School context statement

Randwick Boys High School is a comprehensive boys’ school located in the eastern suburbs of Sydney. The schools population is approximately 670 students.

The school community is one of high diversity. Approximately 70% of the school community has a language background other than English.

The community and student body represent a cross-section of the socio-economic make-up of Australia. The school’s multicultural composition is seen as a defining feature and a significant strength among the community, staff and students alike.

Located close to the University of NSW, the school draws a significant number of international students. A significant percentage of students completing Year 12 seek placement at university and most are successful in entering university courses. Others pursue further education in TAFE or through apprenticeships.

The school’s mission is “Guiding Young Men to Success” and this is achieved in a caring, nurturing environment that promotes achievement and excellence in all endeavours.

Principal’s message

2014 has been another successful year for the school. Students have continued to distinguish themselves academically, culturally, as leaders and on the sporting field.

The report shows a number of the highlights throughout the year. I am always proud of the tenacity of the young men of Randwick in their pursuit of their dreams and ambitions. I think that a great metaphor for this is in the achievements this year of our Shell cup Basketball team.

These young men developed as a highly effective team over the course of the competition. Their focus was directed, supported and strengthened by their coach, Henry; their sportsmanship became a hallmark of their endeavor, they trained and improved with admirable dedication.

Through all of this, their academic results improved, many earning letters of commendation for their academic achievements. At the end of the competition, the team came third in the state, an impressive achievement for a team at its first attempt in the competition.

What each took away from the journey, I think, was even more important as a lesson in learning: ability is always enhanced by focus, by effort and by diligence. It is an important part of the school’s message of guiding young men to success.

P&C Message

We applaud the good Parents and Citizens of Randwick Boys High School for achieving yet another productive year. It was a collaborative effort by all in producing outstanding results.

The year began with P & C hosting a successful welcome morning tea for our Year 7 parents. Our P & C have consistently conducted meetings once a month, along with additional meeting times held for our subcommittees.

Fundraising events which included Bunnings and Mitre 10 BBQs have attracted a big turnout of volunteers including parents and students. Not to mention a large number of Year 7 book packs were ordered and delivered to new students early in the year.

This past year saw a new fundraising idea come to fruition. A well organised ‘Trivia Night’ was held in August in the school hall. It was a great social night out for members and friends of the Randwick Boys High School community, definitely an exciting way to raise funds for our school. For those unaware, proceeds from P & C fundraisers are channeled into various school programs. We are lucky to have such tremendous community support.

A special thank you to our fellow executive committee members, Sally Durham, Alexandra Luxford, Maria Hoareau and Rachel Daly.

The P & C Executive Committee have had an extremely productive year, working cohesively
and volunteering time to help with fundraising events and participating in subcommittee activities.

Thanks to all the parents who attended our meetings throughout the year and assisted wherever possible.

I must also thank Mr Wayne Duncombe and Ms Olga Sofo for their regular attendance to our monthly meetings.

We also commend Teachers and Administration Staff who often extended themselves to help the P & C and look forward to their continued support in 2015.

We welcome parents to join the P & C and come along to our meetings held on the third Tuesday of every month.

In 2015 we look towards new ideas and initiatives.

In maintaining Randwick Boys High School and P & Cs long history of community support, we look forward to sustaining those standards and objectives set by Randwick Boys High School.

Nasser Attia
P & C President 2014

Student information

It is a requirement that the reporting of information for all students 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>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>677</td>
<td>657</td>
<td>685</td>
<td>615</td>
<td>634</td>
<td>659</td>
<td>663</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Student enrolments have had consistent increases since 2011. A large cohort in Year 12 will have an impact on enrolment when they exit school in 2015.

Non-attendance is managed through a number of school based measures. The school uses an SMS system alerting parents to absences from class and school. In addition, the school conducts random attendance checks during the day to minimise truancy, there is regular Year Advisor contact with parents to support students experiencing difficulties ensuring attendance requirements are met. The school has a process for monitoring attendance that leads to immediate response and swift referral to the HSLO. Interventions by the HSLO have been successful.

Overall student attendance rates remain consistent and above State average for most year groups.
Post-school destinations

In the HSC class of 2014, 70% of the students continued on to further education and training. The majority of other students were successful in finding either full-time or part-time employment. Contact was made with students in December 2014 and although a number of students could not be contacted, the following graph provides valuable overview of the post school destinations of these students.

<table>
<thead>
<tr>
<th>DESTINATION</th>
<th>NUMBER OF STUDENTS</th>
<th>PERCENTAGE OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>33</td>
<td>42%</td>
</tr>
<tr>
<td>TAFE</td>
<td>11</td>
<td>14%</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Private Provider</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>Year 13</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Employment</td>
<td>11</td>
<td>14%</td>
</tr>
<tr>
<td>Unemployment</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>No Contact</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>Overseas</td>
<td>2</td>
<td>3%</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

12% of year 12 completed a TVET course at TAFE.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Twelve students completed Vocational Education qualifications through TAFE in 2014. Students studied: Construction; Graphic Design; Computer Assembly and Repair; Tourism and Events, Electrotechnology; Aviation; and Financial services. The qualifications were completed at Ultimo, Randwick, Petersham, Enmore and St George TAFEs.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>39</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.2</td>
</tr>
<tr>
<td>Total</td>
<td>63.1</td>
</tr>
</tbody>
</table>

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

In 2014 there were no members of the school workforce who identified as Aboriginal.

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>

Professional learning and teacher accreditation

Professional Learning supports teachers in keeping abreast of developments in the profession. Randwick Boys High School offered a wide range of professional learning opportunities to our staff. Professional learning on school staff development days focused on:
• Child Protection
• Anaphylaxis
• Evaluating the implementation of the phase one National Curriculum syllabuses
• Further investigation of the online training library of Lynda.com
• Satchel Training: This is a simulation exercise for school principals and executive staff designed to support school leaders in learning to manage safety, security and serious incidents in the school, however all staff at Randwick Boys High School undertook this training as part of their professional development
• School planning for 2015-2017
• Merit selection panel training

Over 50 staff members attended external professional development courses. These courses included curriculum and assessment, welfare and student wellbeing, technology, leadership, literacy and numeracy.

All staff, in conjunction with their supervisors, were supported and encouraged to review their existing professional learning plans and goals in line with the National Professional Teaching Standards. Staff worked with their supervisors to evaluate their plans throughout the year.

**Beginning Teachers**

Beginning and early career teachers participated in professional learning days to support their professional growth in achieving accreditation with the NSW Institute of Teachers, with the assistance and guidance of the Early Career teacher mentor.

In 2014, the support of the Beginning Teachers at Randwick Boys High School has been given a high priority and the funding provided under Great Teaching, Inspired Learning.

All new staff and beginning teachers at Randwick Boys High School participate in an Induction Day at the commencement of the year, recognized as an essential tool in welcoming all new staff and familiarising them with our school practices. The school has created a Beginning and Early Career Teacher Mentor position and created a program that clearly delineates the support that will be provided for each beginning teacher within the school. In 2014, Beginning Teachers met regularly with the Mentor as a group to discuss issues that arose throughout the term. During these meetings they also participated in a variety of professional learning in the areas of Boys Education, Devising Quality Assessments, Report Writing, Classroom Management and Parent Teacher Interviews and a Record Keeping seminar. These were vital in assisting the beginning teachers in developing skills that are essential in their teaching practice. The teachers were also supported with individual meetings, invaluable in addressing their personal queries.

In 2014, the beginning teachers reported that the most valuable aspect of their support was the release time given to not only develop resources but to also work with mentors on developing their understanding of best teaching practices. Randwick Boys High School also provided specialist training days in the Multimedia Centre, Computer Labs and Library exposing teachers to the available facilities with the school. Moreover, they were provided with specialist training to give them the tools and time to develop lessons and the confidence to run classes in these environments.

Beginning teachers are often focused on the completion of their accreditation portfolios in these first years. At Randwick Boys High School, the Beginning Teachers Mentor has developed a clear system to assist in the guidance and completion of their portfolios. Teachers are provided release time, group discussions and individual mentoring through the process to assist with the successful completion of their portfolios.
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 30/11/2014

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>277730.24</td>
</tr>
<tr>
<td>Global funds</td>
<td>547732.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>260339.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>541702.82</td>
</tr>
<tr>
<td>Interest</td>
<td>10050.15</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>28088.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1665644.04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>232150.24</td>
</tr>
<tr>
<td>Excursions</td>
<td>196254.59</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>24879.09</td>
</tr>
<tr>
<td>Library</td>
<td>17963.10</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5909.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>217050.43</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>167239.76</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>225511.33</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>134179.77</td>
</tr>
<tr>
<td>Maintenance</td>
<td>106788.40</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>30957.49</td>
</tr>
<tr>
<td>Capital programs</td>
<td>11430.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1370314.02</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>295330.02</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014

The following NAPLAN data shows the achievements of our students against all NSW school students, including students in selective high schools. It should also be noted that the State data also includes girls’ achievements.

Whilst the data indicates that the greater majority of Year 7 students is performing at, or above national standards, the cohort shows an area of need in writing.

<table>
<thead>
<tr>
<th>Academic achievements</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NAPLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.</td>
</tr>
<tr>
<td>Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)</td>
</tr>
<tr>
<td>Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)</td>
</tr>
<tr>
<td>The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).</td>
</tr>
<tr>
<td>Alternatively:</td>
</tr>
<tr>
<td>Click on the link <a href="http://www.myschool.edu.au">http://www.myschool.edu.au</a> and enter the school name in the Find a school and select GO to access the school data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 literacy shows that the cohort has strengths in Reading, Grammar and Punctuation and particularly in Spelling.</td>
</tr>
<tr>
<td>Achievements in these areas, especially in the Bands 9 and 10 is higher than the long term trends. Students in Band 4 have been identified for additional support in building their aptitude.</td>
</tr>
<tr>
<td>Writing remains a concern for boys nationally. The number of Year 7 students achieving outcomes in Band 9 is lower than the long term trends. Targets for improvement can be found in Bands 5 to 8.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum Standards data</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
NAPLAN Year 7 - Numeracy

The Year 7 results for Numeracy are above the long term trends for the school in Bands 8 to 10 indicating that Numeracy is an area of strength for the cohort. The result for Band 6 indicates a higher than long term average performance in this Band. This indicates that these students will require a strong support in the area of Numeracy to build capacity.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

It is in relation to literacy that we can see some really outstanding improvements against expected growth. In 2014, 66.6% of Year 9 students reached or exceeded their expected growth. This was an increase from 53.8% for the same cohort in 2012.
The Year 9 cohort has demonstrated strength in the areas of Reading and Spelling, performing well above the long term trends.

Reading results show that students in Bands 8 and 10 exceeded the long term school averages which was reassuring. There is an identifiable group in Bands 6 and 7 who are underperforming. Developing and moving this group of students to improved success in reading will be evident in the HSC results for 2017.

Writing has been identified as a national concern, with boys underachieving in this area when compared to girls. Whilst the school is pleased to note that a significant number of students moved from Bands 4 to 7 indicating a considerable level of growth, it remains the priority of the school to address boys’ writing.

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.8</td>
</tr>
<tr>
<td>Writing</td>
<td>71.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.0</td>
</tr>
</tbody>
</table>

### Percentage in bands:
- **Year 9 Reading**
- **Year 9 Writing**
- **Year 9 Spelling**
NAPLAN Year 9 - Numeracy

In relation to Numeracy, the school continues to perform well, meeting the expected growth in numeracy for boys in DEC schools. This is pleasing particularly when compared to the results of Year 7 2012 which was well behind both State and DEC boys’ averages. In 2014, 68.2% of Year 9 students reached or exceeded their expected growth.

There was an increase from 60.4% for the same cohort in 2012. In the 2015 – 2017 School Plan, we will explore ways in which we can improve on this achievement.

Higher School Certificate (HSC)

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).

The most significant table in this report is the table indicating progress of the level of growth of students between Year 9 and Year 12. The performance of the students at the high end of the cohort shows sizeable growth, outperforming similar schools significantly.

The negative figures in the lower and middle groups indicate that a significant number of students moved into the higher performing levels at the HSC. This trend has been evident for a number of years and, in particular, the 2014 cohort achievements is especially pleasing.

Individual subject reports below identify the performance of students in all subjects offered by the school for the HSC. In 2014, the cohort performance was the same or exceeded the school’s long term average in 90% of courses.
Aboriginal education

In 2014, the Aboriginal student cohort has been involved in a number of initiatives. These initiatives have included: Australian Indigenous Mentoring Experience (AIME), AIME’s Knowledge is Power seminar, Nura Gili Centre for Indigenous Programs at the University of NSW, Galiyaay Aboriginal Student Career Expo, the Deadly Kids Doing Well Awards and The Pacific Islander Program.

In 2014, the school continued to embrace 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 Years 9 and 10. Years 7 and 8 students attended AIME’s Knowledge is Power seminar, aimed at fostering engagement in Stage 4 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 2015 with the Year 9, 10 and 11 cohorts.

Students in Years 8 to 12 attended The Nura Gili Centre for Indigenous Programs at the University of NSW gaining first-hand experience of
university life for a day. Students viewed a number of the facilities including the Simulation Room in the Engineering faculty.

Markou of Year 11 achieved a Deadly Kids award in 2014 for excellent academic achievement and effort, meeting all the criteria of achievement and showing continued improvement and for being a positive role model/leader within the school community.

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

**Multicultural education and anti-racism**

Randwick Boys High School has long had a successful multicultural campus. Over 60 languages are represented in the student body.

In 2014, the school continued to reflect its commitment to multiculturalism with its commemorations on Harmony Day, the Pacific Islander Group and the growth of an increasingly diverse staff. Approximately 20% of the staff of the school comes from a Language Background other than English.

In 2014, the Pacific Islander Program continued to grow and develop. The aim of the program is to enable students to learn, share and practice culture in its many different forms. Throughout the year, the students have shown enthusiasm and initiative, and have eagerly embraced opportunities to learn, fulfill roles of leadership and showcase the skills and knowledge obtained by them throughout the program.

**Significant programs and initiatives – equity funding**

**Aboriginal background**

The school received funding under the Resource Allocation Model (RAM) of $4656.98 to support Aboriginal Education in 2014. Expenditure of these funds was allocated to engagement of Aboriginal students in the highly successful Australian Indigenous Mentoring Experience (AIME), from which students gained significant benefit and which for many students provided an important link to remaining at school.

Indigenous Students involved in the Pacific Island program were also supported with some of the funding from RAM used to support the employment of the cultural and heritage tutor in the program.

**Socio-economic background**

The school received RAM funding of $14027.96 to address issues associated with socio-economic disadvantage. Priorities for this expenditure included a proportion of the cost of the school’s technology support to ensure that students at this school have efficient and functioning technology at all times.

In addition, some funding was allocated to subsidize camps for Year 7 transition, Student Leadership and the winning House excursion, to ensure that all students could be engaged with these activities.

In addition, this funding was used to staff the Homework Centre to provide ongoing support for students who attend that center to gain help with school work and to have access to computers, which a small number of students is unable to do at home.

**Learning and Support**

In 2014, five high support needs students from Years 7 to 12 diagnosed with a disability of autism, intellectual impairment or physical impairment were allocated additional learning assistance through the NSW Department of Education and Communities (DEC) Integration Support Funding Program.

The Integration funding support allocation for these students totalled $73,910 for the year. These funds were utilised to support the students in the following manner: the development and implementation of Individual Education Plans (IEPs). These are used by classroom teachers to assist them in designing teaching strategies to address students’ specific learning needs in order for them to achieve agreed upon goals. Three School Learning Support Officers (SLSOs), for the equivalent of 1.6 full time positions, were employed to assist with implementation of students’ IEPs and to provide direct in-class learning assistance to both high support students as well as another 30 students identified with significant learning difficulties. This included general assistance, assessment task and examination support. SLSO’s also assisted other students when working in scheduled classes.

During 2014 the NSW DEC Every Student Every School (ESES) initiative continued to promote the
inclusion of all students in mainstream education. The school has a Learning and Support Teacher allocation of 1.3, with 0.3 being dedicated to a case management approach to supporting students with high behavioural support needs. This dedicated intensive case management approach to behavioural support assistance has resulted in the improved behaviour of those students identified as requiring support.

In 2014, four Year 11 students with a disability were enrolled in TAFE Vocational Education Training (TVET) courses to gain workplace skills and experience. Pre-course counselling, tutorial sessions and in-class learning support was facilitated for these students in the Children's Services, Computer Assembly and Repair, Computer Aided Drafting, and Retail courses.

In addition, 5 students with a disability, from Years 10 and 11 were selected to participate in the Transition Support Project from 2014-2016. NSW DEC outsourced delivery of the project to a private disability support provider, Break Thru People Solutions.

Other significant programs and initiatives

The Show

The annual school Show took place once again at NIDA. Students from Randwick Boys and Randwick Girls High Schools worked together in this highly successful production. The Show titled 'Time After Time' took the audience on a journey from the 1950s to now, with items representing iconic moments through time such as rock ‘n’ roll, The Dish, the feminist movement of the 1970s, and current trends such as social media, Facebook and selfies.

Through performances in dance, drama and musical pieces, complemented by sound and lighting, each story was revealed. The show gave over 200 students the opportunity to demonstrate their talents in the creative arts, through dance, drama, music, song, theatrical skills and stage management. This year’s show saw a great deal of student input, from helping direct small drama scenes to contributing choreography. Twenty-eight students from Randwick Boys High School participated on stage with all the boys displaying attributes of leadership, teamwork, creative talent and determination and commitment, gaining a great deal of experience and enjoyment from their involvement.

The energy and professionalism of the performers was matched by the skills and efficiency of the backstage crew and both worked seamlessly to create an outstanding production.

Student Wellbeing

In 2014, the school provided many opportunities for students to reach their potential, to understand their world and to reflect on their experiences. Randwick Boys High School supported students through a variety of wellbeing programs in which they could explore themselves and their world.

Through the Crossroads camp, students were provided with a variety of activities and workshops allowing students to critically reflect on their life choices. Students explored issues related to identity, independence and the changing responsibilities that arise with adulthood. Students were given the tools to develop knowledge, understanding and the skills to enable them to make informed decisions about issues related to their lives.

The school Wellbeing Team worked to support students through the exposure to and involvement in a variety of activities. These activities included:

- **Building Bridges** - performances on cyber bullying and developing resilience
- **Love Bites** - program explored healthy relationships and raised awareness about domestic violence
- **WEAVE Youth Program** - students participated in a mentoring program aimed at engagement and achievement of personal best

Year 7 students participated in the Circle Time program. The program provided students with a forum in which they developed communication
skills, emotional literacy, skills in peer mediation, strategies in anger management and conflict resolution.

As a boys high school our priority is to build positive relationships between boys and girls. Our annual White Ribbon Day Project included representatives from Randwick Girls High School and involved group activities which raised awareness of respectful relationships, violence against women, promoting gender equity, healthy relationships.

**Student Leadership**

Student Leadership is a strong focus of the school. The Randwick Boys High School Student Representative Council (SRC) is comprised of elected representatives from each year group whose role it 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.

This year’s Prefect body was a group of young men of which the school can be tremendously proud. They had vision and drive and were led by a dedicated Captain, Ben Street and Vice-Captain, Tilan Mahayagoda.

In 2014, the school actively sought input from the Prefects and the Student Representative Council (SRC) on matters that impacted upon the student body.

The student leadership group was involved in a number of key activities: fundraising through the “Bandaged Bear Bombardment”, raising funds for the Westmead Children’s Hospital, developed the Randwick Boys High School SRC and Prefecture Webpage outlining and highlighting major events and photos, hosting of the Prefect Afternoon Tea aimed at developing connections with other schools, both public and private, from our local area, involvement in White Ribbon Day activities both at school and within the local community and SRC BBQs and Mufti Days for charity.

In addition, the entire SRC group assisted during many school-based activities such as Orientation Day, Open Night, special transition visits, Year 4 Primary visits, handing out programs at “The Show”.

**Year 4 Primary Program**

In 2014, the school promoted the school as best choice for parents in the local community. This was facilitated through the Year 4 Primary visit program. This program reaches out to parents through their children in Year 4. Primary students from various feeder primary schools are treated to a day’s high school experience. In 2014, 245 students participated in the program.

They had lessons in English, Mathematics, Science, History, Technics, Art, Music, Geography and Physical Education.

Our Prefects, SRC and volunteers were group leaders and coordinators and were highly praised by the visiting teachers for their exemplary approach and leadership. Year 4 students toured the facilities and were able to experience change of periods, recess and lunchtime and various teachers in different parts of the school to show them how high school operates.
Each student was given a bag of promotional materials including rulers, USBs and School magazines.

Transition to High School

Randwick Boys High School has an extensive program supporting students in their transition to high school. The Transition Coordinator and the Year Advisor visited 13 feeder primary schools speaking with Year 6 teachers, school counsellors and support staff which provided useful insights into the strengths, needs and personalities of incoming students.

Integral to this program is a Year 7 camp, at which Year 7 has the opportunity to develop strong bonds and friendships that will take them through their high school years.

Sport

In 2014, Randwick Boys High School entered teams into every sport offered by the North West Metropolitan Zone in Winter and Summer indicating the continued rise in interest and participation in Grade sport at the school. Of these grade teams, the following won Premierships: Rugby 14 Years, Indoor Soccer 15 Years, Basketball First Grade, Oztag 15 Years and Waterpolo 15 Years.

Some additional noteworthy performances were: the success of the Basketball first grade team achieving third in the state, Corey Spiteri excelling in international fencing tournaments, the U14’s Rugby team winning the 2014 North West Metropolitan Premiership, Ezra Maolo representing North West Metropolitan Zone in Rugby and later selected for the NSW CHS team, Danny Le representing North West Metropolitan Zone in Volleyball. The students participating in the Zone Athletics carnival achieved notable results: Felix Long, and Brandon El-Saneh excelled in winning their events in the 100m and 200m, Larnic Maiko and Taylor Vann placing in the top three in their respective events, shot put and long jump. Toa Suluka rounded off a very successful carnival by achieving third place in the Boys 13years discus event.

Recreational sports such as bowling, indoor soccer, tennis and resistance training continued to be popular among students. Basketball and Handball continued to be the most popular House Sports played at Randwick Boys High School. Warren Song of Year 8 was crowned chess champion of 2014.

Gifted and Talented Program

The Gifted and Talented Students program continues to grow and develop at Randwick Boys
High School. The aim of the program is to provide students an engaging and stimulating learning environment where they are encouraged to challenge themselves both academically, culturally and on the sporting field. Students attend all classes together and this positive learning environment is a place where all students feel comfortable when exploring more difficult ideas and sharing their opinions.

The second year of the program has seen a doubling in the number of applicants. This increased interest is reflected in the continued quality of candidates. Both the year 7 and year 8 gifted and talented students are deeply involved in many areas of the school: musical bands, debating teams, chess clubs and grade sport. In 2014, students also participated in a number of external academic assessments. These included the International Competitions and Assessments for Schools (ICAS) Science, Mathematics Olympiad and Geography competitions.

The school continues to review the program and will be looking to develop links with the broader community, University of New South Wales and by investigating project based learning as a teaching and learning methodology which enhances the 21st Century Skills students need in the modern world.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include surveys of parents, surveys of teachers, and a longitudinal study of students’ attitudes to school life.

School planning 2012–2014:

School priority 1

Introduce an academically selected gifted and talented stream in 2014

Outcomes from 2012–2014

• An academically selected gifted and talented class was established in 2014. The program was well received by the community, by staff and by students.

School priority 2

Successful introduction of the new NSW syllabuses in Years 7 and 9 in 2014

Outcomes from 2012–2014

• The new syllabuses for Years 7 and 9 were introduced successfully supported by NSW DET funding for Teacher Professional Learning and school funding to provide additional resources and training for staff.

• Teachers were engaged in a number of planning sessions including leading sessions with neighboring schools in all syllabus areas, to share ideas and strengthen the final teaching programs.

• Plans have been made to support the rollout of Year 8 and 10 syllabuses in 2015 with additional resources.

School priority 3

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.

Outcomes from 2012–2014

• A Stage 6 Non-ATAR program has shown some signs of uptake by students with new courses in English Studies, Mathematics General 1, and Sport, Lifestyle Recreation being created.

• The challenge remains for the school to support students who are not committed to an ATAR pathway to choose these courses at the outset so that they are up and running each year.

• The school worked hard to meet with identified students and their parents, to encourage participation in the courses and to discuss career aspirations with students. There remains, nevertheless, a group that is reluctant to commit to a non-ATAR pathway and we will continue to work with these students.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents continue to appreciate the communication measures the school employs highly.

98% were aware that the school used an SMS message service to advise of absences from school.

95% were aware of the school’s website and had viewed it on at least one occasion.

Students have participated in a longitudinal study of student wellbeing at school as part of the 2012-2014 School Plan.

Survey results indicate that 83% of students felt a positive connectedness to their teachers.

89% felt a strong or very strong sense of connectedness to their peers.

90% felt they had a strong or very strong self-esteem.

81% felt their teachers expected high standards of work from them.

Staff surveyed identified that the school was doing well in areas of: organization, communication and administration; staff commitment and improving the physical environment.

Staff identified few areas of improvement but these included: challenging students more on playground litter, improving access to technology in the staffrooms and improving the appearance of classrooms.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The new School Planning format for 2015, at Randwick Boys’ High School, will revolve around three strategic directions. These are:

- Twenty First Century Learners, which will focus on the technology and skills needed to enable our young men to learn and thrive in the twenty first century workplace.
- Guiding Young Men to Success, which encompasses our commitment to student wellbeing and particularly the wellbeing of young men who emerge from our school as successful, empathetic, and well-rounded individuals who are valued members of their communities
- Quality Teaching and Learning will focus on the development of high quality pedagogy to build the academic depth of all students at all levels of ability.

The 2015-2017 School Plan for Randwick Boys High School, now available on our website outlines the future directions for the school.

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.

Mr Wayne Duncombe, Principal
Ms Olga Sofo, Deputy Principal
Mr Nasser Attia, P&C President
Members of the School Executive
Mr Paul Brown, Sports Coordinator
Ms Maxine Ford, Show Coordinator
Dr Geoffrey Burke, Learning and Support Teacher
Mr Jim Dimopoulos, Careers Advisor
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School contact information

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