Principal’s message

2012 has been a milestone year. We celebrated 100 years of education at North Sydney Boys High School over the course of the year. We worked on our new library building project and the development of the Bottleyard. We celebrated the success of many of our students across all areas of school life. We have had fun at a range of student led and student focused activities throughout the year.

Student Engagement and Success

In response to parent feedback this year we made changes to student awards to recognise both student leadership and achievement and to make formal assemblies more engaging for students. This was done by introducing new awards, focusing on the well-rounded student. Instead of one Presentation Day ceremony, we ran three separate year ceremonies (Year 11, Year 7-8, and Year 9-10) in Term 4.

Early in 2013 the school will hold a revamped Presentation Day Assembly to recognise the most outstanding students across the school and to showcase what our fabulous young men can do. The ceremony will be run by students, have more students performing and will have students receiving the most prestigious awards only. These will include academic dux, the culture and arts award, sportsman of the year, as well as some existing awards that are awarded to students in Year 7 to 11 from the previous year.

The Falcon Award is a new award that will be presented at this assembly to five students, one in each year group. This is our highest award and signifies all round excellence and involvement in the life of the school. This award recognises the values of the school and honours those students who best encapsulate the vision of our school.

The Centenary

Centenary celebrations in 2012 were a resounding success. The year commenced in February with an assembly attended by the NSW Governor, Marie Bashir AC CVO, followed two weeks later by the launch of our Centenary book, A Falcon Century, with the Governor-General, Quentin Bryce AC in attendance.

Other events to mark the centenary included the Back to Falcon Street family day on 28 July, where we welcomed over 1000 visitors, including old boys, former teachers, family and friends. The Centenary Gala Dinner on the same evening was held at Luna Park’s Crystal Palace Ballroom. The evening was hosted by Old boy Rodney Marks and two Old Boys, John Yeo and Michael Stocks, presented inspiring and amusing speeches during the evening.

On 5 August the Interschool Christian Fellowship Celebration (ISCF) and Thanksgiving Service for 77 years at North Sydney Boys High School was held in the Hall.

The musical production this year was Pirates of Penzance, which was staged in the AF Henry Hall. It was a case of history being revisited as this was the first joint musical production ever staged by the school, in 1956.

Our Musicale was an extraordinary night when over 250 of our students from Years 7 to 12 performed. Students performed solo and ensemble pieces from Year 7 to 12. Dan Walker’s composition, Through Footless Halls of Air which was commissioned to commemorate the School’s centenary, was performed by the school’s Symphonic Winds and, a 140-voice choir and was conducted by Scott Ryan.

Our New Library

After 11 years of fundraising and lobbying government to fund an adequate and fit-for-purpose library for our students, we have finally achieved this goal ourselves. The Falcon Foundation, made up of current and past parents working in a voluntary capacity, has almost raised the required amount to build the library as a totally self-funded project. We met with the Department of Education and Communities to ensure we were working within their guidelines, commissioned an architect, obtained a DA from North Sydney Council – and we have a library design thanks
to our architects Stephenson and Turner International. Our call for expressions of interest to build the library was answered with a tremendous response and shortlisted companies were invited to tender for this work. The Foundation appointed a builder in December and the building work will commence in the January 2013 holiday period.

In preparation for this upheaval, the entire library was moved to the Holland Room in the ground floor of C Block and a large part of the collection has been stored in B10 until after the building is completed. The Front Office moved in early December to the Staff Common Room, while Lab 7 was decommissioned during the building works. The relocation and storage was an enormous exercise which was undertaken with minimal trouble, thanks to the many willing workers.

Education – The Big Picture

One of the features of education is that we work in an environment of constant change and increasing complexity. 2012 has been no exception. Progress has been made on the Australian curriculum; the NSW syllabuses for K-10 History, Maths, English and Science were released for introduction into schools in 2014. The state government announced significant budget cuts in education which will have a profound impact on schools. The recommendations of the Gonski Review of Schools Funding were released and we all wait to see what the federal government will do with these. Prime Minister Gillard announced her Asian Century White Paper on Asian languages. The Year 10 credential, the School Certificate has been abolished and the RoSA (Record of Student Achievement) has been introduced. A number of initiatives, policies and consultation papers were released to reform education, including Local Schools, Local Decisions, RAM (Resource Allocation Model), Great Teaching Inspired Learning, Empowering Local Schools National Partnership, LMBR (Learning Management and Business Reform) Program, Connected Communities and more.

Building and Grounds

Painting of the external areas of the school was completed over the January holidays in time for the Centenary year. Several diseased trees were removed from the grounds through the year and new trees were planted on the Principal’s and Miller Street Lawns to commemorate the centenary. The Environment Team and other volunteers assisted us with some fun days mulching the gardens around the school and P&C working bees helped tidy and weed gardens during the year. A vegetable garden was established at the southern end of the school grounds. This was an initiative of the Environment Team.

Bottleyard Lawn

The Science staffroom was relocated to the Pavilion, adjacent to the Bottleyard and Science block, providing a more comfortable and airy space for the staff.

The other main focus this year has been on developing plans to resurface the Bottleyard to provide a multi-purpose sporting field for students. This project is expected to commence in 2013. Thanks to the P&C and Auxiliary for all the work on researching options and for their considerable financial commitment to this project.

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.

Robyn Hughes, Principal

P&C message

2012 has been an active year with the P&C conducting its usual program of meetings and activities whilst also providing support to the Centenary program, representing the parent community in various political developments at the regional, state and federal levels, and taking the lead in several projects broadening the range of sporting and personal development facilities available to students.

The year’s meeting program began with a review by the Principal of the 2011 year and of the extraordinary 2011 HSC results. At the second meeting we provided parents with the opportunity to meet with the year advisers, now a popular annual event. Other sessions included an explanation from the Board of Studies on how HSC subjects are marked and scaled, an update from the Head of English on the school’s special program for enhancing creative writing skills and English outcomes and a presentation from two University of Sydney academics on “Transitioning to University”.

The October meeting included a seminar by “ThinkUKnow” (a joint initiative of the Australian Federal Police, Microsoft and ninemsn) on how teenagers can enjoy the internet whilst avoiding
problems like cyber-bullying, online “grooming”, inappropriate content and e-security risks. At the final meeting in November (also the AGM) Tracey Tresidder, a professional family coach and educator, lecturer, author, trainer and facilitator presented a session on “Parents as Coaches”.

The P&C’s two annual grounds and gardens days saw the parents put in big efforts to ensure the school was at its best for two of the Centenary’s major events – the annual Crawford Shield competition with Melbourne High School and the “Back to Falcon Street” Open Day, at which the P&C ran the sausage sizzle.

It was also a busy year in education politics where the P&C has a role on behalf of the school’s parent body. Early in the year I attended the NSW Government’s briefing on its “Local Schools, Local Decisions” initiative. Our secretary Poomahal Kumar took the lead in supporting our regional P&C’s efforts to encourage implementation of the Gonski Report resulting in a large number of NSBHS parents writing to the Honourable Mr Joe Hockey, the local Federal member.

Following a unanimous vote by the P&C, I co-signed, along with some 20 other P&C Presidents from the Sydney Lower North Shore, a letter to the State Government detailing the existing shortage of school places in the area, and highlighting the serious future problems if this is not addressed soon.

This year for the first time the P&C, through its Executive member Siew McKeogh and a number of parents, provided support to the school’s Duke of Edinburgh program significantly raising participation levels. The numbers have grown significantly and it is now proposed that the P&C take over management of the program. We are in the process of establishing a permanent structure to underpin this responsibility.

Special thanks go to Warwick Havyatt who, as the School’s Duke of Edinburgh coordinator for a number of years, has built a sound foundation backed by an excellent collection of quality bushwalking equipment. Mr Havyatt will continue to be involved in the program as an assessor and in helping the boys at the school with the day to day conduct of the program.

The P&C continues to fund and support a range of other programs and facilities at the school. This year we funded a new colour printer/copier for student use and a new set of equipment for the school’s fencing program, a sport that is growing in popularity.

The P&C is coordinator of a project to install artificial playing surfaces in the south west corner of the school (an area known as the “Bottleyard”) suitable for futsal, hockey, basketball, tennis and a range of other sporting and recreational activities. The project is a joint effort by the school, the P&C, the Auxiliary and Falcon Sport, all of whom will be making a financial contribution. The P&C is currently preparing a submission to the NSW State Government seeking a contribution from its 2012-2013 Community Funding grants scheme.

The Falcon Foundation has been planning and fundraising for a new school library for a number of years. Construction is now programmed to commence over the summer holidays. The P&C expects to be called upon to make a financial contribution to some of the fit-out and facilities that are outside the Falcon Foundation mandate.

At the end of this year we say farewell to Keith Chan, a Vice President and long-standing member of our P&C Executive. We also say farewell to our hard-working secretary Poomahal Kumar who has not only kept the house in order during a very busy Centenary year, but has skilfully managed our page on the school’s new web site, keeping it populated with all the relevant current information and materials and providing links to various other sites relevant to this year’s P&C activities and issues.

Martin Przybylski, President

Auxiliary message

2012 has been an exciting and memorable year for the Auxiliary and we feel privileged to have been part of the school during this most special of years to celebrate the Centenary.

The main roles of the Auxiliary are hospitality, housekeeping and fundraising. Our monthly meetings provide an opportunity for parents to get together in an informal, friendly atmosphere and be linked in to our school community.

The centenary celebrations have been our main focus this year. The Auxiliary, assisted by the Principal, some teachers and Food Tech students spent a day making and icing 1200 cupcakes for the Centenary Assembly, attended by Governor Marie Bashir.

Auxiliary Flower Arrangements for Gala Dinner

The Auxiliary’s biggest day of this busy year was 28 July on which there were two celebrations: ‘Back to Falcon Street Open Day’ and the Centenary Gala Dinner. Our Back to Falcon Street Food Stall was a
great success and there was a lovely atmosphere in the kitchen where our catering coordinator Siew McKeogh and her crew made gourmet sandwiches and other homemade goodies and served them up throughout the day to all our visitors.

The Gala Dinner was held in the Luna Park Ballroom. It looked spectacular due largely to the flower arrangements around the room and the splendid floral centerpieces. We must thank our wonderful florist Sophonia Cheung, a Year 7 mother, who coordinated these wonderful floral displays, and her team of helpers.

Other events that the Auxiliary catered during the year were the Year 7 Afternoon Tea, the ISCF Celebratory Service, both the Musical and Musicale and finally the Staff Christmas Lunch.

Christmas Lunch provided by Auxiliary

It has been a big year for the Drama Coordinators as NSBHS hosted Pirates of Penzance. A bevy of parent volunteers were active in not only sorting out costumes but also providing advice on set design and keeping the hungry young thespians fed and watered.

Volunteers in the library spent many Wednesdays covering vast numbers of books and this year we say goodbye to Mei Chan who has ably led the library team for the last few years. Thank you Mei. We are also farewelling other Year 12 Auxiliary mums who have held committee positions over the years - Wendy Dwyer, Kathy Coales, and Margaret Scott (McGowen). Thank you for all your hard work especially on those frenetic Annual dinner nights!

Our fundraising initiatives this year have been the selling of the Entertainment Book that raised $850, the Centenary Raffle that raised over $10,000 and our souvenir cookbook Centenary Celebration. The book contains recipes from our multicultural school community and photographs of the boys at school in this Centenary year. Thank you Liz Koruga, Anne Jutsen, Alison Robson and Katherine Morris for all your dedication to this tricky, time consuming, and at times stressful project. All proceeds from our fundraising this year will go towards upgrading the Bottleyard Lawn by installing multipurpose synthetic sports courts that will provide much improved sport and recreational facilities.

The Uniform Shop, efficiently and cheerfully run by Tammy Lai is a successful small business that not only provides an essential service to the school but also is a major source of income for the Auxiliary. This year sales from the Uniform Shop turned in a profit of $38,000 and this money will also go towards the Bottleyard Lawn project.

Recently our Principal Robyn Hughes successfully nominated The Auxiliary for a community award. The Honourable Joe Hockey MP presented the award on 8 November at North Sydney Leagues Club. Thank you to all of you who came to cheer me on as I received this award on behalf of the Auxiliary and congratulations to all of you who have helped out in some way on the Auxiliary.

In closing, I would like to take this opportunity to thank all of you who have supported me in the role of President of the Auxiliary in the last four years as I will be standing down at the end of this year. My role has been made easier because of your enthusiasm, your spirit of cooperation, and your willingness to get the job done. It has been very rewarding heading up such a wonderful community group. I am a richer person for the experience.

Katherine Morris, President

SRC message

2012 has been another successful year for the SRC. As well as the usual events, there have been some new ideas and projects that the SRC has implemented.

We kick-started our term of office with a candy cane exchange with North Sydney Girls. This was highly successful as we had over 4000 candy canes exchanged between the two schools, giving our SRC three days’ worth of wrapping, sorting and packing to do. After some thinking, we realised how successful the candy canes were, so we decided to repeat it for ‘Friend Zone Day’, which turned out to be yet another successful exchange.

SRC Friend Zone Day
We then jumped into bigger events, starting with our Junior Dance. The theme this year was “Beauty and the Geek” and proved to be a very popular theme with students. Senior Dance was no less successful, and after long debates over a theme, we eventually arrived at the theme of “Senior Citizens Dance” with some very comical and humorous costumes.

We then topped off the year with two successful trivia nights for the juniors and the seniors. After about 11 rounds of fun and intensive trivia, we had winners of both divisions by margins of 1 and 4 points.

We also held a Year 7 Breakfast continuing the Regional SRC initiative of “Rise and Shine It’s Breakfast Time” encouraging a healthy breakfast before going to school.

SRC hasn’t just been all about events. We’ve actively participated in discussions with teachers and have given over $500 to students representing the school at state and regional levels in sport and academics. We’ve also designed a Peer Mentoring System, but because of time restraints in our term of office, we have passed it on to be implemented by the next SRC. Similarly, we have commissioned a Centenary mural which will be worked on by the 2013 SRC. Another initiative that may be implemented next year is an “Old Boy’s Talk” to uplift and motivate students by hearing about the achievements of previous NSBHS students.

The SRC has also undertaken a mammoth task this year sorting through hundreds of photos to ensure that almost every single student appears in the Centenary Celebration Cook Book, organised by the Auxiliary. Thanks to Jonathan Tan for organising the majority of the logistics of this project.

Being on the SRC has not just been about the badge. Students have developed leadership skills by participating in weekly meetings, as well as actively finding ways to improve the school. One such project has been the bag hooks outside the gym, which was led by Will Zhou in Year 9. He liaised with all the relevant parties, ordered and oversaw the installation of the bag hooks. Clearly, the SRC has developed leadership skills which will prove to be highly useful.

Congratulations to our regional representatives with Jonathan Lee in Year 11 as the District Secretary and Jacob Masina in Year 10, the District Vice President at the Northern Sydney and Lane Cove SRC Network. Not only were they representatives at a district level, but they also organised the Northern Sydney Region SRC Conference. Also, congratulations to Otto Zhang who represented our SRC and the rest of the Northern Sydney Region SRCs at the NSW SRC Conference held during Education Week at Vision Valley with the theme ‘Represent’. Otto has continued a long standing tradition of North Sydney Boys attending the State SRC Conference. These have been great opportunities for SRC representatives to further develop their own leadership skills as well as liaise with other schools to share ideas and to develop strong relations with them and their SRCs.

A big thank you to Mr Francis for guiding the SRC throughout the year and providing important advice on each and every action we took. Thank you to Liam Whitfeld and the Year 10s as the acting executives while the Year 11s were busy. A big thank you as well to the deputies, Mr Mitchell and Mr Rezcallah, as well as the rest of the staff for their support all year.

Edward Lee, President

Prefects message

Last year I asked the students at North Sydney Boys' High School to be ready to become part of a new history in the school’s Centenary. I can safely say we’ve achieved this. We have lived through a golden era in the school’s history. It is not often that one lives through a Centenary, and we are lucky enough to have been there.

For the class of 2012, and to all the other students, there is one thing I have witnessed at North Sydney Boys, and that is the camaraderie which endures for a lifetime. Seeing people who returned to the school for the Centenary celebrations, even after some had graduated over 50 years ago, showed me the true value of this school. Our marks will fade and become insignificant so quickly after leaving high school, however, the friendships and the memories will last forever.

I count myself so lucky to have been part of this school. Since starting in Year 7, the six years have gone by so quickly, yet filled with so many moments to cherish. We have gone through so much together and we hope that this will continue at school and as we go on beyond the HSC, university and all our lives after school.

On behalf of the graduating class of 2012, I must give all of our teachers a massive thank you. You have all dedicated so much time into making this year, and the five years before that, so special. We have gained so much from you all, but not just in terms of knowledge. By simply having a genuine care for everybody, you
have been able to nurture us, and give us both a worry-free adolescence and the best chance at having success in our future endeavours. To all the teachers at North Sydney Boys, we appreciate and thank you for all the hard work you’ve done.

However as a student of the class of 2012, I believe there is one teacher in particular we have to thank for their effort. Since beginning in Year 7 one teacher has been waiting on call to give us any advice, any help, or simply just to chat. He has been an inspiration to me personally, and I’m sure to all the others in Year 12. Mr Barraclough, we all owe you so much, for everything you’ve been, and for everything you’ve done.

To the class of 2012, I wish you all the best for the road ahead. What matters to me are the memories we will take with us, and the lessons we have learned at such a wonderful school. However most of all, I want to remember all of the boys ready to graduate, and what they have done for me, and for each other. I am truly blessed to have known such a great group of friends.

Rohan Rathod, 2012 School Captain

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

Student Population

Enrolment numbers remained static at 911 in 2012. In 2012 enrolments were 150 in each of Year 7, 8, 9 and 10, 160 in Year 11 and 151 in Year 12; a total of 911.

More than 90% of the total school population comes from diverse cultural backgrounds, up from 89% in 2011. Some 69% of students come from Chinese and 9% are from Indian speaking backgrounds.

Year 7 students came from 76 suburbs and from 52 primary schools around the metropolitan area. The largest numbers of students in ascending order were from: Summer Hill, Neutral Bay, St Ives North, Ryde, Mona Vale, Hurstville, Chatswood, and Waitara Public Schools. 19 students came from Artarmon Public School.

Student attendance profile

Management of non-attendance

Student attendance dropped a little over the previous year, but reflected an overall improvement in trend data. Student lateness was managed by the Head Teacher - Teaching and Learning. Messages were sent to families on a daily basis by SMS for any unexplained absence. After a period of six weeks, unexplained absence letters were mailed home to families by the rolls officer. An area of continuing concern to the school is that some families continued to take their sons on extended periods of leave during the school term without approval from the principal.

Post-school destinations

All students in the class of 2012 successfully applied to an Australian university in 2013. They were made first
round offers to six Australian universities for 2013: UWS (1); ANU (5); Macquarie (6); UTS (6); University of Sydney (46); and UNSW (85).

As for individual degree courses: small numbers will be studying arts, communications, media, architecture, international studies, science, IT and environmental studies; 15% law; 27% engineering; 24% medical related degrees (Medicine, Optometry, Pharmacy, Physio, Nursing, Psychology, Veterinary Science); the largest group 28% will be studying Business, Commerce, Economics and Finance (including combined).

Year 12 students undertaking vocational or trade training

There were no Year 12 students undertaking vocational or trade training courses at the school.

Year 12 students attaining HSC or equivalent vocational educational qualification

Two Year 12 students studied the HSC via pathways and will continue in 2013. One hundred percent of the students (149 in total) who completed their HSC in 2012 attained their HSC.

Staff information

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

Staff

This year 65 teachers were on staff; of these 50 were full time teachers and 34 were female. There were 16 administrative staff and 1 technical support officer. Additionally, the school had a German Assistant, Anika Abstreiter, in the Languages department for a year.

We welcomed back to the school Heidi Sturm (HSIE), and Malcolm Webster and Roy Butt (Science). Dot Commons (LOTE) and Belinda Daley (CAPA) both returned from leave and Ian Watchirs (Careers) returned from exchange. New permanent appointments included Jenny Grimley to Head Teacher Teaching and Learning and Michael Lucas to Head Teacher Mathematics. Tania Linnerton was appointed to the HSIE faculty, Eric Lin to the Mathematics department and Boyd Charters to IT. We also welcomed Christine Dudley (Languages), Lauren Juhn (Mathematics), Kate Flood and Neil Kimberley (TAS), Mark Vigano (Science), Ambert Xie, Ricky Istifan and Richard Tidyman (IT), and Jenny Fenney (Library).

At the end of 2011 and during 2012 we farewelled Donna Machado, Grant Le Roux and Andrew Principe (IT); Liz McKenzie (English); Fiona Douglas and Christine Abel (School Development); Cheryl Isherwood (Science); Sarah Quirke (Careers); and Saul Richardson (Music).

The following teachers were appointed to positions at other schools: Mark Robinson (Head Teacher, Chatswood High School); Jane Everingham (North Sydney Girls High School); and Liz Sugimoto (Killarney Heights High School).

In addition, we bade farewell to retiring staff Lorraine Lodge (TAS), Bob Weiss and Graham Barrett (Mathematics) and John Hilditch (HSIE). Several teachers were on secondment or leave for all or much of 2012, including: Jo O’Brien (Deputy Principal), Vern Jackson (TAS), Denise Ee (Deputy Principal) and Andrew Hadjichari (Science).

Staff establishment

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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<td>Head Teachers</td>
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<td>Classroom Teachers</td>
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<td>School Administrative &amp; Support Staff</td>
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The Indigenous composition of the workforce is 0%.

Staff retention

81.5% of our teaching and administrative staff were retained in 2012. At the end of 2011 and during 2012 five teachers were appointed to other schools and four teachers retired. Other staff left to pursue different vocations.

Teacher qualifications

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

Our teaching staff are highly qualified, all with tertiary degrees and some with post graduate qualifications.

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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

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

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<td><strong>Total income</strong></td>
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<td>Teaching &amp; learning</td>
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<td>Excursions</td>
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<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Student Achievement

Students excelled in all areas of school life in 2012. Highlights of student achievements are reported in the following areas:

Sport

The year was filled with outstanding sporting performances in both individual events and a variety of team competitions. Success on the sporting field was significant in 2012: in knockout competitions, in both winter and summer grade sport competition, in representation at CHS State Swimming, Athletics, Cross Country, Basketball and Tennis; and at national or international level in a range of individual sports.

State or Australian Representatives:

Tom Craig, Year 11, was selected in the 2012 NSW Institute of Sport Hockey Squad. In addition Tom was selected in the U/17 Australian All Schools team (School Sport Australia) and participated in the European tour vs. Netherlands, Belgium, Germany and France. Tom was named Senior Zone Sportsman of the Year and was the only student in the sports zone in 2012 who played in an Australian All Schools team in any sport. Tom was awarded a Sydney North Secondary Schools sports Association Blue for outstanding achievement in the sport of Hockey. He was also the recipient of the inaugural Premier’s Sporting Challenge Medal.

In March Peter Ireland, Year 11, competed in the 2012 National Rowing Championships in Perth, WA, representing the Sydney Rowing Club Junior Rowing Program.

Richard Wang, Year 7, competed in the 2012 NSW Table Tennis Junior Closed Championships and at the Australian Junior Table Tennis Championships, where he achieved Gold medals in both team and individual events. (See photograph)

John Hu, Year 9, competed at the NSW CHS individual Tennis championships.

Matthew Hill, Year 12, was selected in the NSW Schools Orienteering Team, and competed in the Australian Schools Orienteering Championships, in Tasmania in September.

Harrison Chen, Year 11, competed in the NSW CHS State Basketball competition where his team was placed second.

At the NSW CHS State Cross Country Carnival, Matthew Hill came 19th in the 18 years age group. David Gardiner (9th), Gus Wong (22nd), Shanye D’Cunha (29th) and Dennis Garde (61st) – finished 1st in the 16 years teams event at the CHS State Carnival; they also qualified for a Zone Team Blue.

At the NSW CHS State Athletics Carnival, Anvesh Chalasani, Michael Cheng, Daniel Ding and Jonathan Zhou were placed 1st in the 12 years 4 x 100 metres
relay; Bala Anandasivam – 4th in the 15 years 800 metres; David Gardiner – 8th in the 16 years 1500 metres; Greg Omelaenko – 11th in the 15 years 200 metres hurdles; and Gus Wong – 13th in the 16 years 1500 metres.

At the NSW CHS State Swimming Carnival, Kevin Song came 4th in the 14 years 100m breaststroke; Michael Cheng, 6th in the 12 years 50m freestyle, 6th in the 100m butterfly and 7th in the 100m backstroke; Alan Burzevski, Michael Cheng, Daniel Ding and Mark Li were 4th in the 12 years 4 x 50m freestyle relay; and Corwin Cheung, Kevin Ge, Kevin Song and William Xu – 6th in the 14 years 4 x 50m freestyle relay.

In August Kevin Song, Year 8, competed in four events at the annual 2012 NSW State Short Course Age Championships where he achieved bronze medals in the Boys 13 years 100m and 200m breaststroke.

Justin Lee, Year 8, represented Australia at the Badminton World Federation (BWF) Singapore Youth International Series in December. Earlier in the year Justin represented NSW at the Badminton Australia Val Nesbitt Under 15 National tournament, where he was runner-up in the Boys Singles and first in the Boys Doubles. Justin was also awarded the Sportsmanship Trophy at the tournament. (See photograph)

Sports Carnivals:

Our sports carnival teams placed 2nd overall in the zone behind Epping BHS, following consistent performances at the North West Metropolitan Zone Swimming (2nd), Cross Country (4th) and Athletics (3rd) championships.

The age champions at the school carnivals for 2012 were:

**Athletics:** 12 years – Anvesh Chalasani; 13 years – Cameron Raspass; 14 years – Steven Wu; 15 years – Osborn Cai; 16 years – Nathan Xie; and 17+ years – Crishna Kumar.

**Swimming:** 12 years – Michael Cheng; 13 years – Joshua Tan; 14 years – Corwin Cheung; 15 years – William Ye; 16 years – Martin Chau; and 17 years – Leon Chung.

**Cross Country:** 12 years – James Wang; 13 years – Ryan Krensel; 14 years – Matthew Ward; 15 years – Matthew Gibbs; 16 years – David Gardiner; 17 years – Kamiyu Hijikata; and 18 years – Matthew Hill.

**Knockout Competitions:**

The opens **hockey** and **cricket** squads were most impressive in the NSW Combined High Schools knockout competitions in 2012. Both teams progressed through the early stages and secured Sydney North championships by defeating Gosford HS (hockey) and Asquith BHS (cricket) in regional finals.

**Grade Sport:**

Our **grade sport** program was successful in 2012 with 13 winter teams and 8 summer teams making it through to the grand finals. Six winter teams and 4 summer teams were victorious – a tribute to student talent and great coaches.

**Knockout Hockey**

**Crawford Shield Exchange**

In March the school hosted Melbourne High School for the 53rd annual contest for the Crawford Shield. The outcome was a draw, with each school winning 6 events. North Sydney Boys’ High School won athletics, chess, lawn bowls, music, table tennis and tennis. Melbourne secured water polo, cricket, basketball, futsal, fencing and debating.

**Crawford Shield Victory Assembly**
Outdoor Education and Duke of Edinburgh

The Year 7 camp was held at Wombaroo in the Southern Highlands; Year 8 was held at Coolendel in the Shoalhaven; Year 9 was held at Jervis Bay and Year 10 went on a challenge and growth wilderness camp at Coolendel. Year 11 went to Jindabyne again this year for a week of skiing and snowboarding.

The Duke of Edinburgh program at school was strengthened in 2012 through the support of parents who partnered with the school to extend the program to more students. Student participation increased, with more than 80 Year 9 and 10 students registering this year. In total, twelve expeditions were led throughout the year on weekends and during the holidays to the Central Coast, Patonga, Somersby areas, Brisbane Waters National Park and the South Coast. Ten students completed all the Volunteering, Physical, Skill and Adventurous Journey components for their Bronze Award and one student completed the Silver Award.

The Arts

Our Visual Arts, Drama, Photography and Music students all contributed to the Centenary Creative and Performing Arts Expo which coincided with the school’s Back to Falcon Street celebrations.

The inaugural Centenary Art Prize was awarded and students were able to exhibit their creative talents to a huge audience. Over 300 students were featured in dramatic and music performances, and within an extensive exhibition of visual and digital works.

Over 250 of our students from Years 7 to 12 performed at the Annual Musicale. Dan Walker’s composition, Through Footless Halls of Air which was commissioned to commemorate the School’s centenary, was performed by the school’s Symphonic Winds and a 140-voice choir, and conducted by Scott Ryan.

The Centenary Composition Project was a wonderful opportunity for 18 of our most creative music students to work with composer Dan Walker on their own compositions. These students presented a concert in September featuring all of their original compositions.

David Lam, Year 10, performed at Walsh Bay as a member of the Arts Unit’s Urban Dance Crew.

Aaron Chen, Year 11, participated in the Melbourne International Comedy Festival in March/April and won the “Class Clowns” category. Aaron was awarded $1000 prize money and won $1000 also for the school.

Year 11 students progressed to the grand finals of the ImproAustralia Theatresports Challenge, held at the Enmore Theatre.

Three Year 12 students, William Chan, Charles Leu and Jialu Xu, were nominated for Encore, for their outstanding HSC Music performances.

The combined North Sydney Boys and Girls Vocal Ensemble was invited to perform at the NSW State Principals’ conference in June and for the ICAS Awards Ceremony at the UNSW in November.

At the annual NSW Band Festival the Intermediate Concert Band achieved a Silver medal in their section. The Symphonic Winds (our Senior Concert Band) competed in the top section and achieved a Gold Award, also winning the competition. The Symphonic Winds capped off this honour with an invitation to perform at the State Instrumental Festival at the Sydney Opera House in August.

Students from Big Band 1 made their annual trek to the Merimbula Jazz Festival on the June long
weekend, a great opportunity for our students to perform alongside professional and amateur jazz musicians from around the country.

Students from the School Orchestra, Symphonic Winds and soloists presented a 2 hour concert at the Sixth Annual North Shore High Schools Music Spectacular, sponsored by Chatswood RSL.

In October Beckett McNeil and Kevin Zhen, Year 9, and Andrew Nguyen, Year 8, performed at The Arts Unit’s Festival of Choral Music Symphony Orchestra at the Sydney Opera House.

Daniel Reti, Year 11, was chosen for the DEC Millennium Marching Band for the 4th consecutive year and performed at the 2012 Schools Spectacular.

William Chan, Year 12, Nelson Creek, Year 11, Hayden Ooi, Beckett McNeil, Otto Zhang, Year 9, Andrew Nguyen, Year 8, and Ryan Krensel and Kevin Zhen, Year 7 were all selected for the Arts Unit’s 2013 Instrumental Music Ensembles.

Daniel Full and Edwin Lai, Year 10; Rickey and Vincent Wan, Year 12; and Tristan Entwistle (class of 2011) were offered positions with the Sydney Youth Orchestra 2012.

Academic and Other Enrichment

The Minister’s Award for Excellence in Student Achievement 2012 was awarded to Year 12 student Jialu Xu.

The Regional Director’s Award for Student Achievement 2012 was awarded to Year 12 students Rohan Rathod, Charles Leu and Nirvan Gelda.

William Ko, Year 10, represented Australia at the World Robot Olympiad in Kuala Lumpur, Malaysia in November, where over 40 other countries were represented.

In January William Andrew, Year 12, attended the National Youth Science Forum.

Mehul Gajwani, Year 11, was a member of the Australian team that competed at the international FIRST Robotics Competition (FRC) in Orlando USA. The team won the prestigious 'Engineering Inspiration Award' which is the second most coveted award in the tournament. The team went on to compete at the FIRST Robotics Championship event in St Louis, USA, winning the ‘Entrepreneurship Award’.

In April Mehul Gajwani, Year 11, participated in the Autumn Engineering School, which was hosted by Abigroup.

In the Australian Informatics Competition five students were awarded a High Distinction: Alexander Zhang, Year 7, Jason Wu, Year 8, Borison Choy and Antony De Araujo Year 9, and Kevin Zhuo, Year 12. In addition 17 students received Distinctions in the competition.

In April Darren Shen, Year 12, and Austin Tankiang, Year 10, attended the AIOC Informatics Olympiad Selection School at Macquarie University. Gregory Omelaenko, Year 9, and Austin Tankiang, Year 10, were invited to attend the AIOC Informatics School of Excellence, at the ANU in December. Austin and Gregory joined a select group of only 26 students.

Eric Huang, Year 11, represented Australia in the 13th Asian Physics Olympiad in New Delhi, India, in May. Eric went on to be selected in the Australian Physics Team which competed in Estonia in the 2012 International Olympiads in Science, Informatics and Mathematics and was awarded a Bronze medal.

Year 10 students, James Ren, Victor Han Yu Zhang and Raymond Chen, were awarded 3rd prize (NSW division) for their team entry in the ASX School Share Market Game 2.

NSBHS chess teams were awarded 2nd and 3rd places at the Macquarie University Schools Chess Challenge 2012, Secondary division.

Nine teams took part in the Sydney Metropolitan Inter-School Chess Competition, including six junior squads. The Intermediate A and B teams both reached the regional finals; the former narrowly missed out becoming regional champions in the Metropolitan North grand final. The Junior A and B teams matched this feat, and the As won the Metropolitan North title.

Two North Sydney Boys chess teams entered the Junior (Years 7-9) division of the annual Terrey Shaw Shield, and finished equal first.

In the NSW Junior Chess League tournaments, Daniel Cheng shared first place in the Summer One-Day
tournament and third place in the Summer Two-Day tournament, with age prizes being awarded to Raye Lin and Tian Zhong of Year 9 in the Autumn One-Day and Two-Day tournaments.

Year 10 students, David Gardiner and Nick Wyche were placed equal fourth in NSW in the intermediate level of the 2012 National Geographic Channel Australian Geography Competition. The school was ranked equal 4th in Australia for 2012 in this competition.

Year 11 students, Haimin Huang, Leslie Lay, Kelvin Xu, Kai Pridham and Eric Huang successfully undertook the UNSW Computing high-school program, Comp1917.

The following students achieved the top score for NSW and ACT in the 2012 ICAS competitions receiving a medal for their achievements: Computer Skills: Jason Xiang, Year 10; Austin Tankiang, Year 10; Donny Yang; Year 10; and Gregory Omelaenko, Year 9. English: Jonathan Zaharias, Year 10. Mathematics: Dennis Chen and Edmond Gao, Year 8; Raye Lin and Stanley Liu, Year 9; Jason Xiang and Thomas Zhou, Year 10; and Kevin Zhuo, Year 12. Science: Gavin Tam, Year 12; Michael Do, Year 10; and David Gardiner, Year 10; Spelling: Elliot Sung and Chris Zeng, Year 7.

A total of 14 prize winners, 79 High Distinctions, 291 distinctions and 325 Credits were achieved in the 2012 Australian Mathematics Competition. Prize winners included: Jun Baik, Anvesh Chalasani, Leslie Chan and Michael Cheng, Year 7; Michael Breerton and Edmond Gao Year 8; Eugene Kwan, Anton Bychkov, Raymond Chen, Paul Wang, Nathan Xie, David Wong and Thomas Zhou, Year 10; and Tim Huang Year 11. Eugene Kwan, Year 10, was awarded an AMC Medal in the intermediate Division for an outstanding performance in the competition.

In the 51st Annual UNSW Mathematics Competition 8 Credits, 3 Distinctions and 3 High Distinctions were awarded to students at the school. Special mention goes to Jason Lay, Rishi Maran and David Wong who all received High Distinctions.

In the RACI Australian National Chemistry Quiz the following students achieved a perfect score: Michael Do and Ryan Cao, Year 10; and Michael Breerton, Abishek Malik, Jahan Mand and Leo Ming, Year 8. In addition students who achieved a High Distinction and Plaque included: Otto Zhang, Year 9 and Martin Hu, Aidan Wong, David Ma, Adrian Yiu and Eric Zhu, Year 12.

Of the 605 students who entered the Australasian Schools Science Competition, 83 were awarded High Distinctions, 290 Distinctions and 198 Credits.

Charles Leu, Year 12, was awarded a Certificate of Achievement by the Open High School, for outstanding achievement in Spanish Beginners course.

In July Andrew Ye, Year 12 was awarded a Science School HSC Student Scholarship, as part of our HSC Winter Programs at the University of Sydney in recognition of his demonstrated passion for academic pursuits.

Former student, Hugh Stahel, class of 2008, was recognised at the University of Sydney’s 2012 Scholars’ Reception. Hugh is the recipient of the James S Ashton Scholarship.

Former student, Dominic Else, Class of 2007, was awarded Class 1 Honours, Bachelor of Science (Adv) and the University Medal from the University of Sydney.

University Courses

Max Seppelt, Year 11, completed the University of Sydney’s United States Studies Centre HSC summer course, America: Rebels, Heroes & Renegades.

Dwayne Perera, Year 11, successfully completed the HSC unit of study, Mind and Morality, achieving a credit.

Year 11 students, Mehul Gajwani and Ira Fung were accepted to attend the National Youth Science Forum in January 2013. Mehul will also be attending the National Mathematics Summer School. Both summer schools will be held in Canberra, ACT.

Year 11 students, Louis Lan, Chenming Tang and Eric Huang were selected to attend the elite Australian Science Olympiad Summer School at Monash University in January 2013. Eighteen candidates from the school sat for the National Qualifying Exams this year and five students achieved High Distinctions in their respective disciplines: Anthony Chan (Chemistry and Biology); Eric Huang (Physics and Chemistry); Louis Lan (Biology); Chenming Tang (Chemistry); and Sunny Wang (Chemistry).

Our Year 9 and Year 11 students once again performed admirably in the Australian Assessment of Language Competence Exams, held in August. Special congratulations are due to the following students who achieved 100% scores: Arjun Bareja on the Year 9 Japanese Reading exam, Oscar Parker on the Year 9 French Listening exam, Callum Morris on the Year 11 French Listening exam and Noah Stammbach on the
Year 11 German Listening exam. In addition, 26 High Distinction certificates were awarded.

In debating, the Year 11/12 Hume Barbour, Year 11 Karl Kramp and Year 9/10 Premier’s Debating Challenge debating teams were successful through to the Regional Finals. Furthermore, the Year 9/10 debating team advanced to the State Quarter Finals before being knocked out in a close decision.

**Student Leadership**

Jacob Masina, Year 10, was elected Vice President and Jonathan Lee, Year 11, elected Secretary of the SRC Inter School Group Lane Cove/Northern Sydney Network for 2012.

Anish Kanibaglu, Year 8, Jonathan Lee, Year 11, Jacob Masina and Peter Park, Year 10, Jason Liu and William Zhou of Year 9 attended the Northern Sydney Region Leadership Conference in August.

Alexander Hagan, Year 11, participated in the Director-General for a Day Program as part of Education Week celebrations. Alex spent the day in DEC head office, with Ms Deonne Smith, General Manager Access and Equity. In addition, Andrew Stocks, Cameron Pugh, Joshua Xu and Dawen Lin were chosen to participate in the program within the Northern Sydney Region.

Daniel Reti, Year 11, represented the school in the Lions Youth of the Year Quest in February. Daniel attended two judging sessions, where he was interviewed and presented a prepared speech.

Rohan Rathod, Nirvan Gelda and Jialu Xu, our captain and senior prefects, represented the school as guests of Her Excellency, Professor Marie Bashir AC CVO, Governor of NSW at the Secondary Schools Student Leadership Program at Government House and Parliament House in May.

Hudson Digby, Year 12, represented the school at the National Schools’ Constitutional Convention, at Parliament House, Canberra. Dwayne Perera, Year 11, was selected to participate in the NSW Schools Constitutional Convention at NSW Parliament House in November.

In April Edward Mao, Mathew Duardo, Jeremy Estrin and Mond Liu, Year 11, attended the “Aspiring Business Leaders Program”, through the University of Sydney Business School.

James Wang, Year 7, participated in the Youth Forum 2012, conducted by Mosman Council in November.

The following Year 10 students completed the MaxPotential program, sponsored and run by Norths and Clubs NSW: Matthew Chiu, Patrick Hwang, David Lam, Matthew Lu, Harry Pan, Peter Park and Kevin Song. The students showcased their projects and shared their experience at a presentation at Norths Leagues Club in October.

Jacob Masina, David Gardiner, Alex Duller and Nick Wyche represented NSBHS at the High Resolves Annual Leadership Summit on 1 November, at the University of Sydney. NSBHS was one of only two schools invited to present at the Summit.

**Community**

Martin Hu, Nathan Teoh and Jonathan Kim Sing, Year 12, were regular volunteers throughout the year at the House with No Steps in Belrose. The boys worked on a project which involved restoring and painting a number of large pots to improve the reception entrance of the property.

**NSW Premier’s Volunteering program:** Callum Morris, Year 11, and Ke Sun, Year 10 were recognised for their participation in the NSW Premier’s Student Volunteering Awards with the Diamond Award.

**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) and 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).
Progress in Literacy – NAPLAN Year 7

North Sydney Boys High School’s Reading average score was 3.3 scale scores above the school’s statistically similar group (SSG), 114.9 above the state average; Spelling score 16.4 above SSG and 124.3 above the state average; Grammar and Punctuation score 14.7 above SSG and 143.9 above the state average, and Writing score 0.5 below SSG and 105.4 above the state average.

The percentage of students achieving Band 9 in Reading was 11.3% below the school average percentage of Band 9s over the last 5 years, Spelling was 6.5% below the school’s spelling average and Grammar and Punctuation was 7.1 % below the school’s Grammar and Punctuation average.

The school’s averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.
Writing – NAPLAN Year 7

In numeracy, North Sydney Boys Year 7 students were 223.1 scale scores above the state average and 42.8 scale scores above the statistically similar group average. The 100% of Band 9 results was maintained over the last 5 years.

Year 7 NAPLAN Writing

Average score, 2012

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>613.3</td>
<td>613.8</td>
<td>507.9</td>
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Skill Band Distribution

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<tr>
<th>Band</th>
<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>31</td>
<td>59</td>
<td>52</td>
</tr>
<tr>
<td>Percentage in Bands</td>
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<td>2.0</td>
<td>3.3</td>
<td>20.7</td>
<td>39.3</td>
<td>34.7</td>
</tr>
<tr>
<td>SSG % in Band 2012</td>
<td>0.8</td>
<td>2.8</td>
<td>6.9</td>
<td>17.3</td>
<td>33.7</td>
<td>38.4</td>
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<tr>
<td>State DEC % in Band 2012</td>
<td>11.0</td>
<td>26.1</td>
<td>26.2</td>
<td>17.9</td>
<td>12.6</td>
<td>6.2</td>
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</table>

Progress in Numeracy – NAPLAN Year 7

In numeracy, North Sydney Boys Year 7 students were 223.1 scale scores above the state average and 42.8 scale scores above the statistically similar group average. The 100% of Band 9 results was maintained over the last 5 years.

Year 7 NAPLAN Numeracy

Average score, 2012

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
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<tr>
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<td>716.6</td>
<td>536.3</td>
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Skill Band Distribution

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<td>Percentage in Bands</td>
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<td>0.0</td>
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<tr>
<td>School Average 2008-2012</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
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<tr>
<td>SSG % in Band 2012</td>
<td>0.2</td>
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<td>1.6</td>
<td>2.7</td>
<td>7.1</td>
<td>87.8</td>
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<tr>
<td>State DEC % in Band 2012</td>
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<td>26.5</td>
<td>20.2</td>
<td>12.2</td>
<td>13.5</td>
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</table>

Progress in Numeracy – NAPLAN Year 9

In Year 9 Numeracy, the school outperformed the state by 226 scale scores and the statistically similar group by 55.5 scale scores. The percentage of Band 10 results was 0.8% below the school’s average percentage of Band 10 results.

Year 9 NAPLAN Numeracy

Average score, 2012

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
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<td>755.9</td>
<td>585.4</td>
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Skill Band Distribution

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<td>147</td>
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<td>Percentage in Bands</td>
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<td>0.0</td>
<td>0.8</td>
<td>99.2</td>
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<td>SSG % in Band 2012</td>
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<td>0.8</td>
<td>2.4</td>
<td>2.8</td>
<td>9.9</td>
<td>83.9</td>
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<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>
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</table>
Progress in Literacy – NAPLAN Year 9

The Year 9 NAPLAN literacy results exceeded the state results by 110.1 scale scores in Reading, 136.9 in Spelling, 137.1 in Grammar and Punctuation and 128 in Writing. Against the statistically similar group (SSG) the school’s results were higher by the following amounts: Reading, 0.2; Spelling, 17.9; Grammar and Punctuation, 8.9 and Writing, 0.5. In comparison to the school’s average percentage of Band 10 results over the last 5 years in each aspect of literacy: Reading was 4.6% below, Spelling was 0.1% above and Grammar and Punctuation was 23.7% below. School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.

Reading – NAPLAN Year 9

Year 9 NAPLAN Reading

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<td>568.5</td>
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Skill Band Distribution

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<td>71</td>
<td>59</td>
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<tr>
<td>Percentage in Bands</td>
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<td>0.7</td>
<td>12.1</td>
<td>47.7</td>
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<td>School Average 2008-2012</td>
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Spelling – NAPLAN Year 9

Year 9 NAPLAN Spelling

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Skill Band Distribution

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<tbody>
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<td>Number in Band</td>
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<td>Percentage in Bands</td>
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</tr>
<tr>
<td>SSG % in Band 2012</td>
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<td>State DEC % in Band 2012</td>
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Grammar and Punctuation – NAPLAN Year 9

Year 9 NAPLAN Grammar and Punctuation

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<td>567.5</td>
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Skill Band Distribution

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<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
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<tr>
<td>SSG % in Band 2012</td>
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<tr>
<td>State DEC % in Band 2012</td>
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</tbody>
</table>
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 Class of 2012 was an exceptional group of young men for their many attributes, not the least of which is their academic success. The staff worked very hard supporting these young men, providing sustained feedback to them throughout the year, marking endless essays, and providing ongoing words of encouragement.

North Sydney Boys was listed this year and in 2011 as the 2nd top performing school in the state by the Sydney Morning Herald (compared with 8th in 2010, 14th in 2009, 6th in 2008, 8th in 2007, 9th in 2006).


Some 149 Year 12 students sat for and completed their HSC examinations in 2012 (compared to 160 in 2011, 166 in 2010, 156 in 2009, 159 in 2008, 158 in 2007 and 153 in 2006).

52 additional students were accelerated in Information Processes Technology in Year 10.

We had 134 students in the Class of 2012 who achieved an ATAR over 90. This was overwhelming. Almost every student performed above expectations with some students doing extremely well with significant improvements in their final results.

All-Rounders and High Achievers

Among the accolades going to the Class of 2012 is the Top All Rounders list, a list of all students who achieve at least 10 units in Band 6 or Extension 4.

We had 42 all-rounders in all; this compared with 56 in 2011, 36 in 2010, 18 in 2009, 28 in 2008 and 29 in 2007. The students who achieved Top All Rounder status are:


149 individual students appeared in the HSC High Achievers List (achieving Band 6 or Ext Band 4) in at least one subject, compared to 174 in 2011, 169 in 2010, 161 in 2009, 147 in 2008, 141 in 2007 and 129 in 2006.

In total there were 571 credits (or individual Band 6 achievements) compared to 601 in 2011, 480 in 2010, 401 in 2009, 443 in 2008, 410 in 2007 and 352 in 2006.

The most outstanding of these included 1 student who achieved 8 Band 6s and Extension Band 4s: Krishanth Giri Nadarajah; 7 students who achieved 7 Band 6s and Extension Band 4s: Christopher Dam, Richard Kong, Raymond Lin, David Pan, Ning Jian Teh, Jialu Xu and Eric Zhu.

Moreover, an additional 21 students achieved 6 Band 6s and Ext Band 4s: William Andrew, Andrew Chan, Nathan Chan, Yu Cheung Chiu, Leon Fung, Nirvan

This year our Dux is extraordinary, 7 students share that honour. Andrew Chi Hang Chan, Siehoon Lah, Jia Xi Julian Li, Gavin Tam, Jialu Xu, Adrian Chun Ho Yiu and Eric Zhu achieved an ATAR of 99.95, the highest ATAR possible.

**Subject Accolades**

The boys’ performance in Mathematics was outstanding, ranked 2nd in the state (2nd in 2011, 3rd in 2010, 6th in 2009, 4th in 2008, 7th in 2006, 2007). There were 225 individual honour credits in Mathematics. Our school was ranked 10th in the state in English (11th in 2011, 23rd in 2010, 20th in 2009, 5th in 2008, 2006 and 2007). There were 102 individual honour roll credits in English. Ancient and Modern History, Business Studies, Geography, Legal Studies, Biology, Music 1 and 2, PDHPE, Visual Arts, French, Latin and Japanese Continuers, achieved exclusively Band 5s and 6s for all their students.

Extension 1 and 2 English, Extension 1 and 2 Mathematics, Music Extension, History Extension, German, Latin and Japanese Extension, all achieved exclusively Extension Band 3 and 4 (the 2 top bands).

Music 2, Music Extension, Music 1, Latin Continuers and Latin Extension students achieved exclusively Band 6s or Extension Band 4s for all their students.

Four students were shortlisted for ENCORE, the HSC Music showcase for 2012 HSC at Sydney Opera House. Jialu Xu, William Chan and Charles Leu were nominated for their performances. Jialu Xu and Jonathan Yap were nominated for their compositions.

**Top in State**

The school had 26 top place getters in the state across a range of subjects (11 in 2011). These students were: William Andrew came 2nd in the state in Engineering Studies; Andrew Chan came 3rd in Physics; Edward Chang came 6th in IPT; Alex Cornish came 3rd in IPT; Siehoon Lah came 4th in Japanese Continuers; Jason Lay came 1st in the state in Physics, 10th in Mathematics Extension 1 and 8th in Mathematics Extension 2. John Luo came 10th in IPT; Bob Rao came 9th in SDD; Rohan Rathod came 18th in Mathematics; Ming Shao came 7th in IPT; Darren Shen came 6th in SDD; Gavin Tam came 11th in Chemistry; Nathan Teoh came 6th in Engineering Studies; Jialu Xu came 2nd in Music 2 and 2nd in Music Extension; as well as 1st in Latin Continuers and 3rd in Latin Extension; Tony Xu came 9th in IPT; Sean Yeoh came 1st in IPT; Adrian Yiu came 10th in Chemistry, equal 10th in Mathematics Extension 1 and 4th in Physics; Michael Zhai came 8th in IPT; and Thomas Zhou came 2nd in IPT.

**ATARS**

30 per cent of the total cohort achieved an ATAR of 99 or higher (29% in 2011). 46 per cent achieved an ATAR of 98 or greater (51% in 2011). 74 per cent achieved an ATAR of 95 or higher (79% in 2011). 90 per cent of the year achieved an ATAR of 90 or greater (95% in 2011).

**HSC Course Summary Table**

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2012</th>
<th>School Average 2008-2012</th>
<th>SSG 2012</th>
<th>State DEC 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>88.3</td>
<td>89.6</td>
<td>83.4</td>
<td>66.6</td>
</tr>
<tr>
<td>Biology</td>
<td>88.6</td>
<td>84.5</td>
<td>84.7</td>
<td>71.0</td>
</tr>
<tr>
<td>Business Studies</td>
<td>89.1</td>
<td>88.0</td>
<td>85.0</td>
<td>71.3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>90.6</td>
<td>86.6</td>
<td>85.2</td>
<td>75.0</td>
</tr>
<tr>
<td>Economics</td>
<td>86.3</td>
<td>85.5</td>
<td>83.8</td>
<td>74.4</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>87.9</td>
<td>88.8</td>
<td>83.7</td>
<td>74.7</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>88.2</td>
<td>87.7</td>
<td>85.7</td>
<td>79.0</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>89.2</td>
<td>84.7</td>
<td>86.5</td>
<td>80.7</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>94.0</td>
<td>92.7</td>
<td></td>
<td>69.4</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>90.9</td>
<td>86.2</td>
<td></td>
<td>77.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>91.5</td>
<td>90.0</td>
<td>86.5</td>
<td>76.6</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>94.4</td>
<td>92.0</td>
<td>88.4</td>
<td>82.2</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>93.2</td>
<td>91.8</td>
<td>88.2</td>
<td>83.4</td>
</tr>
<tr>
<td>Modern History</td>
<td>90.2</td>
<td>88.6</td>
<td>87.2</td>
<td>73.1</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>88.3</td>
<td>87.8</td>
<td>85.1</td>
<td>70.4</td>
</tr>
<tr>
<td>Physics</td>
<td>87.5</td>
<td>86.5</td>
<td>83.4</td>
<td>73.2</td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>88.9</td>
<td>90.3</td>
<td></td>
<td>70.4</td>
</tr>
</tbody>
</table>
The HSC Course Summary Table indicates the means in HSC courses with 10 or more students for 2012 and a five-year average of course means at NSBHS. It compares these to the State and the SSG (Statistically Similar Group) means for 2012.

In 2012, NSBHS was higher than the SSG means in all 17 means reported. Moreover, in 14 of the courses the means for 2012 were greater than the 5-year mean per course average at NSBHS.

### HSC Course Summary Graphs

#### Performance Band
- **Low**: Students who averaged Band 3 in the School Certificate.
- **Middle**: Students who averaged Band 4.
- **High**: Students who achieved average Bands 5 and 6 in the School Certificate.

#### Table: HSC: Relative performance from Year 10 (value-added)

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School 2012</strong></td>
<td>#N/A</td>
<td>17.1</td>
<td>6.8</td>
</tr>
<tr>
<td><strong>School Average 2008-2012</strong></td>
<td>#N/A</td>
<td>19.2</td>
<td>4.7</td>
</tr>
<tr>
<td><strong>SSG Average 2012</strong></td>
<td>-2.5</td>
<td>6.0</td>
<td>2.3</td>
</tr>
</tbody>
</table>

**Note**: By definition, the State average relative performance is zero.

The low performance range indicates students who averaged Band 3 in the School Certificate. The middle range indicates students who averaged Band 4 and the high range indicates students who achieved average Bands 5 and 6 in the School Certificate.
Value adding is by definition more challenging to achieve from a high base set of results. The value adding points of 2012 showed positive growth on the 2008-2012 school average (a decline of 2.1 in the middle range and 2.1 in the high range) exceeding the SSG average significantly (by 11.1 in the middle range and 4.5 in the high range). This high value-adding highlights the significant improvement in the 2012 HSC results and the school’s capacity to help students achieve exceptional outcomes in their HSC.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

One hundred per cent of Year 7 and Year 9 students achieved above the minimum standard in 2012.

### Percentage of Year 7 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

The school provides a culturally inclusive curriculum that values indigenous students’ cultural identities and heritage. The Prefect body again chose to support the indigenous charity Music Outback Foundation as part of their “All Rounder” student initiative by organising “So You Think You Can Do Stuff”. This charity is actively involved in delivering improved educational outcomes for indigenous students in the outback. The school presented a cheque to the organisation after the performance.

As a part of NAIDOC week celebrations, we invited Uncle Les, from National Parks and Wildlife, back to the school. PDHPE students enjoyed engaging in activities including a hunting game, while learning an appreciation of the Aboriginal culture.

In acknowledgement of NAIDOC week, one of Australia’s leading indigenous artists and pioneer of ‘Urban Aboriginal Art’, Gordon Syron visited the school. Gordon worked with Year 7 Visual Arts students, who created artworks based on their interpretation of the artist’s work. In addition, a classroom program was developed around the artist’s works and the techniques were explored.

**Multicultural education**

No ESL funding was provided to support our students. The School, the Charities Committee and the IT faculty made several donations to developing countries in Africa and the Pacific.

Student Exchanges - The school has been working with students both near and far this year to develop strong community links – in New Caledonia, country New South Wales and Japan. This year saw the inaugural exchange between Macintyre High School in Inverell and NSBHS. A small group of Year 10 students travelled to Inverell in Term 4 and experienced schooling in a comprehensive, country, co-educational school. Students from Macintyre High in turn came to Sydney the following week so that North Sydney Boys could show them around Sydney and life at NSBHS.

In the July holidays a group of Year 10 students travelled to New Caledonia with teachers, Peter Mayes and Kathy Coady and students from other schools.

In August a group of students from our sister school in Japan, Tokyo Metropolitan Kokusai High School, visited and stayed with NSBHS host families. This was reciprocated in September when a group of boys
travelled to Tokyo to experience schooling and life in Japan.

Luke Zhou, Year 10, was awarded one of a few scholarships provided by the Goethe Institut, a German government organisation which promotes the learning of German around the world. His prize included a trip to Germany, a 3-week intensive language course, full board and insurance whilst travelling.

**Other programs**

**Environmental Education for Sustainability**

The Environment Group planned new approaches and strategies to conserve the environment, to pioneer environmental sustainability and awareness in schools, and attended conferences to bring together new ideas to implement at the school.

The group expanded, with its recycling team recycling all paper bins in all classrooms. The Biodiversity Group expanded and looked after the school environment, weeding and mulching gardens on a regular basis. They established a vegetable garden at the back of the school. A composting project was also established. 2012 also saw the establishment of “Enviro Day” - a new initiative to mark the beginning of a new century for the school. On this day, students wore green clothing to raise awareness about the school environment and six trees were planted, symbolic of each year group. The trees are maintained regularly.

Four members from the Environment Group represented North Sydney Boys at the Youth Enviro Forum held at Taronga Zoo. The forum featured practical sustainability workshops. It also allowed students to brainstorm fresh ideas for new projects and encouraged cooperation between like-minded peers towards a better future.

The NSW Youth Eco Summit, held in October, and attended by the executive team, allowed the team to share ideas with other schools, teachers and environmentalists across the state, and to form an Environmental Network with students from other schools.

As a student body representing 10% of the school population, the NSBHS Environment Group continued to gain a reputation within the school and in the wider community. The group plans to become involved in plastic recycling and battery collection and to explore ways to conserve energy in 2013.

**Parent and Community Program**

We have an engaged and very supportive parent and community.

**P&C** – The P&C supported the school in a variety of ways: representation and support on merit selection panels for the appointment of staff; organisation of the two garden working bees; involvement in all the official Centenary celebration activities; and representation on various sub-committees within the school. Most significantly, the Bottleyard redevelopment is being led and managed by the P&C. This will be a joint funded project by the P&C, Falcon Sport and the Auxiliary and will make a huge impact on the students’ ability to play outdoors during all weather conditions on a playing area marked for futsal, basketball and tennis. The P&C, with the help of volunteer parents, has organised surveys of services and plumbing, completed architectural drawings, and more; and has submitted a proposal for a community funding grant. This project will commence as soon as consultation has been completed.

**Auxiliary** – The Auxiliary provided amazing support for the Centenary celebrations, including catering, hosting, fundraising and facilitating. This was in addition to the usual activities of operating the Uniform Shop, supporting the library, music, drama departments and being there to welcome new families and support students and staff. The School is most grateful to this group of wonderful parents for their enormous contribution to the school.

Katherine Morris, the President of the Auxiliary, received a Public School Parent of the Year award and the entire Auxiliary received a North Sydney Community Award in November.
Katherine Morris, Public School Parent of the Year

School Council – The School Council provided a forum for representatives from each of the school groups – SRC, OFU, Auxiliary, Falcon Foundation, Falcon Sport and Principal - to report their activities throughout the year, to support the School and endorse its activities.

Falcon Foundation – The Falcon Foundation continued to work closely with architects Stephenson and Turner International and the DEC on the library building project, which will commence in January 2013. I thank the parents, past and present, who have worked so hard and not given up on our dream.

Falcon Sport – Falcon Sport enrolments continued to be strong in 2012 and this was due to the organisation and commitment of parent volunteers and former students, who convene, manage, supervise and coach the various sporting teams. Participation in Falcon Sport remained high with the greatest numbers, 116, in in Year 7. Tae kwon do was dropped (and was offered in recreational sport on Wednesdays) and badminton was introduced.

Old Boys - Our centenary year was tinged with sadness with the death of a special Old Falconian, John Treloar. As a mark of the school’s respect and fondness for him, his funeral was held at the school. John will be very much missed by the school community.

OFU – The Old Falconians’ Union continued to support the school through the sponsorship of student awards at Graduation and Presentation Day. A new initiative to establish ‘old boy’ mentors for current students will commence in 2013.

Progress on 2012 targets

The following summarises the school’s successes over the past 12 months.

School Priority 1 - Quality Teaching and Learning

2012 Targets to achieve this outcome include:

- Increase the proportion of Year 9 students performing at Band 10 in each NAPLAN Literacy aspect (reading, spelling, writing, grammar and punctuation) by 2% with a 1% improvement in the area of greater than or equal to expected growth and increase the average growth by 2 scale scores annually.
- Increase Band 6 results in Advanced English by 3% annually (45% in 2014) and increase E4 results in English Extension courses at the HSC by 3% annually (30% in 2014). Achieve average value added higher than 0.2 in English.
- Increase the proportion of Year 9 students performing in NAPLAN numeracy in Band 10 by 0.5% with a 1% improvement in the greater than or equal expected growth over and increase average scaled score growth by 1 annually.
- Achieve average value added in all Mathematics courses of 5.3 or higher.
- Increase the percentage of Year 12 students achieving 4 or more Band 6 (and/or E4) results in their courses from an average of 35% by 1% annually.
- Increase the percentage of teachers participating in leadership training and mentoring, and aspiring to and participating in leadership positions across the school by 4% over 3 years.
- Streamline and integrate all student databases and other information into a single platform for timely, accurate coordination of services by 2014.

Our achievements include:

Literacy

Faculty plans across the school all reflect strategies to improve HSC and NAPLAN results. Priority areas for HSC and NAPLAN improvement were developed through analysis of SMART data and HSC results and these areas were incorporated into faculty plans. HSC component data was reviewed and analysed. Band 6 short and extended responses in most KLAs were scaffolded.

Teachers in eight faculties are reporting success with literacy strategies in essay writing and critical analysis. Explicit feedback strategies across all subjects were in place for Stage 6 assessment tasks. At the end of 2012, teachers responded to a survey on student feedback and supporting literacy and writing. The following represents the percentage of teachers strongly supporting providing feedback to students: 57% through emails, 71% through individual feedback, 60% on homework, 71% to whole cohort student groups, and 33% to students through running extra workshops. Teachers responded most strongly to providing the following literacy and writing support: 23% financial literacy, 57% visual literacy, 43% creative writing, 50% report writing, 61% critical analysis, 71% short responses, 74% extended responses, and 57% essay writing.
The percentages of Year 9 students achieving Band 10 in literacy in NAPLAN are displayed in the table below:

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>61.1%</td>
<td>39.6%</td>
<td>-21.5%</td>
</tr>
<tr>
<td>Spelling</td>
<td>60.4%</td>
<td>67.1%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>49.0%</td>
<td>53.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>60.4%</td>
<td>41.6%</td>
<td>-18.8%</td>
</tr>
<tr>
<td>Average Literacy</td>
<td>57.7%</td>
<td>50.3%</td>
<td>-7.4%</td>
</tr>
</tbody>
</table>

Average growth in NAPLAN literacy:

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>32.2%</td>
<td>9.2%</td>
<td>-23.0%</td>
</tr>
<tr>
<td>Spelling</td>
<td>15.1%</td>
<td>33.2%</td>
<td>18.1%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>26.5%</td>
<td>14.8%</td>
<td>-11.7%</td>
</tr>
</tbody>
</table>

Improvement in the area of greater than or equal to expected growth in NAPLAN literacy is shown in the following table:

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>65.5%</td>
<td>50.3%</td>
<td>-15.2%</td>
</tr>
<tr>
<td>Spelling</td>
<td>53.4%</td>
<td>69.1%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>62.2%</td>
<td>53.7%</td>
<td>-8.5%</td>
</tr>
</tbody>
</table>

Faculties are still working on strategies to improve the number of students achieving expected growth in Year 9 with the exception of spelling, in which Year 9 growth increased by more than 15%. However, keeping in mind that the 2011 cohort is a different group of students to Year 9 2012, a comparison of our Year 9 with their own results in Year 7 showed that their expected growth increased significantly in comparison with their growth in from Years 5 to 7.

An increased percentage of HSC students achieved Band 6 in thirteen courses requiring essay responses. These courses are shown in bold in the % Difference column of the table below.

<table>
<thead>
<tr>
<th>Course</th>
<th>% Band 6 Average 2009 - 2011</th>
<th>% Band 6 2012</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced English</td>
<td>38.79</td>
<td>43.62</td>
<td>4.83</td>
</tr>
<tr>
<td>Business Studies</td>
<td>42.61</td>
<td>57.14</td>
<td>14.53</td>
</tr>
<tr>
<td>Economics</td>
<td>33.60</td>
<td>34.21</td>
<td>0.61</td>
</tr>
<tr>
<td>Geography</td>
<td>40</td>
<td>40.00</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>42.11</td>
<td>50</td>
<td>7.89</td>
</tr>
<tr>
<td>Ancient History</td>
<td>52.19</td>
<td>50</td>
<td>-2.19</td>
</tr>
<tr>
<td>Modern History</td>
<td>51.94</td>
<td>61.53</td>
<td>9.59</td>
</tr>
<tr>
<td>Drama</td>
<td>5.56</td>
<td>0</td>
<td>-5.56</td>
</tr>
<tr>
<td>Music 1</td>
<td>63.89</td>
<td>100</td>
<td>36.11</td>
</tr>
<tr>
<td>Music 2</td>
<td>47.29</td>
<td>100</td>
<td>52.71</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>74.41</td>
<td>14.28</td>
<td>-60.13</td>
</tr>
<tr>
<td>IPT</td>
<td>90.63</td>
<td>96.15</td>
<td>5.52</td>
</tr>
<tr>
<td>SDD</td>
<td>40</td>
<td>40.00</td>
<td></td>
</tr>
<tr>
<td>PD/H/PE</td>
<td>55.97</td>
<td>56.25</td>
<td>0.28</td>
</tr>
<tr>
<td>French</td>
<td>46.82</td>
<td>42.85</td>
<td>-3.97</td>
</tr>
<tr>
<td>German</td>
<td>52.50</td>
<td>14.28</td>
<td>-38.22</td>
</tr>
<tr>
<td>Japanese</td>
<td>19.62</td>
<td>66.66</td>
<td>47.05</td>
</tr>
<tr>
<td>Latin</td>
<td>35.00</td>
<td>100</td>
<td>65.00</td>
</tr>
</tbody>
</table>
An increased percentage of HSC students achieved Band E4 in six Extension courses requiring essay responses.

<table>
<thead>
<tr>
<th>Course</th>
<th>% Band E4 Average 2009 - 2011</th>
<th>% Band E4 2012</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Extension 1</td>
<td>24.69</td>
<td>53.22</td>
<td>28.53</td>
</tr>
<tr>
<td>English Extension 2</td>
<td>40.30</td>
<td>44.44</td>
<td>4.14</td>
</tr>
<tr>
<td>History Extension</td>
<td>37.17</td>
<td>37.5</td>
<td>0.33</td>
</tr>
<tr>
<td>Music Extension</td>
<td>95.83</td>
<td>100</td>
<td>4.17</td>
</tr>
<tr>
<td>French Extension</td>
<td>46.67</td>
<td>0</td>
<td>-46.67</td>
</tr>
<tr>
<td>German Extension</td>
<td>16.66</td>
<td>0</td>
<td>-16.66</td>
</tr>
<tr>
<td>Japanese Extension</td>
<td>40.00</td>
<td>50</td>
<td>10.00</td>
</tr>
<tr>
<td>Latin Extension</td>
<td>60.00</td>
<td>100</td>
<td>40.00</td>
</tr>
</tbody>
</table>

As shown in the above tables, Band 6 results in Advanced English and E4 results in English Extension courses at the HSC increased by more than 3%. The average value added in English was 5.9.

Assessment tasks in 90% of all KLAs indicated explicit literacy components.

Student participation in enrichment literacy programs increased with growing numbers in all areas. In particular, Year 7 and 8 enrolments in literacy workshops increased by 20%. There was a huge increase in the senior literacy workshops, approximately a 70% increase. 160 students participated in the debating program, representing a 50% increase on 2011.

The public speaking club was reinvigorated under the direction of Phillip McMahon and dedicated tutors, including our school captains from 2009, 2010 and 2011. The club has grown in numbers and students from both NSBHS and North Sydney Girls are benefitting from this excellent program.

Numeracy

Increased awareness of numeracy issues across the curriculum was shown in NAPLAN Year 9 numeracy results:

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Band 10</td>
<td>98.7%</td>
<td>98.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Average Growth</td>
<td>25.0%</td>
<td>50.5%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Greater than or</td>
<td>52.7%</td>
<td>77.7%</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

Problem solving and calculation skills of students were developed by extending high performing students, maintaining mathematics enrichment programs and exposing students to real-life application problems involving financial and visual literacy.

An increased percentage of HSC students achieved Band 6 in four of the five courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>% Band 6 Average 2009 - 2011</th>
<th>% Band 6 2012</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 2U</td>
<td>63.70</td>
<td>71.23</td>
<td>7.53</td>
</tr>
<tr>
<td>Biology</td>
<td>26.58</td>
<td>42.85</td>
<td>16.27</td>
</tr>
<tr>
<td>Chemistry</td>
<td>32.30</td>
<td>62.33</td>
<td>30.03</td>
</tr>
<tr>
<td>Physics</td>
<td>39.78</td>
<td>42.16</td>
<td>2.38</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>67.83</td>
<td>44.44</td>
<td>-23.39</td>
</tr>
</tbody>
</table>

An increased percentage of HSC students achieved E4 in the Extension Mathematics courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>% Band E4 Average 2009 - 2011</th>
<th>% Band E4 2012</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Extension 1</td>
<td>78.93</td>
<td>88.7</td>
<td>9.77</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>73.99</td>
<td>88.73</td>
<td>14.74</td>
</tr>
</tbody>
</table>

The average value added in all Mathematics courses was 9.86.

Learning Support Plans

2012 has seen a significantly increased percentage of students successfully completing Learning Support Plans. Early identification and intervention of students at risk took place through data analysis, lateness monitoring, parental concerns and referrals from Roll Call teachers, classroom teachers and Year Advisers.

The level of individual student support has increased, with a systematic program of support with the Head Teacher Welfare, the Year Advisers and the Deputy Principals. Students have expressed appreciation for the support provided.

A Study Skills program in Stage 5 has been completed successfully for Year 9 students.

Australian Curriculum

English, Mathematics, Science and History teachers are beginning their work developing new programs and evaluating resources for the new NSW curriculum.
New Teachers

In 2012, there were 17 New Scheme Teachers (NSTs) on staff – 11 were permanent staff, and 6 were temporary staff. There were nine staff working towards their accreditation at Professional Competence (PC), with 3 achieving their accreditation at PC. Eight NSTs (all permanent) continued to maintain their accreditation at Professional Competence (PC). All NSTs have teacher mentors, and will continue to develop their professional learning plans in line with the new National Standards 2013.

Leadership Development

The school steadily increased the number of aspiring leaders in 2012. One classroom teacher was promoted to Head Teacher in another school. There was an increased number of teachers taking up new roles across the school, with in-house merit interviews held to make selections. During the year, six teachers were in relieving Head Teacher positions. Seven classroom teachers were aspiring to Year Adviser positions, a significant increase on the previous year. The school executive has worked to promote the importance of the role of the Year Adviser. In the end of year survey 60% of teachers reported an interest in leadership opportunities within the school, while 40% reported an interest outside the school.

Experienced teachers supported New Scheme Teachers; this has been particularly successful in a number of faculties.

The whole executive team successfully implemented Team Leadership for School Improvement, a multiphase program. This will form the basis of professional learning work in the next two years.

Organisational Effectiveness

Extensive research was undertaken to consolidate software systems in use across the school to accomplish simpler and more efficient service delivery. This has so far not been resolved. A single online assessment calendar for all students was developed. Online roll marking was gradually introduced across the school.

School Priority 2 - Student Engagement

2012 Targets to achieve this outcome include:

- Develop a whole school wellbeing curriculum to address specific needs of students across all years.
- Provide opportunities to celebrate through success and belonging, and to develop compassion through community service.
- Enhance staff wellbeing by developing programs to address specific needs of a range of staff.

Our achievements include:

Student Wellbeing Programs

Student mental health has become an increasing concern for the school in recent years. The school realised the importance of supporting all students in an environment of increasing expectations of academic achievement.

The school worked to gain from parents a strong commitment to the importance of providing holistic education, recognising that academic outcomes do not come first at all costs.

The Wellbeing Curriculum was successfully developed with all students having access to appropriate programs. An audit of the wellbeing curriculum was completed to rationalise a spread of such programs across the year for each year cohort.

Positive psychology strategies were gradually embedded into teaching practice across the school. In an end of year survey, 94% teachers reported using positive psychology strategies in their classrooms.

The positive psychology and life coaching programs were reviewed by the teacher teams from NSBHS and NSGHS. Changes were made and the new program ran successfully in the school, co-run with Year 11 students from North Sydney Girls.

Students in Max Potential and High Resolves reported very positive outcomes from their programs, as have their mentors and coaches.

House competitions have been invigorated through the introduction of new activities and have been incredibly popular with students.

The centenary year provided many opportunities for students and staff to celebrate and have fun as part of a whole school.

Student Leadership and Community Service Programs

The school now has a growing number of students confident in their leadership capacities. 65% of surveyed students reported they have leadership opportunities within the school. Students were also more realistic about their capacities as leaders with a strong cohort of self-nominating Prefect candidates for 2013.

The school established an additional student leadership team in 2012, the Social Justice Crew.
Staff Wellbeing

Staff wellbeing programs were successfully implemented once a term and at the Term 3 Staff Development Day. 87% of staff were strongly supportive of and engaged with the wellbeing initiatives in 2012.

Communication across the school worked increasingly effectively with regular staff, faculty and executive meetings, and communication between all staff through Sharepoint (the school’s intranet) and email.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan.

The school evaluated both priority areas of the strategic plan, Quality Teaching and Learning, and Student Engagement, throughout the year. Reviews included formal and informal collaborative sharing with Head Teachers as an executive team, and each term major reviews were conducted with the senior executive.

Professional learning programs have focused on strategic areas and have supported teachers to achieve progress in the literacy and numeracy targets, leadership development, New Scheme Teachers and beginning teachers.

The year has been successful with a number of areas of the plan already completed or nearing completion. Head Teachers have worked with their faculties to support these priorities. School Development Days have also focused on these areas. Professional learning resources have supported literacy initiatives in individual faculties in the past 12 months.

Quality teaching in the areas of literacy and numeracy will always remain major areas of focus for our school. Literacy in particular is important in all areas of academic study and has not always been an area of strength for our students. Student engagement and achievement through explicit teaching strategies focusing on literacy, developing quality assessment tasks, scaffolding exemplary responses, and providing explicit feedback are all important.

The background, findings and conclusions, and future directions for both priority areas of the strategic plan are reported in two other sections of this annual report: Progress on 2012 targets, and School Planning 2012-2014 (2013).

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.

We conducted student surveys for Year 7, 8-10, 11 and 12 students. Year 7 surveys were used to ascertain the success of our transition programs and setting goals for high school.

Year 11 students were asked about preparation for the senior school, the effectiveness of their subject selection and suggestions for further improvements. Year 11 student surveys revealed some concerns with their subject selection and a level of some dissatisfaction relating to information provided to them by the school in mid Year 10. There was significant satisfaction with Extension English being studied in the Preliminary course.

Year 12 students were surveyed as part of their Principal interviews, providing essential longitudinal information to the school in the provision of curriculum, and support for Year 12. Year 12 were quite satisfied overall, were very satisfied with their learning, teachers and peer group and felt very safe at the school.

Year 8, 9 and 10 students were surveyed about their learning, engagement and leadership opportunities. Students strongly agreed with the following: the school is an interesting learning environment (80%), teachers set high standards of achievement in their classes (85%), students work hard and take pride in their learning (88%), teachers provide interesting and helpful activities (63%), teachers explain how learning will be assessed (76%), teachers show students how to achieve good results and improve (74%), teachers explain what is being taught and why (72%), and students have some choice about what they learn (31%), teachers organise students to work together (40%), students are encouraged to reflect on their own learning (56%), teachers use prior learning to teach new ideas (59%), students ask questions if not sure about what they are learning (67%), students have stimulating and challenging work (67%), the school has good resources and facilities (57%), teachers give real life examples (46%), and teachers use technology to assist with learning (51%).

Exit polls from Subject Information Night, Year 11 and 12 Senior School Information Evening, and Year 7 Welcome Afternoon Tea were conducted. Informal feedback was provided by parents at all P&C, Auxiliary, School Council, and Falcon Sport meetings throughout the year. Changes to year celebration assemblies were made in response to feedback from the parent community regarding the end of year – both staff and parents were positive in their evaluation of these changes. Parents responded very positively to the initiative to run a special evening to educate them.
regarding ways to support their sons in the final year of school. Year 7 parents were very satisfied with the support for their sons.

The Principal reported to the parent community on individual parts of the school’s strategic priorities at School Council, P&C, and Auxiliary meetings throughout 2012.

Each teacher completed a Professional Learning Plan which included goal setting and career aspirations. We also formally surveyed teachers regarding their teaching and leadership aspirations and contributions to faculty and whole school. Sixty per cent reported an interest in leadership opportunities within the school, 40% outside the school, and 73% an interest in involvement in whole school responsibilities. Fifty per cent of those surveyed expressed an interest in participating in staff mentoring. Feedback from teachers was sought regarding the wellbeing programs in 2012 and 87% strongly supported the program.

Professional learning

In 2012 teachers attended a range of courses provided by the DEC, professional teachers associations, and universities to share ideas and learn new skills. Expenditure for professional learning was $47,275 which was a decrease compared to 2011.

The priority areas for professional learning were Quality Teaching, ICT and DER, welfare and equity and the Beginning Teachers, in line with the school’s strategic plan. The use of ICT in the classroom accounted for $10,952 of expenditure, which was an increase on the previous year.

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Fees</th>
<th>Casual Salaries</th>
<th>Other</th>
<th>Balance</th>
<th>% used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training &amp; Development (Tied)</td>
<td>1,063</td>
<td>0</td>
<td>3,917</td>
<td>4,980</td>
<td>11</td>
</tr>
<tr>
<td>TPL- Beginning Teachers</td>
<td>2,144</td>
<td>3,513</td>
<td>0</td>
<td>5,657</td>
<td>12</td>
</tr>
<tr>
<td>TPL- ICT &amp; DER</td>
<td>1,860</td>
<td>4,058</td>
<td>5,034</td>
<td>10,952</td>
<td>23</td>
</tr>
<tr>
<td>TPL- Literacy &amp; Numeracy</td>
<td>1,335</td>
<td>1,005</td>
<td>10</td>
<td>2,349</td>
<td>5</td>
</tr>
<tr>
<td>TPL- Quality Teaching</td>
<td>5,493</td>
<td>1,376</td>
<td>2,514</td>
<td>9,383</td>
<td>20</td>
</tr>
<tr>
<td>TPL- Syllabus Implement</td>
<td>688</td>
<td>2,995</td>
<td>2,009</td>
<td>5,692</td>
<td>12</td>
</tr>
<tr>
<td>TPL- Career Develop.</td>
<td>254</td>
<td>981</td>
<td>15</td>
<td>1,403</td>
<td>3</td>
</tr>
<tr>
<td>TPL- Welfare &amp; Equity</td>
<td>1,587</td>
<td>1,533</td>
<td>3,739</td>
<td>6,859</td>
<td>15</td>
</tr>
</tbody>
</table>

In June, the annual executive conference focused on developing team leadership through coaching, exploring new technologies, and effective leadership problem solving.

Along with other executive teams from the Northern Sydney Region, the whole executive team participated in the Team Leadership for School Improvement K-12 program and the NSW DET Analytical framework on 20 and 30 August. The program drew upon current research in effective teaching, leadership, professional learning and school improvement. The aim of the two day program was to provide school teams present with a framework and strategies to plan and implement improvement, identifying high leverage strategies to achieve sustained continuous improvement.

The program focused on the following seven key concepts:
- Teacher quality
- Teachers as leaders
- Beliefs and values about teaching and learning
- Results-focused team work
- Data-focused planning for school improvement
- Strategic professional learning
- Sustainability

Staff Development Days

The Term 1 staff development day focused on HSC success, student wellbeing, students with special needs, electronic roll marking and staff wellbeing. Term 2 staff development day focused on student wellbeing, staff wellbeing and e-learning. Faculty based sessions worked on quality teaching, assessment in the senior school, subject specific software training and literacy. The Term 3 staff development day focused on ICT for quality teaching and assessment for the majority of the day. Other sessions included student volunteering and staff wellbeing.

The topics for the last two days of Term 4 were Staff Mind Matters including Mind Maps, quality teaching, review and update of teaching programs, scope and sequence, the new Australian curriculum and staff wellbeing.

Training for administrative staff included software training, finance and chemical handling; food handling; science laboratory assistant training; training for the online roll and class attendance.

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 - Quality Teaching and Learning


Improved student academic performance through fostering and leading differentiated learning strategies.

Increased school leadership capacity to lead quality teaching using evidence based strategic planning.

Increased organisational effectiveness through coordinated online systems to support student engagement and learning.

2013 Targets to achieve this outcome include:

Increase the proportion of Year 9 students performing at Band 10 in each NAPLAN Literacy aspect (reading, spelling, writing, grammar and punctuation) by 2% with a 1% improvement in the area of greater than or equal to expected growth and increase the average growth by 2 scale scores annually.

Increase Band 6 results in Advanced English by 3% annually (45% in 2014) and increase E4 results in English Extension courses at the HSC by 3% annually (30% in 2014). Average value added higher than 0.2 in English.

Increase the proportion of Year 9 students performing in NAPLAN numeracy in Band 10 by 0.5% with a 1% improvement in the greater than or equal expected growth over and increase average scaled score growth by 1 annually.

Average value added in all Mathematics courses is 5.3 or higher.

Increase the percentage of Year 12 students achieving 4 or more Band 6 (and/or E4) results in their courses from an average of 35% by 1% annually.

Increase the percentage of teachers participating in leadership training and mentoring, and aspiring to and participating in leadership positions across the school by 4% over 3 years.

Streamline and integrate all student databases and other information into a single platform for timely, accurate coordination of services by 2014.

Strategies to achieve these targets include:

**Literacy:**

Develop priority areas for HSC and NAPLAN improvement through analysis of SMART data and HSC results (including HSC component data), and incorporate these areas into faculty plans and programs.

Implement literacy strategies and integrate literacy priorities into all faculty programs in all KLAs - essay writing, critical analysis, creative writing, and scaffolding of Band 6 short and extended responses.

Provide explicit feedback strategies across all subjects with all assessment tasks in Stage 5 and 6.

**Numeracy:**

Identify and address aspects of numeracy to maximise potential for individual students.

Develop the problem solving and calculation skills of students by extending the high performers, and exposing students to real-life application problems involving financial and visual literacy.

**Provide Learning Support for Identified Students:**

Establish the School Learning and Support Team responsible for whole school learning and support priorities and procedures including professional learning targets. By utilising the skills of the Learning and Support Teacher, this team will identify specific learning needs and plan, implement, model and evaluate strategies.

Develop and evaluate Learning Support Plans for students at risk.

Investigate and develop Big Brother Little Brother tutoring program involving Year 8 targeted students with Year 10 tutors; and examine extension of the program into other years.

Develop and implement a Study Skills program for Year 10.

**New Australian Curriculum & School Curriculum:**

Explore new curriculum delivery and skills development in the junior school to maximise breadth and differentiation of curriculum including acceleration and alternative models of curriculum delivery in Stage 4 and 5.

Provide resources, support and training in preparation for, and then implementation of, the new NSW curriculum.

Introduce Project Based Learning in Stage 4 or 5.

Establish the Aboriginal Education School Team and develop an Aboriginal scope and sequence across all key learning areas.

**Development of New and Beginning Teachers:**

Provide staff mentors (highly skilled teachers) for New Scheme Teachers and new teachers and support with release time to complete Institute of Teachers requirements. Provide orientation program for all new staff that includes opportunities for cross-faculty collaboration, and collegial sharing of resources with experienced teachers and classroom observations.
Develop a New Scheme Teacher Professional Accomplishment program.

Leadership Development:
Identify future teacher leaders and provide leadership opportunities.
Review roles and responsibilities across the school for equitable sharing by all staff and to nurture development of inexperienced teachers.
Encourage and promote the importance of the Year Adviser role.
Develop teacher leaders by encouraging an open classroom, professional coaching and pedagogy dialogue.
Develop professional coaching program for leaders and aspiring leaders.

Organisational Effectiveness:
Investigate further one platform to integrate all software applications e.g. links to FileMaker Pro, Academy, SM reports, DEC portal.
Provide accurate data through electronic roll marking during Roll Call supported by attendance and lateness monitoring.

Outcome for 2012–2014
Increase student engagement through a focus on student wellbeing.

2013 Targets to achieve this outcome include:
Develop whole school wellbeing curriculum to address specific needs of students across all years.
Provide opportunities to celebrate through success and belonging, and to develop compassion through community service. Strategies to achieve these targets include:

Student Wellbeing programs:
Investigate community service project for all Stage 5 students for possible introduction into Year 9 and 10 timetables to learn about humanity and themselves through compassion.
Gain strong commitment to the importance of providing holistic education recognising that academic outcomes do not come first at all costs, through the introduction of Year Award Ceremonies and a revamped Presentation Day assembly.
Evaluate and further develop positive psychology and life coaching program for Year 11 students, Max Potential and High Resolves programs for Year 8 to 10 students and student initiatives including promotion of a balanced lifestyle, while minimising use of computer games.

Implement positive psychology strategies into teaching practice across the school.
Implement student resilience programs eg Andrew Martin’s Academic Resilience.

Student Leadership and Community Service programs:
Refine Student Volunteering Program to broaden students’ contributions to the wider community.
Establish Social Justice Team as part of the school’s student leadership team.
Review Student Leaders Investiture to broaden the recognition of the importance of all student leaders in 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.

Kirsty Campbell, Admin Assistant
Florence Yeung, Admin Assistant
Martin Przybylski, 2012 P&C President
Katherine Morris, 2012 Auxiliary President
Alan Gardiner, 2012 School Council and Falcon Foundation President
Edward Lee, 2012 SRC President
Rohan Rathod, 2012 NSBHS Captain
Andrew Mitchell, Relieving Deputy Principal
George Rezcallah, Deputy Principal
Robyn Hughes, Principal
Rosemary McDowall, Relieving Principal 2013

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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: http://www.schools.nsw.edu.au/asr