formulating high quality educational goals.
- The Survey of School Life, a longitudinal study based over five years has entered Year 2 and we have our first set of comparative data.
- The Show continues to set benchmarks for Performing Arts excellence. In addition, several students with long term commitments to the show have begun to develop career paths in the entertainment industry, bolstered by experience from The Show.
- The 2012 Student Leadership Team continued to develop and strengthen the student voice in the school and the election of the 2012 team marked a new milestone in excellence in our student leaders.

Student achievement in 2012
Student achievement continued at a pleasing level in 2012. NAPLAN results, when compared against boys in other comprehensive high schools were very favourable. Tabular information on NAPLAN provided in the Annual School Report does not enable these comparisons to be shown however, there is a continuing trend of improvement against boys in other comprehensive schools.
Our 2012 HSC results reflected significant value adding to our Year 12 cohort compared to Year 10 achievement. The table HSC: Performance relative to Year 10 on Page 9 shows the strength of the students’ improvement.
Most Year 10 students completed the requirements for the receipt of a Record of School Achievement (ROSA). As most continued to Year 11, they have not accessed the ROSA credential yet. Several boys were invited to repeat Year 10 as they failed to meet minimum standards.

Messages
Principal’s message
Randwick Boys’ High School continues its upward trajectory in the community through its improving learning outcomes, commitment to cross curricular programs, strong wellbeing programs and excellent extra-curricular activities.
The achievements of the school are demonstrated far more eloquently in the pages of this report than I could achieve in this brief message and I invite you to look at the achievements of our school community. We are a proud comprehensive high school serving the community of the eastern suburbs of Sydney.
I certify that the 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.

Wayne Duncombe
Principal

P & C message

Randwick Boys High School P and C had a wonderful 2012.
We started the year off with our Year 7 parents’ morning tea where we introduce ourselves to the new parents of our school community, easing any anxiety they have about first day of high school for their children.
A big thank you to all the parents who have supported the P&c this year, our hard work has paid off! Our fundraising throughout the year has enabled us to fund various projects providing much needed resources for our boys. This year the P&C purchased additional resources to teach and improve reading, for the English faculty and a digital video camera and lights, for the Drama Department.
Parents have given up their time this year to sit on various selection panels including for the new canteen tender. These panels do take time and we thank the parents who have taken time out of their busy schedules to help our school. The working bees have continued throughout the year with lots of improvements to the school grounds.

We thank Wayne Duncombe, School Principal, the school executive and staff for their support of the P&C, giving up their time to attend our meetings.

Thank you to the P and C executive and parents for your help and support during the year. We look forward to another successful year in 2013.

Alexandra Luxford - P and C President

Student representative’s message

The Student Representative Council (SRC) and the Prefects have been active in the school in 2012. This year, each Prefect accepted his own portfolio for which he was responsible. This helped us to focus on specific activities that align with our portfolios in order to improve school culture and participation.

Examples of our activities included: the Creative and Performing Arts Portfolio helped organize a “Dance Competition” which was so well supported we couldn’t fit any more students in the performance space: the Sports portfolio helped in generating greater participation at our school swimming and athletics carnivals and were also involved in the organization of a “Dodge Ball” competition. Our School Community, Fundraising and Wellbeing portfolio members assisted with Year 4 visits and Year 6 Orientation, the school’s White Ribbon Day activities, and Presentation Day. We also supported the school through Open Night, the Creative Arts Performance Night and, of course, our signature event, The Show.

White Ribbon Day was stepped-up again this year with greater involvement in the broader community. Our Prefects attended the Randwick Council White Ribbon Day walk from Randwick to Coogee.

Daniel Isidro – School Captain 2012.

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>677</td>
<td>657</td>
<td>685</td>
<td>615</td>
<td>634</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Enrolments in 2012 were higher than 2011. Demographic predictions have suggested that enrolments will continue to rise.

In the junior school, all cohorts are above 100 students, with Year 9 the greatest at 145. The senior cohorts are both well below 100 students.

As these cohorts exit the school and assuming the junior intake remains in excess of 100, it is expected that the school will exceed 700 students in 2014.

**Student attendance profile**

![Student attendance rates](image)

**Management of non-attendance**

Student attendance rates remain consistent. Although most cohorts are above state average, Years 8 and 12 are slightly below. In Year 8, some students’ attendance is being managed through the Home School Liaison Officer (HSLO) program.

Overall attendance remains above the State average and close to the Regional average. The school strives to reward attendance through letters of recognition and certificates.

An SMS system alerts parents to absence from school or class. In addition, the school has developed a checklist process for monitoring poor attendance that leads to swift referral to the HSLO. Interventions by the HSLO have been successful.

**Post-school destinations**

The largest proportion of the exiting cohort was that group entering university. Not all students apply for university and, of those that chose to apply, approximately 82% were successful.
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012, there was one indigenous teacher. During the course of 2012, the teacher accepted transfer to another school.

Staff retention

As indicated in previous Annual School Reports, a very stable staff has begun to move towards retirement. As a result, 2012 saw some changes through the course of the year.

In 2013, a new English teacher will be appointed, two new Mathematics teachers, a teacher of Science and a teacher of Science and Mathematics. In the Technology area, two new teachers will be appointed and in PDHPE, a new teacher will be appointed.

This will represent a turnover of approximately 14% of staff, by far the largest in many years.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>57%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>43%</td>
</tr>
</tbody>
</table>

Financial summary

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

In 2012, the school continued its program of purchasing interactive whiteboards to improve the technology available in classrooms. In addition, the school invested over $30,000.00 to establish a multimedia center during 2012 to be operational in 2013.

Maintenance issues weighed heavily on the 2012 budget and significant expenditure was invested in maintenance.

High casual relief expenditure ($127,680.92) should be considered with a number of factors in mind:
• Much of this funding was used to release staff for Professional Learning, particularly in preparation for the new syllabuses to be introduced in 2014,
• A significant number of staff took leave during 2012 and some teachers experienced extended periods of illness.

The school canteen is leased, not school operated, therefore zero shows in this section of the financial report. Revenue from the canteen is reflected in the section: School and Community Sources.

The high expenditure on excursions reflects the fact that the school operates a number of interstate and international excursions.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

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### School performance 2012

#### Achievements

**Arts**

**The Show: Portraits**

The 2012 Randwick Boys and Randwick Girls High Schools production, *Portraits*, is proof that anything is possible. It is possible to have model fish attached to scooters, riding around on stage. It is possible to create Fred Flintstone’s car, a circus caravan and carousel horses. It is possible to get the Sydney Rock$Stars, Randwick Boys hip-hop dance group, doing Latin dance in white tuxedos!

Rehearsals take more than two terms to produce a show at this level of excellence. The Show is made possible by an incredible team of students, staff, parents and community members. In 2012:

• Up to 250 students reached outside of their comfort zones as they learnt different styles of dance, vocals, drama roles and the elements of stage production,
• A huge number of staff members helped by supervising rehearsals, providing voiceovers, supervising backstage or simply being part of the audience,
• Many parents were indispensable as they supported The Show, lending a hand in...
whatever way they could – creating costumes, props and set, and doing what they could for their children, and

- The wider community aided us with sponsorship and donations, backing us financially to ensure The Show literally could go on.

The cast was incredible, developing performance instincts and supporting each other through the process. The props crew is the glue holding each performance together, always in the right place at the right time and ensuring the productions ran smoothly.

Performing items representing iconic figures such as Jim Henson, Cleopatra, Marilyn Monroe, The Little Mermaid, Mozart and cartoon families such as the Flintstones and the Simpsons, Portraits was our most successful NIDA production yet. The Show has cemented itself as part of the lifeblood of the school.

**Rock Eisteddfod**

In 2012 Randwick Boys and Girls entered the Raw Division of Rock Eisteddfod and secured FIRST PLACE with their item, *Marilyn*. The caliber of our schools’ performance was obvious as the students performed on the night, and the elation at Randwick’s win was seen and heard in the smiles, tears and deafening screams of the students afterwards in our dressing room.

**Sport**

Randwick Boys High School is the only Eastern Suburbs high school offering competition at the elite level of grade sport in a competitive zone of Sydney’s boys’ schools.

The 2012 sporting season saw further increase in student participation in Grade sports in both the Winter and Summer seasons. This increase in interest in Grade sport was mirrored in improved results as well. Most of our teams progressed to the Semi Finals and 5 teams won their premierships. These were: 15s Oz tag, 2nd Grade Volleyball, 15s Basketball, 14s Tennis and 13 Years Rugby. Randwick Boys also won the Zone Champion School trophy. These are the best results that our school has achieved since we joined the North West Metropolitan Zone.

We also introduced new Grade sports: Badminton and Water polo. Most of the Grade sport teams had at least one coaching session with outside professional coaches, provided by the school as part of our Gifted and Talented program. Many teams had coaches working with them for extended periods and a large number of teams had professional referees provided where needed.

Our Zone Athletics and Swimming results also continued the improvements from last year as we built up our zone teams to ensure that we were represented in as many events as possible. Jake and James both of Year 7 broke school records in Swimming and Athletics, with James achieving the honor of being the NSW Combined High Schools Long Jump Champion in his age group. Three other athletes also competed at State level.
Academic

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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Reading – NAPLAN Year 7

Year 7 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
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<tbody>
<tr>
<td>Skill Band Distribution</td>
<td>524.8</td>
<td>554.5</td>
<td>535.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<tbody>
<tr>
<td>Number in Band</td>
<td>8</td>
<td>15</td>
<td>31</td>
<td>31</td>
<td>10</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>7.8</td>
<td>14.6</td>
<td>30.1</td>
<td>30.1</td>
<td>9.7</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>5.8</td>
<td>16.0</td>
<td>32.3</td>
<td>24.3</td>
<td>15.9</td>
</tr>
<tr>
<td>SSG % in Band 2012</td>
<td>3.1</td>
<td>9.7</td>
<td>20.7</td>
<td>29.8</td>
<td>26.0</td>
</tr>
<tr>
<td>State DEC % in Band 2012</td>
<td>7.1</td>
<td>16.3</td>
<td>23.6</td>
<td>24.5</td>
<td>18.7</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 7

Year 7 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>Skill Band Distribution</td>
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<td>549.4</td>
<td>536.3</td>
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</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
<td>15</td>
<td>26</td>
<td>31</td>
<td>18</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.0</td>
<td>14.6</td>
<td>25.2</td>
<td>30.1</td>
<td>17.5</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>1.9</td>
<td>13.6</td>
<td>24.1</td>
<td>25.7</td>
<td>20.9</td>
</tr>
<tr>
<td>SSG % in Band 2012</td>
<td>2.5</td>
<td>13.5</td>
<td>26.3</td>
<td>26.6</td>
<td>18.6</td>
</tr>
<tr>
<td>State DEC % in Band 2012</td>
<td>6.3</td>
<td>21.2</td>
<td>26.5</td>
<td>20.2</td>
<td>12.2</td>
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Reading – NAPLAN Year 9

Year 9 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>555.1</td>
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<table>
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<tr>
<td>Number in Band</td>
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<td>35</td>
<td>39</td>
<td>31</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>9.7</td>
<td>26.1</td>
<td>29.1</td>
<td>23.1</td>
<td>10.5</td>
<td>1.5</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>11.0</td>
<td>21.8</td>
<td>27.7</td>
<td>26.1</td>
<td>11.9</td>
<td>1.5</td>
</tr>
<tr>
<td>SSG % in Band 2012</td>
<td>4.4</td>
<td>14.1</td>
<td>27.6</td>
<td>28.7</td>
<td>18.5</td>
<td>6.7</td>
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<tr>
<td>State DEC % in Band 2012</td>
<td>9.8</td>
<td>20.5</td>
<td>26.9</td>
<td>22.3</td>
<td>14.0</td>
<td>6.5</td>
</tr>
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Numeracy – NAPLAN Year 9

Year 9 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>586.4</td>
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<table>
<thead>
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<td>29</td>
<td>35</td>
<td>33</td>
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<td>12</td>
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<tr>
<td>Percentage in Bands</td>
<td>3.0</td>
<td>21.6</td>
<td>26.1</td>
<td>24.6</td>
<td>15.7</td>
<td>9.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>2.4</td>
<td>21.3</td>
<td>27.4</td>
<td>21.8</td>
<td>15.7</td>
<td>11.4</td>
</tr>
<tr>
<td>SSG % in Band 2012</td>
<td>1.9</td>
<td>16.3</td>
<td>28.0</td>
<td>26.4</td>
<td>17.7</td>
<td>9.8</td>
</tr>
<tr>
<td>State DEC % in Band 2012</td>
<td>5.6</td>
<td>25.5</td>
<td>26.1</td>
<td>18.5</td>
<td>11.7</td>
<td>12.7</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.3</td>
<td>67.9</td>
<td>91.0</td>
<td>90.2</td>
<td>97.0</td>
</tr>
</tbody>
</table>

As an indication, the no. of students exempt for Year 7 Reading are:

0

As an indication, the no. of students exempt for Year 9 Reading are:

0

While the school is satisfied overall with the number of students achieving at or above minimum standards, it has investigated the seemingly aberrant result in writing.

The investigation has identified a number of students who may have misunderstood the
expectations of the question and written a response that either was not relevant to the question or which focused on creativity rather than technical excellence.

This has been discussed with the Executive and measures will be taken in 2013 to ensure that Year 9 students are made more aware of the technical requirements of the writing tasks.

**Progress in reading**

92.2% of Year 7 students and 90.3% of Year 9 students are achieving at or above minimum standards in Reading. With a large proportion of the school’s population coming from Language Backgrounds other than English (LBOTE), this indicates pleasing growth with reading.

The English Faculty was successful in making submission to the P&C for funds to purchase additional reading resources to target areas of weakness in Stage 5 students, identified through NAPLAN results.

The school is seeing growth in enrolments in the Advanced English course as more students attempt this course for the Higher School Certificate. In 2012, approximately 45% of the Year 11 cohort is attempting Advanced English and about 30% is attempting Standard English. Reflecting the number of students of LBOTE and the number of International Students who choose Randwick Boys’ High School, about 25% of the cohort has chosen the English as a Second Language course for the HSC.

High levels of achievement with numeracy translate into Higher School Certificate success with students attempting Mathematics at the highest Extension 2 level, all achieving a notional Band 6 result of 90% or more.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the *Find a school* and select **GO**.

**Higher School Certificate**

The following graph demonstrates the significant improvement of performance from 2012 HSC students relative to their 2010 School Certificate performance.

This reflects several factors including: growing maturity among an all-male cohort; clearer definition of goals and aspirations and a commitment to them; greater engagement with learning that is more specialized.

![Graph](image)

Higher School Certificate performance continues to be a strong feature of the school. Relative performance from Year 10 shows significant value adding to high end achievers.

In 2012, high achievement, relative to Year 10 performance, is demonstrated in the above
**Significant programs and initiatives**

**Aboriginal education**

In 2012, the Aboriginal student cohort at Randwick Boys High School has been involved in a number of initiatives. These initiatives have included: The Australian Indigenous Mentoring Experience (AIME), The AIME Learning Centre, the Deadly Kids Doing Well Awards; School-based Traineeships and The Pacific Islander Program.

In 2012, the school embraced the Australian Indigenous Mentoring Experience (AIME) program for its students of Aboriginal background.

The program aims to improve the outcomes for Aboriginal students in completing the HSC and in pursuing tertiary education. Our target group was in Years 9 and 10, where we had a significant population of Aboriginal students.

The outstanding results in terms of student involvement and their positive evaluation of the program have meant that we will continue with the AIME program in 2013 with the 9, 10 and 11 cohorts.

Another initiative this year was the introduction of the AIME Learning Centre, which provided additional assistance with assessment tasks and homework. This proved to be a valuable resource to our boys in achieving positive outcomes.
Blade of Year 9 achieved a Deadly Kids award in 2012 for excellent academic achievement and effort, meeting all academic criteria of achievement and showing continued improvement and for being a positive role model/leader within the school community.

Quentin of Year 10 was selected for a school based traineeship with Westpac Bank as part of a government initiative to promote Indigenous presence in the work place. This has been a valuable learning tool for Quentin who has gone from strength to strength as a result of the training.

Every Aboriginal student has an Individual Learning Plan. These plans have been developed in cooperation with teachers, the students and their families.

In 2012, the Pacific Islander Program continued to grow and develop. The program was led by Gerome Te Peeti. The aim of the program is to enable students to learn share and practice culture in its many different forms.

The students have been exposed to a vast array of different areas pertaining to Polynesian history, culture, language, arts, performing arts and practices.

Throughout the course of the year, the students have shown enthusiasm and initiative, and have openly embraced opportunities to learn, fulfill roles of leadership, and also showcase the skills and knowledge obtained by them throughout the program.

**Multicultural education**

Randwick Boys High School has long had a successful multicultural campus. Over 69 languages are represented in the student body.

In 2012, the school continued to reflect its commitment to multiculturalism with commemorations for Harmony Day and the growth of an increasingly diverse staff. Approximately 18% of the school staff comes from a Language Background other than English.

Students from diverse backgrounds achieved excellent results in the HSC and represented the school in sport, on stage and in a host of competitions.

The student leaders, reflective of the diversity of the school, elected a Captain and Vice-Captain of Non-English speaking backgrounds.

**Other programs**

**Student Leadership**

2013 Prefects, SRC and sports captains with Principal, Mr. Duncombe, SRC Coordinator, Ms. Edwards, Relieving School Education Director, Ms. Sue Roach, State Member Mr. Bruce Notley-Smith, and the Mayor of Randwick Council, Mr. Scott Nash, at the completion of the Investiture Assembly.

Student leadership has become a strong focus of the school. Leaders take office in third term, enabling the outgoing Year 12 to concentrate on their HSC preparation and providing a timely introduction to leadership to a settled Year 7 cohort.

The Randwick Boys High School Student Representative Council is comprised of elected representatives from each year group whose role is: to act as role-models; to be approachable; to maintain the high standards of uniform we expect of our students; to assist in improving engagement amongst the student body for school events; and to represent our school at many public and departmental events. It is both a huge honor and a fantastic achievement to be elected as a student representative.

Some of the key activities the outgoing SRC were involved in included: attendance at local ANZAC day commemorations; White Ribbon Day activities at both school and within the local community; SRC BBQs and Mufti Days for charity; World Vision Global Leadership Conference and various new student induction days and visits.

**Gifted and Talented Education**

To support the needs of gifted and talented students, the school offers a number of stimulating extra-curricular activities. One example of this was the exploration of representation in history.
Using the story of the Titanic as their model, gifted history students “created” evidence to consider the importance of validation in the tasks of the historian.

Developing the case for authenticity. Gifted and Talented History students explored the importance of verification of evidence.

2012 SRC Leadership Camp

Our annual camp focused on goal-setting where the Prefects accepted responsibility for five newly-formed portfolios that centered on key aspects of student life, the wider community and social responsibility. The leadership camp provides the members of the SRC with the opportunity to harness their leadership skills, their ability to work as members of a team, as well as build relationships with each other, all in a safe and fun environment.

The group of 23 ‘student leaders’ could not contain their excitement at the opportunity to participate in such a personally rewarding excursion.

The camp not only provided the student leaders with the opportunity to develop stronger relationships with each other, but also afforded these young men an opportunity to challenge themselves and each other.

Transition to Year 7

Randwick Boys High School has developed an extensive program supporting young men in their transition to high school. Integral to the program is a Year 7 camp, at which Year 7 develop the strong bonds that will see them through their high school years.
Supporting the Year 7 students is a group of Year 11 mentors, senior leaders who provide inspiration and guidance for their younger peers.

Year 4 Visits
This valuable program allows Year 4 boys from all our feeder primary schools opportunities to experience high school for a day. We provide them with four 50 minute lessons and a recess and lunch break so that they can see how a high school operates. They are supported on the day by our SRC and Prefect body who make them feel at home. This year we had lessons in Mathematics, English, Archaeology, Drama Workshop, Technics, History, Music, Food Technology, Physical Education, an Art workshop, Celebrity Heads, Science, Geography and Chess. The day allows students to transition to high school without fear, after having a positive experience and making new friends.

Mathematics Faculty Self Evaluation
In 2012, the Mathematics Faculty conducted an evaluation of its preparedness to introduce the new Mathematics syllabuses.

Their review found:

- The faculty is confident in understanding the syllabus,
- All have academic qualifications and all but one have other formal university or college-based training in the mathematics area, with majority studying for more than 4 years at university,
- Fifty percent of staff members have additional training to teach mathematics,
- Most of the faculty members have received in-service training in mathematics in the past two years and almost all feel encouraged to participate in an in-service,
- The school’s program prepares teachers new to the subject,
- Arrangements exist for teachers to have meetings and interchange professional ideas within the school or outside, however, no extra time is provided by the school,
- There is a strong culture of sharing professional concerns and problems with colleagues and everyone feels professionally supported within the curriculum area,
- There is strong encouragement to try new teaching methods and evaluating techniques for this curriculum area,
- The faculty has a culture of high expectations of the student standards.

Progress on 2012 targets

Target 1
Introduction of Positive Behavior for Learning (PBL) in 2012

In 2012, PBL was launched as the behavior management model for our school. The school community recognizes that this will be a process taking some time to embed itself in the school.

Our achievements include:

- The development of effective lessons that explicitly teach desired behaviors,
- The redesign of the school’s merit program to align with PBL, including new Merit Certificates and badges for safe, respectful learners,
- The placement of PBL signage explicitly stating expected behavior in key parts of the school including the playground, oval, toilets and every classroom.

Target 2
Meet identified NAPLAN targets for Year 9, 2012

As might be expected, some targets were met, some exceeded and some were not met. Spelling was a particular disappointment where in Year 9 NAPLAN; we failed to meet our target of 60% growth, achieving only 54.9%.

Our achievements include:

- 62.6% met expected growth in numeracy, above target by 1.6 percentage points,
- 54.9% met expected growth in grammar, above target by 0.9 percentage points,
- 54% met expected growth in reading, exactly on target.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of attitudes to school life as part of
our longitudinal study, on which we will continue to report in 2013 and 2014.

Background
In 2011 the school conducted the first survey of students’ attitudes to school life with students from Years 7 - 10. The survey was conducted again in 2012, extending the survey group from Year 7 to 11.

Findings and conclusions
The results from the 2012 survey were, overall, highly positive. Key findings were:

- Over 80% of the student body have identified that they feel connected to their teachers, their peers and their school,
- Fewer than 10% of students felt they had experienced bullying at Randwick Boys High School,
- Over 80% of students feel that their teachers are helpful, responsive, have high expectations of them and provide them with challenging work,
- Over 90% of our students have a positive self-image,
- 20-30% of students identified teacher instruction and explanation as an area requiring attention,
- Comparison of the 2011 and 2012 student surveys show that, overall, the student responses share a high correlation.

Future directions
We continue to raise teacher awareness of the importance of ensuring that students understand explanations.

The survey has shown so far that students enjoy attending Randwick Boys High School and they feel well cared for, academically challenged and rewarded for their efforts.

In the coming year, we plan to investigate how we can capitalize on this positive image to support higher order thinking and learning in challenging classroom environments.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents rated school communication highly.

- 95% of parents felt that the redesigned school website was useful,
- 92% of parents felt that they were attended to promptly at reception,
- 91% of parents appreciated the use of email for communication of the school newsletter.

Students were less enthusiastic about communication:

- 63% of students felt that the messages they received in roll call contained useful information,
- 85% of students felt that they knew to whom they should speak if they had a question about school.

Teachers rated sport organization, The Show, PBL and the SRC as significant in lifting the school’s tone and image.

Professional learning
Randwick Boys High School offers a wide range of professional learning opportunities to our staff and parents. Staff Development Days focused on Child Protection, Literacy and Numeracy, the NSW DEC Code of Conduct, Individual Learning Plans for Indigenous students, planning and implementation of Moodle, PBL updates and implementation, staff health and well-being and Anaphylaxis training. In term 4 staff and parents were trained in Merit Selection.


The introduction of DEC’s ESES saw changes in the role of the Support Teacher Learning and the Learning Support Team. Itinerant Behavior, Autism and Dyslexia Support Teachers have been redeployed. As a result, several staff have volunteered to be trained in Behavior and Autism support.
In preparation of the National Curriculum our Curriculum team attended a number of meetings with the coordinators of the DEC Curriculum Learning and Innovation Centre (CLIC) team. Staff participated in a trial of the modules for delivering the new NSW syllabuses incorporating the National Curriculum.

In addition, the school offered “in-house” training in writing resumes for merit selection, navigating the DEC website and exploring the network of directorates that is the DEC.

Professional Learning in 2013 will focus on the planning and implementation of the National Curriculum in English, Mathematics, Science and History, along with the Priority Areas of the 2012 – 2014 School Plan.

In-house training will include courses on grammar basics, navigating the new Multimedia Centre, and taking effective photographs to promote the school.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Introduce an academically selective gifted and talented stream in 2014.**

2013 Targets to achieve this outcome include:

- Establish a sustainable process for identifying and enrolling an annual GATS stream from 2014,
- Prepare identified staff to teach the group,
- Develop effective programs to support student learning through challenging, differentiated, student-centered curriculum.

**Strategies to achieve these targets include:**

- Developing of a program for the operation of the GATS stream,
- Making training opportunities available and sourcing effective training,
- Developing an effective testing regime with a reputable and effective supplier.

**School priority 2**

**Outcome for 2012–2014**

Successful introduction of new NSW Syllabuses in Years 7 and 9 in 2014.

2013 Targets to achieve this outcome include:

- Provide suitable, deep training to all staff in the curriculum modules,
- Ensure that Faculties implementing syllabuses in 2014 are supported fully,
- Have effective challenging programs of learning in the new syllabuses to support student engagement from Day 1 2014.

**Strategies to achieve these targets include:**

- Allocating reserved TPL funds to support the development of staff expertise,
- Providing time to develop scope and sequence and specific units of work,
- Identifying strategic resource needs.

**School priority 3**

**Outcome for 2012–2014**

Develop a Stage 6 program for students who are at risk of disengagement and for whom an Australian Tertiary Assessment Rank (ATAR) is not a goal.

2013 Targets to achieve this outcome include:

- Have sufficient students interested in participating in the program to enable it to run,
- Work with parents and identified students to explain successfully the program,
- Provide appropriate resources and key personnel to ensure the success of the program.

**Strategies to achieve these targets include:**

- Identifying a specific suite of courses suitable to the target group of about 15 students,
- Working closely with parents through interviews from the release of Half Yearly reports,
• Offering a suite of non-ATAR courses which will appeal to the students,
• Looking at innovative ways to provide work experience for the participating students,
• Focusing on modifications and adjustments to promote students learning, including the provision of life skills courses as appropriate.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Mr Wayne Duncombe, Principal
Ms Olga Sofo Deputy Principal
Ms Anna Edwards SRC Coordinator
Ms Maxine Ford Show Coordinator
Ms Karen Mould Sport coordinator
Members of the School Executive
Mr Daniel isidro 2012 School Captain
Mr Adry Awan 2013 School Captain
Ms Alexandra Luxford P&C President

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: