2008 Annual School Report
East Hills Boys Technology High
Making Learning Our Number One Priority

NSW Public Schools – Leading the way
Our school at a glance

Messages

Principal's message

In my more reflective moments I ponder on the directions of the government, DET and our school. From such musings comes the question – What is it that we are trying to do here at East Hills Boys High? As Principal, what am I trying do, achieve, develop, and establish beyond bricks and mortar? Do I have a vision for East Hills Boys High and how do I articulate it? Let me try:

What I am seeking is a process that will enable our school to become "world class". What does this mean? I believe that this means to embrace these three considerations:

- A school where student achievements are significantly above the norm for schools in similar socio-economic-cultural contexts.
- A school where there exists very high levels of student, teacher and community support.
- A school that has in place, a professional learning and development process that will contribute to the sustainability of the successes that have already been achieved.

This then, is our VISION STATEMENT

Granted, each of these considerations is of course very complex. But I believe that our school has the potential to reshape itself and our community into a “knowledge society”.

This concept is difficult and elusive to define, but I'll try:

“Communities of people working together so that their collective intelligence results in the creation of new knowledge that enhances our personal efficacy and their quality of life, and enables them to contribute to a more sustainable and better world for others.”

I have heard the term from Michael Fulham “capacity building”. This concept sits very comfortably with a knowledge society. Our task then is to collectively work towards building within our school the capacity to be a world class learning institution.

So what enhanced learning outcomes would I like to see?

- Student outcomes – significant improvements in key learning areas through greater student engagement.
- Professional outcomes – enhanced teacher morale and professional status, as well as processes of collaborative learning.

- Community outcomes – positive public perceptions of our school, and the teaching and learning we are engaged in everyday.
- Educational outcomes - a school which ensures equally high outcomes for all students so that success or failure can no longer be predicted by race, gender, home language or economic circumstance.

This then, is our MISSION STATEMENT

How do we begin to achieve these outcomes? I suggest we start by:

- Developing a “Framework for Enhancing School Outcomes” (organizational alignment).
- The ideas process of professional enquiry (research).
- Three dimensional pedagogy (Quality Teaching in NSW schools).

It is my belief that greater capacity building of improved learning outcomes will occur when all four constructs are developed and implemented simultaneously in an educational setting.

In the classroom we must strive towards effective school-wide pedagogy which:

- Reflects the school’s agreed purpose and vision.
- Comprises a balance of teaching, learning and assessment.
- Is developed by the professional community of the school, based on distinctive student needs and community features and teachers' successful practices.
- Is grounded in authoritative theory (educational research e.g. authentic pedagogy, productive pedagogy teachers and practical theories).
- Is evident in teachers’ practices and students learning experiences.
- Is continuously illuminated through processes of professional learning and shared practices.

Given the progress outlined in this 2008 Annual School Report, I am confident that our Vision and Mission Statements are more than rhetoric. They are the landscape in which the school will prosper and grow.

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.

R. H. Brooks
Parents and Citizens Message

The year passes by so quickly, students come and go, but, the devotion and commitment to an excellent education for all our students at East Hills Boys is never wavering.

A special thank you to all students, staff, parents, our local community, and the wider community for their continued support throughout the year.

This year has been a busy year but again we are proud to say that we were able to raise funds for the school, which will benefit our students.

The P&C is always eager to raise extra funds in order to provide extra resources our school may need. But more importantly the P&C also has the role of providing quality communication between parents, our community and the school.

The P&C makes every effort to provide a link between students, staff, and parents and in turn the wider community.

We feel that quality relationships and open communication are fundamental to successful public education. Our students will benefit in the future when they must make the transition from school into the community and in turn the broader society by having the constant support of not only their teachers but also their parents throughout their education.

Targets for the future still remain to be:
- The provision for a senior study area for the senior students.
- Assistance with purchase of resources throughout the faculties.
- Greater involvement by parents and community with our P & C.

Targets achieved:
- Funding for Terminal Access Server.
- Tape Backup Machine.
- Unexpected need for replacement of Photocopier.

We would again like to extend our thanks to the students, staff and parents and hope to have continued support in order to work towards providing the best education for all the students of our school.

“Play Your Part – Be an Active Member Of Our P & C”

Diana Brankovic
P&C President.

Student Representative's Message

From the moment that I first attended East Hills Boys as a Year 7 student, and still to this day as School Captain of East Hills Boys, I can confidently say that East Hills Boys is a school that is undergoing constant development and change, and is exponentially increasing the amount of opportunities it can offer to the boys. To be School Captain of such a school, I couldn’t be more proud, and wouldn’t dream of representing another.

The past year has demonstrated with consistency the morals and ethics that East Hills Boys instils in its staff and students. It has proven once again the success of our school at achieving milestones and goals set in various fields of academia, sport, community and creative arts, and I can confidently attribute this to the student body’s coherence and the mutual support of the members of East Hills Boys. Behind the glamour of achievement at East Hills Boys is passion, commitment, perseverance and support – qualities that haven’t failed us yet.

East Hills Boys as a coherent body ardently plunges into participation of community events that further exhibit the quality of students we are proud to call our own. Such awareness of the events and needs in the community and world around us makes the students of East Hills Boys global citizens. We have shown this throughout the year by doing charity work through outlets such as World Vision, donating blood through the Red Cross and holding our heads up high as we marched on Anzac Day.

Making learning our number one priority permeates through and beyond the classroom and allows the boys to learn about the other things in life. As a school we attended ‘Courage to Care’, an enlightening day that educated both staff and students on the happenings of the Holocaust, profoundly touching the students with new understanding and giving them the opportunity to listen and ask questions to the last surviving generation of Jews from the Holocaust. An opportunity we were lucky to be given. Similarly, we attended a road safety excursion at the Acer Arena which raised awareness about the dangers of driving.

I was lucky to be part of a team of performers from East Hills Boys that showcased their talent and passion for the performing arts at the Rock Eisteddfod, surprising the judges with our choreography, conceptual ideas and dancing, as the only boys school, airing on television channels such as Ovation.

In addition to our community involvement outside of our school, we are lucky to receive special visits from various notable people, 2008 including a visit by author John Larkin, author of books such as “Lasagne Brain” and “Cyber Payne”, who kindly spoke to the students.
The end of the year, as with every year, was a celebration of the achievements that were made, the Year 10 and 12 Graduations being prime examples of such celebrations of our students and their excellence. In addition, this time signified a turning point for our new and exciting goals for the year ahead. My summation of the past year and its highlights is barely enough to convey its excellence and potential. This productive year of 2008 has paved the way for what will be an extremely important, potent and revolutionary 2009.

Michael Yazbeck
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

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>597</td>
<td>614</td>
<td>618</td>
<td>666</td>
<td>701</td>
</tr>
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</table>

Trend data demonstrates a steady increase in student enrolments since 2004. This can be attributed to the community’s perception of the school as successful in the area of boys’ education.

#### Student attendance profile

#### Years 7 to 10 Attendance

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<td>School</td>
<td>88.4</td>
<td>90.3</td>
<td>91.2</td>
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</tr>
<tr>
<td>Region</td>
<td>90.7</td>
<td>90.8</td>
<td>90.7</td>
<td>91.0</td>
</tr>
<tr>
<td>State</td>
<td>90.1</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
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#### Years 11 and 12 Attendance

<table>
<thead>
<tr>
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<th>2008</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>87.2</td>
<td>88.7</td>
<td>88.4</td>
<td>91.1</td>
</tr>
<tr>
<td>Region</td>
<td>89.8</td>
<td>89.9</td>
<td>89.8</td>
<td>90.2</td>
</tr>
<tr>
<td>State</td>
<td>89.5</td>
<td>89.7</td>
<td>89.6</td>
<td>89.8</td>
</tr>
</tbody>
</table>

Attendance rates are above State and Region averages. Electronic communications through SMS have contributed to the reduction in absenteeism. Close monitoring of attendance by year advisors have identified early signs of poor attendance patterns. Year advisors meet with students and parents to rectify the issue.

#### Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC02 - HSC04</th>
<th>SC03 - HSC05</th>
<th>SC04 - HSC06</th>
<th>SC05 - HSC07</th>
<th>SC06 - HSC08</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>59.7</td>
<td>62.0</td>
<td>60.2</td>
<td>45.5</td>
<td>62.6</td>
</tr>
<tr>
<td>SEG</td>
<td>63.0</td>
<td>68.3</td>
<td>69.2</td>
<td>67.1</td>
<td>66.9</td>
</tr>
<tr>
<td>State</td>
<td>59.5</td>
<td>61.0</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
</tr>
</tbody>
</table>
Post-school destinations

Results from our 2008 Year 12 Destinations survey are as follows:

- 61% of students have gone on to further education and training.
- 42% of students will study full-time at university in 2009.
- 85% of eligible students achieved their first choice university course. A further 15% on the second round of choices.
- 29% of students have entered full-time employment.
- 55% of VET and TVET students gained employment related to their vocational studies.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>46</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
</tr>
</tbody>
</table>

Staff retention

Staff retention for 2008 was 94%. Mr Tony Mulligan was successful at interview to transfer to Hurststone Agricultural High as Deputy Principal. Mrs Jenny Rhodes will be his replacement in 2009. Mrs Louise Lawson transferred to Campbelltown Performing Arts High School. Mr Chee Tai has taken extended leave and given up right of return. Miss Madelaine Lee has replaced Mr Warwick Pitt who retired at the end of 2007.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.1%.

Note: The staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>199 357.46</td>
</tr>
<tr>
<td>Global funds</td>
<td>372 843.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>155 057.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>302 934.76</td>
</tr>
<tr>
<td>Interest</td>
<td>20 751.97</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>35 920.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1 086 865.38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>120 556.01</td>
</tr>
<tr>
<td>Excursions</td>
<td>56 704.68</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>90 221.58</td>
</tr>
<tr>
<td>Library</td>
<td>6 700.55</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>231.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>164 171.22</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>69 064.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>191 670.37</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>78 992.58</td>
</tr>
<tr>
<td>Maintenance</td>
<td>40 278.95</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>38 314.31</td>
</tr>
<tr>
<td>Capital programs</td>
<td>24 940.12</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>881 845.74</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>205 019.64</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 financial Statement is tabled at the annual general meetings of the P & C Association. Further details concerning the Statement can be obtained by contacting the school.
School performance 2008

Achievements

Arts

The Creative Arts Faculty continued to thrive during 2008. With the introduction of Drama in Stage 5 we expanded our Rock Eisteddfod team and successfully participated in this wonderful event. The enthusiasm shown by the students was evidenced in their subject and Theatre Sports selection. Drama will continue to grow in 2009 with the introduction of 100 hours in the Stage 4 curriculum.

We have endeavoured to cater to all tastes in Music, ranging from percussion with the incursion “Drumbeat”, hosting visiting Jazz Band from the USA, to vocal and performance workshops. Working collaboratively with East Hills Public school our students played, performed and recorded their new school song. These experiences were reflected in the wonderful performances displayed at the graduation ceremonies and the School’s Presentation Day.

Visual Arts produced Year 12 body of works that were conceptually strong and technically outstanding. These works were viewed by our community at the Night of Excellence as were our Year 12 music performances. The standard of these students was to be commended. HSC results above State average certainly supported the audience feedback. 20% of the Visual Arts students received a Band 6 with a further 60% receiving a Band 5. Many students attended gifted and talented camps such as Artsmart and Operation Art. Year 7 student, Nazmul Khan, had his artwork selected for the prestigious Director’s Choice Exhibition showcasing the talents of the creative arts students in the region.

Sport

2008 has been a fantastic year for sport at East Hills Boys with the success maintaining East Hills Boys tradition as a school of sporting excellence. East Hills Boys provides a varied sporting program including recreational grade and knockout competitions while also giving the students the opportunity to trial for zone, area and CHS representative teams.

At an Edmondson zone level East Hills Boys were champion school in 13yrs cricket, 14yrs cricket and open cricket, junior 5 – a side soccer, junior hockey, 13 yrs soccer, open oztag and junior touch football.

In the Sydney South West area and CHS knockouts, East Hills Boys had great success. The major highlight was the success in touch football, winning the Sydney South West final and finishing 8th in the State.

The cricket knockouts also proved fruitful. The Allan Davidson shield team reached the area final and the Mark Waugh under 14 KO team defeated all schools in the Sydney South West area to reach the final against Westfields Sports High. The successful tradition of cricket at East Hills Boys is quite amazing.

In knockout sport, the other major highlight was in the tennis KO, where East Hills Boys won through to the Sydney south west area final, losing narrowly to Westfield's Sports High.

East Hills Boys also participated in basketball, rugby league, hockey, U15 soccer, AFL and softball KO’s. Thank you to all students and teachers who have given up their time to coach these teams.

Other

Vocational Education Program

The TAFE Vocational Education and Training Program (T-VET) in 2008 resulted in thirteen (13) senior students (Years 11 and 12) graduating from their courses.

Courses studied at TAFE colleges were quite diverse, from professional studies in accounting and information technology to trade areas including hairdressing, plumbing and automotive mechanical. Several of our graduates are using their expertise gained to follow employment in these fields.

2008 also saw our continued involvement in our Adopt a School Program with the Automotive Group Training (NSW) (AGT). This industry partnership has again resulted in outstanding employment opportunities for our students, with apprenticeships accepted at Mercedes Benz Zetland, John Newell Rosebery along with several smaller employers.
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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3).
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5).

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

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

Literacy and Numeracy – NAPLAN Year 7

The NAPLAN results for 2008 provided a valuable insight into the strengths and weaknesses of our Year 7 and Year 9 boys in the area of literacy. They have provided a solid framework for developing literacy initiatives which build on, and improve literacy within the English faculty, and the wider school learning environment.

Year 7 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 4</td>
<td>3</td>
<td>19</td>
<td>54</td>
</tr>
<tr>
<td>Band 5</td>
<td>2.4</td>
<td>15.0</td>
<td>42.5</td>
</tr>
<tr>
<td>Band 6</td>
<td>7.9</td>
<td>18.2</td>
<td>31.7</td>
</tr>
<tr>
<td>Band 7</td>
<td>4.8</td>
<td>17.5</td>
<td>33.7</td>
</tr>
<tr>
<td>Band 8</td>
<td>4.2</td>
<td>13.8</td>
<td>29.2</td>
</tr>
<tr>
<td>Band 9</td>
<td>529.5</td>
<td>526.7</td>
<td>543.2</td>
</tr>
</tbody>
</table>

The literacy results for Year 7 are very pleasing, and reflect the strategies employed by our feeder primary schools, as well as the effort from the Year 7 English teachers to expose the students to sample papers prior to the testing. These sample papers were available on the NAPLAN website, and were an important tool in familiarising the students with the set up of the test. This initiative will remain apart of the process in the lead up the exams in the future.

Year 7 NAPLAN Writing

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 4</td>
<td>2</td>
<td>19</td>
<td>49</td>
</tr>
<tr>
<td>Band 5</td>
<td>1.6</td>
<td>15.2</td>
<td>39.2</td>
</tr>
<tr>
<td>Band 6</td>
<td>9.5</td>
<td>21.3</td>
<td>32.1</td>
</tr>
<tr>
<td>Band 7</td>
<td>7.9</td>
<td>13.5</td>
<td>33.2</td>
</tr>
<tr>
<td>Band 8</td>
<td>6.8</td>
<td>11.3</td>
<td>29.6</td>
</tr>
<tr>
<td>Band 9</td>
<td>527.8</td>
<td>521.9</td>
<td>535.5</td>
</tr>
</tbody>
</table>

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 the assessments.
The results for Year 7 indicate that the percentage of boys in the lowest performance Bands is below both the State and Like School Group average. The number of boys who were placed in the highest performance Band was above Like School Group average, and not far off the State average. This is very pleasing, and a trend that we hope to maintain and improve upon in 2009.

### Year 7 NAPLAN Spelling

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2008</td>
<td>554.7</td>
<td>540.7</td>
<td>549.5</td>
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</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2008</td>
<td>4</td>
<td>11</td>
<td>25</td>
<td>37</td>
<td>35</td>
<td>12</td>
</tr>
<tr>
<td>Percentage in band 2008</td>
<td>3.2</td>
<td>8.9</td>
<td>20.2</td>
<td>29.8</td>
<td>28.2</td>
<td>9.7</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>6.3</td>
<td>10.7</td>
<td>22.8</td>
<td>29.1</td>
<td>23.6</td>
<td>7.5</td>
</tr>
<tr>
<td>State average 2008</td>
<td>5.7</td>
<td>9.2</td>
<td>20.4</td>
<td>28.9</td>
<td>25.2</td>
<td>10.6</td>
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### Year 7 NAPLAN Grammar and punctuation

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>LSG</th>
<th>State</th>
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<tbody>
<tr>
<td>Average mark, 2008</td>
<td>522.0</td>
<td>521.9</td>
<td>537.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<tbody>
<tr>
<td>Number in band 2008</td>
<td>2</td>
<td>31</td>
<td>33</td>
<td>37</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in band 2008</td>
<td>1.6</td>
<td>25.0</td>
<td>26.6</td>
<td>29.8</td>
<td>13.7</td>
<td>3.2</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>8.5</td>
<td>17.0</td>
<td>27.0</td>
<td>24.9</td>
<td>16.9</td>
<td>5.6</td>
</tr>
<tr>
<td>State average 2008</td>
<td>7.3</td>
<td>14.2</td>
<td>23.5</td>
<td>25.0</td>
<td>20.2</td>
<td>9.9</td>
</tr>
</tbody>
</table>

### Year 7 NAPLAN Numeracy

Our Year 7 students have achieved very pleasing results. Their overall performance is above those of the Like School Group and the State in all areas of Numeracy including Patterns and Algebra, Measurement and Data and Space and Geometry.

More specifically:
- 21% of students achieved a Band 9 result. This places the school results at 5% above State average and 10% above Like School Group results.
- 21% of students achieved a Band 8 result. The school results are 3% above State average and 8% above Like School Group results.
- Only 2% of students achieved a Band 4 result. This places the school results at well above State average and Like School Group results.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2008</td>
<td>566.6</td>
<td>535.1</td>
<td>552.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2008</td>
<td>2</td>
<td>14</td>
<td>30</td>
<td>26</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Percentage in band 2008</td>
<td>1.6</td>
<td>11.1</td>
<td>23.8</td>
<td>20.6</td>
<td>21.4</td>
<td>21.4</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
<td>5.3</td>
<td>15.1</td>
<td>27.1</td>
<td>20.3</td>
<td>23.9</td>
<td>10.3</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>3.3</td>
<td>20.0</td>
<td>27.1</td>
<td>24.1</td>
<td>15.8</td>
<td>9.6</td>
</tr>
<tr>
<td>State average 2008</td>
<td>3.0</td>
<td>15.9</td>
<td>23.8</td>
<td>23.8</td>
<td>17.8</td>
<td>15.7</td>
</tr>
</tbody>
</table>
Literacy – NAPLAN Year 9

The results for Year 9 were an area of concern. The number of boys placed in the middle performance Bands was roughly on par with the State average. However, our areas of concern are the number of boys being placed in the highest and lowest performance Bands. As evidenced by the graph, 6% of our students managed to attain a mark in the top two Bands. This is below State and Like School Group average, and as such has become a focus area for literacy development within the faculty and school. While the percentage of students in the lowest performance Band was below Like School Group average, it is the goal of the faculty to have this percentage drop further in 2009 to at least the level of the State average.

Year 9 NAPLAN Reading

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2008</td>
<td>557.3</td>
<td>566.6</td>
<td>584.0</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2008</td>
<td>10</td>
<td>27</td>
<td>51</td>
<td>30</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in band 2008</td>
<td>7.8</td>
<td>20.9</td>
<td>39.5</td>
<td>23.3</td>
<td>5.4</td>
<td>3.1</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>7.2</td>
<td>21.1</td>
<td>32.3</td>
<td>24.9</td>
<td>11.7</td>
<td>2.9</td>
</tr>
<tr>
<td>State average 2008</td>
<td>5.6</td>
<td>16.6</td>
<td>28.2</td>
<td>26.5</td>
<td>16.0</td>
<td>7.1</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Writing

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2008</td>
<td>536.9</td>
<td>552.9</td>
<td>569.8</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2008</td>
<td>23</td>
<td>33</td>
<td>32</td>
<td>29</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in band 2008</td>
<td>18.4</td>
<td>26.4</td>
<td>25.6</td>
<td>23.2</td>
<td>4.8</td>
<td>1.6</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>13.1</td>
<td>24.5</td>
<td>25.2</td>
<td>22.6</td>
<td>9.3</td>
<td>5.3</td>
</tr>
<tr>
<td>State average 2008</td>
<td>10.1</td>
<td>20.9</td>
<td>23.0</td>
<td>24.8</td>
<td>12.2</td>
<td>9.0</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Spelling

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2008</td>
<td>571.1</td>
<td>576.4</td>
<td>586.4</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2008</td>
<td>13</td>
<td>24</td>
<td>32</td>
<td>26</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>Percentage in band 2008</td>
<td>10.2</td>
<td>18.9</td>
<td>25.2</td>
<td>20.5</td>
<td>20.5</td>
<td>4.7</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>10.0</td>
<td>12.6</td>
<td>29.5</td>
<td>24.2</td>
<td>18.9</td>
<td>4.7</td>
</tr>
<tr>
<td>State average 2008</td>
<td>8.6</td>
<td>10.9</td>
<td>27.1</td>
<td>24.5</td>
<td>22.0</td>
<td>6.9</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 9

Our Year 9 students performed above average for the Like School Group and comparable school groups. This was consistent in all areas of Numeracy.

- 25% of Year students achieved in the highest Bands (Bands 9-10), placing the school results on par with State average and 5% above Like School Group results.
- 53% of students achieved a Band 7-8. This placing the school results 4% higher than State average and 10% above Like School Group results.
- Only 4% of students achieved at the lowest Band (Band 5), the school results being better than both State and Like School Group averages.

The NAPLAN test results are giving us the opportunity to incorporate in our teaching methods and techniques to further develop the areas of strength and remedy areas of weakness of our students as a group and as individuals.

Numeracy – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Number in band 2008</td>
<td>19</td>
<td>28</td>
<td>42</td>
</tr>
<tr>
<td>Percentage in band 2008</td>
<td>15.0</td>
<td>22.0</td>
<td>33.1</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>13.9</td>
<td>20.6</td>
<td>31.6</td>
</tr>
<tr>
<td>State average 2008</td>
<td>11.2</td>
<td>16.8</td>
<td>29.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average mark, 2008</th>
<th>587.5</th>
<th>576.1</th>
<th>593.7</th>
</tr>
</thead>
</table>
The 2008 School Certificate results continue to reflect the positive commitment to success in English at East Hills Boys. In 2008 the results of our students continued to improve significantly. There was a considerable emphasis placed on the top echelon of students in Year 10 to perform at an improved level. Coupled with the continued strategies employed with our less able students, in order to aid their personal performances. Such strategies include, mirroring common assessment tasks to the external exams, stronger focus on language techniques and the continued employment of “hothouse” classes where top classes are challenged to work at a deeper level of understanding.

Most pleasing is the results in the top Bands and the bottom Bands, as this has been our focus area for the past three years. In 2008, 25% of the students who sat the English School Certificate at East Hills Boys received a Band 5 or 6. In 2008, there were no students who attained a Band 1, and only 5.83% of students received a Band 2.

Student performance in 2008 School Certificate was reported in performance Bands 1 to 6 (Band six being the highest). The Mathematics Faculty School Certificate results were again extremely pleasing. In 2008 the results were: 14 students achieved a Band 6 placing the group at 4.41% above the State average. 26 students achieved a Band 5, this being 3.52% above State average. Most importantly, the results in the lower Bands were below or at State average, only two students achieved a Band 1.
Science
Average mark 2008
School  LSG  State
71.5  71.0  71.7

Performance band distribution

<table>
<thead>
<tr>
<th>Performance band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2008</td>
<td>2</td>
<td>20</td>
<td>30</td>
<td>33</td>
<td>27</td>
<td>7</td>
</tr>
<tr>
<td>Percentage in band 2008</td>
<td>1.7</td>
<td>16.8</td>
<td>25.2</td>
<td>27.7</td>
<td>22.7</td>
<td>5.9</td>
</tr>
<tr>
<td>School Average 2004 - 2008</td>
<td>2.3</td>
<td>12.9</td>
<td>27.8</td>
<td>31.7</td>
<td>20.5</td>
<td>2.7</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>3.0</td>
<td>12.8</td>
<td>27.5</td>
<td>33.2</td>
<td>20.4</td>
<td>3.1</td>
</tr>
<tr>
<td>State average 2008</td>
<td>3.4</td>
<td>12.8</td>
<td>25.1</td>
<td>31.5</td>
<td>22.0</td>
<td>5.3</td>
</tr>
</tbody>
</table>

The percentage of students attaining Band 5 or Band 6 continues to increase. 28 percent of boys obtained Band 5 or Band 6 in the 2008 exam. Fewer students are attaining the lower Bands.

Australian History, Civics and Citizenship
Average mark 2008
School  LSG  State
64.4  67.5  68.5

Performance band distribution

<table>
<thead>
<tr>
<th>Performance band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2008</td>
<td>8</td>
<td>28</td>
<td>49</td>
<td>26</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in band 2008</td>
<td>6.7</td>
<td>23.5</td>
<td>41.2</td>
<td>21.8</td>
<td>5.9</td>
<td>0.8</td>
</tr>
<tr>
<td>School Average 2004 - 2008</td>
<td>3.1</td>
<td>21.8</td>
<td>38.0</td>
<td>27.3</td>
<td>8.4</td>
<td>1.4</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>3.1</td>
<td>19.1</td>
<td>38.0</td>
<td>24.6</td>
<td>12.5</td>
<td>2.6</td>
</tr>
<tr>
<td>State average 2008</td>
<td>3.4</td>
<td>18.0</td>
<td>35.4</td>
<td>24.3</td>
<td>14.2</td>
<td>4.7</td>
</tr>
</tbody>
</table>

The 2008 History results were a concern for the History faculty, as they were static, showing no signs of improvement from the previous year despite the effort of the staff to refine teaching practices. A marginal improvement was made at the lower end of the spectrum with 30% of students achieving a Band 1 or Band 2 compared with last year’s 33%.

Australian Geography, Civics and Citizenship
Average mark 2008
School  LSG  State
68.3  70.7  71.4

Performance band distribution

<table>
<thead>
<tr>
<th>Performance band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2008</td>
<td>5</td>
<td>13</td>
<td>47</td>
<td>34</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in band 2008</td>
<td>4.2</td>
<td>10.9</td>
<td>39.5</td>
<td>28.6</td>
<td>16.8</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2004 - 2008</td>
<td>2.3</td>
<td>12.3</td>
<td>40.3</td>
<td>33.7</td>
<td>10.8</td>
<td>0.6</td>
</tr>
<tr>
<td>LSG average 2008</td>
<td>2.2</td>
<td>10.4</td>
<td>31.6</td>
<td>36.7</td>
<td>15.7</td>
<td>3.4</td>
</tr>
<tr>
<td>State average 2008</td>
<td>2.6</td>
<td>10.5</td>
<td>28.4</td>
<td>35.3</td>
<td>17.6</td>
<td>5.6</td>
</tr>
</tbody>
</table>

Results for Australian Geography, Civics and Citizenship shows a slight improvement in the school average. The best increase has been in the number of Band 5s awarded. An improvement of 5% over the school average. More work will be done to move students from the lower Bands.
Computing Skills results continue to be above State average. 100% of students were competent or above in their computing skills. 2008 results reflect the work by students and teachers in fully integrating technology in to teaching and learning. Over two thirds of our students are performing at the Highly Competent level.

### School Certificate relative performance comparison to Year 5 (value-adding)

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2008</th>
<th>School Average 2004 - 2008*</th>
<th>LSG Average 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>-0.1</td>
<td>-0.2</td>
<td>-0.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2.6</td>
<td>1.6</td>
<td>-0.3</td>
</tr>
<tr>
<td>Science</td>
<td>1.6</td>
<td>0.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>-2.8</td>
<td>-1.4</td>
<td>-0.3</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>-1.5</td>
<td>-1.6</td>
<td>-0.1</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>3.9</td>
<td>3.4</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Note:
The low performance Band includes students in Bands 1,2 and 3, on average, in the School Certificate. The middle Band includes students in Band 4. the high Band includes students in Bands 5 and 6.

By definition, State average value-added is zero.

The School and School Average columns are not shown if less than ten course results are available.

Residual data is based on HSC marks converted to the UAC common scale.
Higher School Certificate

Ancient History

25% of the students in this subject gained Band 5. The aim for 2009 is to increase this percentage and to eliminate Band 1 results. The History faculty has reviewed the Higher School Certificate results and is embarking on improving results for 2009 candidates.

Biology

Over 50% of the students achieved Band 4, Band 5 or Band 6. The percentage of boys achieving Band 6 was above the State average. The Science faculty is aiming to increase the number of students achieving Band 5 and Band 6 for students in 2009.

Business Studies

The 2008 H.S.C. results in Business Studies have moved from being on State average 2007 to being above the State average. 71.41% of students achieved in the higher performance Bands 6 to Band 4. 9.52% achieved a Band 6 this being 3.39% above State average. No students achieved a Band 1.

Chemistry

Over 25% of students attained Band 4 or higher. The faculty has reviewed the results and has programs in place to now improve the performance of the higher ability students as well as supporting the lesser ability students.

Construction VET:

The results for Construction are pleasing with 100% of students achieving Band 3 or higher. The faculty is working with candidates to try and get all students achieving above Band 4 for 2009.

Economics

The results in 2008 for Economics have shown a continued improvement. It is evident the results have shifted from being on State average to being above the State average. 80% of the students achieved between a Band 4 and Band 6, more specifically 15% of the students achieved a Band 6. No students achieved a Band 1.

Engineering Studies

42% of students gained Band 4. Although this is a sound result, no student gained Band 5 or Band 6 leading to the average result being less than State average. Raising the achievement levels into Band 5 or Band 6 is a goal of the faculty for 2009.

English Advanced

All students scored in the top 3 Bands in English Advanced which represents 11% more than State. However, the average was less than State average which went against the trend of 2007. The faculty has reviewed the results and has programs in place to now improve the performance of the higher ability students. Support in appropriate subject choice will help eliminate the lower Band results. In Extension English 1 the percentage of students in the top 3 Bands was slightly above State but there were no students in the top Band. In Extension English 2 all students who attempted Extension 2 English achieved Band 4, but the East Hills Boys average was considerably below State average.

English Standard

Although results in Standard English have gradually improved over the last 4 years, the 2008 results saw a slight decline compared with State average. However, the percentage of students in Band 5 and Band 6 was less than 2% below State. 22% of students attained a Band 4 or higher.
**General Mathematics**

In the General Mathematics course the results have shown an improvement. 28% of the cohort achieved Band 5 and Band 6. This is 7.9% above State average. Overall the results remain at State average or above with 74% of students achieving a Band 3 or higher.

**Hospitality VET:**

44% of students gained Band 4. Therefore this subject performed below the State average. However, Hospitality is growing in popularity in the school and with excellent and committed staff, many students were successful in gaining their VETAB certification and have gone on to work in the industry.

**Industrial Technology Timber:**

All students gained Band 3, Band 4 or Band 5. For 75% of this group of students, this was their top mark in the HSC. This represents a very successful choice for these students and sets them up very well for their future careers.

**Legal Studies**

The 2008 H.S.C. results in Legal Studies show a continued improvement with the School’s results now above the State average. 84.6% of the cohort achieved results in the higher performance Bands of Band 4 to Band 6 with over 50% of students achieving a Band 5. No students achieved a Band 1.

**Mathematics**

The results in the Mathematics Advanced course when compared to the State average indicate that the students have performed at an exceptionally high standard. Furthermore, no students achieved in the lowest performance Bands (Band 1 and Band 2), with only one student achieving a Band 3. 27.27% of students achieved a Band 6 placing the school results 10.5% above State average. 45.45% of students achieved a Band 5 placing the school results 17.41% above the State average.

In the Mathematics Extension I course, 33.33% of students achieved an E4 and 66.66% of students achieved an E3, no students achieved in the lower performance Bands. This places the school results 18.5% above the State average.

2008 saw the continuation in the high achievements of the students in mathematics at the HSC. The results can be contributed to the requirement that each student meet course prerequisites and is only placed in a course compatible with their ability level as indicated throughout Year 7 to Year 10.

**Modern History**

Results in Modern History have steadily improved over the last 4 years. 60% of students gained Band 4 and Band 5, however, there were no students in Band 6. This is a goal for 2009.

**Physical Development, Health and Physical Education**

Student performances in PDHPE in 2008 were exceptional, with this year’s cohort achieving above the State average in both Band 5 and Band 6. 80% of students achieved Band 4 or higher. The calibre of the students and their ability to meet the challenges of the course has enabled such pleasing results. It is the objective of the PDHPE Faculty to continue to improve these results.

**Physics**

Almost 50% of the students achieved a Band 4 or higher. No student achieved a Band 1. Physics has maintained an ‘average value added’ of over 6 points for the last two years.
Software Design and Development

Each student cohort in Software Design and Development continues to improve and achieve excellent results. Of the 2008 candidature, 38% achieved Band 4 and overall 75% achieved Band 3 or higher. The number of Band 3 and Band 4 results by our students was well above the State average.

With continued improvement in programming and subject delivery, combined with students selecting subjects responsibly and accessing all of the teaching and learning support services offered by the school, results and student numbers in Computing Studies subjects will only improve.

Visual Arts

Visual Arts results in the 2008 HSC were outstanding. 100% of students achieved in the top 3 Bands, (Band 4 to Band 6). 20% more students achieved in the top 2 Bands, (Bands 5 or Band 6) than in the State. Visual Arts marks have improved every year but one since 2003, so that in 2008, the average mark was above the State average. 60% of the Visual Arts students scored their top HSC mark in this subject with the remaining 40% scoring their second top mark in this subject. These results are a reflection not only of the talent and effort of the students but also the dedication and commitment of the teaching staff.

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.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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Significant programs and initiatives

Kensai, a program for the Gifted and Talented

During 2008, the Kensai program expanded to include students in Years 7, 8, 9 and 10, Mrs Hurley identified students in Year 7 who were gifted and talented and combined them with the existing Kensai students.

Students displayed their enthusiasm, skills and knowledge in a presentation in September when they showcased their Major Research Projects. Supporting these students were dedicated and enthusiastic Education students from the University of Western Sydney who gave up their time each Tuesday afternoon to help the students research, write and develop their individual projects.

Aboriginal Education

East Hills Boys High is actively engaged in assisting all Aboriginal students in gaining better education outcomes.

All Aboriginal students Years 8 – 12 have actively attended and participated in the South-Western Region Belonging Project.

In conjunction with BYDS and the wider Aboriginal community students were given an opportunity to participate in cultural awareness activities and careers markets at Bankstown Town Hall and Mt Annan Botanical Gardens. Students attended NAIDOC Day celebrations with Bankstown City Council.

Daniel Conifer, School Captain, was Dux Year 12 in 2008 with a UAI 96.65. He is now attending UTS, studying a double degree in Journalism/Law. He was also awarded the Vice Chancellor full scholarship for UTS.

In 2008 a Didgeridoo Club was established with the assistance of Mr Nick Bunt. It meets once a week. This group is led by Jason Heath and the group hope to perform on assemblies and local schools in 2009.

Daniel Conifer, Jared Martin, Grant Parker, Jason Heath all gained South-West Sydney Region Aboriginal Achievement Awards in either Literacy, Numeracy or Citizenship.

Grant and Daniel at the 18th Annual Aboriginal Student Achievement Awards.

Multicultural Education

Our school’s commitment to an inclusive multicultural society has been seen by our community as one of strength and integrity. We embrace cultural diversity and tolerance. Our teaching and learning programs promote inclusiveness, mutual respect, understanding, the celebration of diversity and commonality, racial tolerance and the multicultural nation that is Australia.

Respect and Responsibility

Encouraging students to undertake community service activities on a voluntary basis as part the school culture is a challenge the school faces in future years. In the senior years, students are active participants in the Red Cross school program as well as donating blood to the Blood Bank on a regular basis. Charity fundraising is also a significant student endeavour. We have a number of sponsored children through World Vision that are supported by individual academic year groups.

In semester 2 as part of the school’s Student Welfare Program, in consultation both Year Advisors and the Deputy Principals, the entire school student body participated in Crime Prevention Workshops at the school, conducted by Senior Constable Denise Colls, School Liaison Police Officer, South West Metropolitan Region.

The following workshops, chosen particularly for each year group, were attended by each entire year cohort:

- **Year 7**: Graffiti/Harassment/Assault
- **Year 8**: Harassment/Assault/Graffiti
- **Year 9**: Offensive Behaviour/Public Space
- **Year 10**: Cyber Crime/Crime Avoidance
- **Year 11**: Drugs/Driving Offences
- **Year 12**: Driving Offences/Safe Parties
Feedback from both staff and students was extremely positive and it is anticipated that the program be conducted again in 2009.

Panania RSL ANZAC Day march

‘Courage to Care’ 2008

In March 2008 the entire school, both staff and students, had the privilege to participate in the ‘Courage to Care’ program, which was temporarily located at the St George Regional Gallery in Hurstville. The program is one of the State’s most successful anti-racism, anti-bullying and welfare programs. All students were provided with free transportation to and from the venue and there was no charge for the program itself. The program was of two hours duration, with a morning session (9.30am-11.30am) and an afternoon session (12.30pm-2.30pm). All students attended one of the two sessions.

As this was a whole school community initiative, an invitation was also extended to parents, caregivers and friends of the school community to attend. Both the exhibition and workshops proved most successful and for many staff and students a profoundly life-defining experience. The program was a resounding success and has contributed to ongoing positive outcomes for whole-school student welfare.

The following two articles were written by two Year 7 students reflecting on their experiences of their respective visits:

The first article was written by Vardhman Jain of 7T:

“In Courage to Care we first started with a presentation on bullying and how we should step in and stop bullies from hurting our peers. Then we broke into groups and listened to the stories of many people, who lived through World War Two. We saw many artefacts and we also learned about the horrors of this war. We found out how people saved others and fought to survive. They set a great example to others and I am sure that this program will help bullying come to a stop, if the program continues to travel around the country.”

The second article to follow was written by Jason Luke of 7E:

“Courage to Care was a wonderful exhibition everyone at East Hills Boys’ High School got the opportunity to attend. The moment we reached the museum, I took the opportunity to peep at all the wonderful things we were in for. After the volunteers showed us the way to watch the introductory show, I was shaken by what the Nazis did to the helpless Jews! It was unimaginable that it actually happened. But after listening to Adrian van As and how he heroically saved countless Jews, I was astonished by the amazing technique he used to save the innocent Jews. Another brave person to lend a hand to the Jews was Mitsugi Shibata. The way he helped thousands was miraculous. Writing out an article is a tough job already, but comparing it to making thousands of handwritten visas, it is nothing. Courage to Care is a great exhibition and everyone will agree that they extremely enjoyed it.”

Programs for students with additional educational needs

Integration Support

Integration support is offered to students with specific learning difficulties. Funding is granted to students who meet certain requirements for extra support both in class and in a one on one learning environment.

During 2008, seven students from East Hills Boys qualified for integration support. They were assisted by Mrs Hurley and Mrs Towers who worked with each boy, focusing on their particular needs. This included reading and writing support, core subject support, daily living skills, community access, travel training, personal hygiene skills, social skills and transition to work programs. Extra funding was granted to the School to assist in the school to work programs and this money was used to support the students in travel training and on site supervision.

Life Skills

During 2008 one student participated in Stage 6 Life Skills at East Hills Boys. Life Skills subjects undertaken were Maths, English, Work Education, PDHPE and IPT. Construction elective was mainstream. One day per week, the student attended work experience at a variety of different work sites.
Transition

Transition is a program that assists students who are struggling with the curriculum. It offers them a chance to succeed in the work place. Students are not paid for their work; it is considered an experience and an opportunity to see life outside of School.

Students who participate in the program are given an insight into life after school. The expectations of the real world gives the students a better understanding of what work is like. This also often leads to a better application to school studies as a consequence of the development of goals and a work ethic.

The future development of this program will include stronger links with employers that will lead to apprenticeships and/or traineeships for our students.

New Start-Transition to High School

A small number of Year 6 students were invited to attend our school over three sessions during Term 4, 2008. Students were able to experience life at high school, meet teachers who could be teaching them next year and to become familiar with the school and its environment.

A taste of high school life was the program’s aim. Students reported that it assisted with their transition to high school.

Support Teacher Learning Assistance

Ms Meryl Warton, the Support Teacher, offers extra support to students who experience general learning difficulties.

Identified students were given in-class support and occasional withdrawal depending on their specific needs. Core subjects were targeted. Stage 4 and Stage 5 were the target areas of support during 2008.

Peer Tutor Reading Program

This program includes a TAFE accredited course in Literacy Volunteer Tutoring for Year 10 tutors.

Last year it involved Year 10 students (tutors) working with Year 8 students (readers/tutees) four mornings per week during DEAR (Drop Everything and Read), in the school library.

The students worked through actual class texts with the aim of improving literacy and having a better understanding of subject content.

Progress on 2008 targets

Targets for 2008

Target 1:

To raise the achievements of students in both literacy and numeracy across the school in year 7 to State benchmark levels or beyond.

Our achievements include:

- The creation of a small class of students that have been identified as being at risk of not achieving the benchmarks of elementary or higher performance Bands.
- Additional support through the use of the Support Teacher Learning Assistance is being provided for the identified class.
- Accommodations are being made in the teaching and learning strategies within the Quality Teaching and Learning frameworks.
- 10% less students achieving results in the low performance Band.

Target 2:

To improve the average attendance rates of students in years 7 to 12

Our achievements include:

- Use of electronic roll marking and electronic feedback and communication with parents.
- Where poor attendance has been identified as the reason for poor academic achievement, the Senior and Junior Review Teams have provided students with guidance and counselling that has led to an improvement in attendance at school.
- Attendance rates for Years 7-12 are above State average.

Target 3:

To improve the partnership between the school and community and to increase community participation within school based programs and initiatives

Our achievements include:

- Involving the community in school programs and initiatives.
- Links between local chamber of commerce and the school.
- Increase reporting of school programs in the local media.
Target 4:
To develop a profile for each student within the school so that a starting point is successfully identified in order to map future achievement, progress, identify value added and apply appropriate resources.

Our achievements include:

- We are working towards developing software that will enable an individualised profile to be developed for each student of Years 7 to 10 containing all assessment data.
- Student learning needs identified and required resources applied.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

In 2008 our school carried out evaluations of Learning and the Key Learning Area of Languages.

Educational and management practice

Learning

In 2008 a Quality of Life survey was conducted. Specifically the area of Learning was addressed. The purpose of the survey was to identify how the students, parents and teachers perceived the learning process and to judge the level of satisfaction.

The survey were administered to all the staff at East Hills Boys and the entire student body. Parent surveys were sent home to all parents.

The data indicated:

- In excess of 78% of parents and students believe that there is access to the appropriate equipment to facilitate the learning process.
- 78% of students and parents felt that the classroom was an interesting place to learn.
- In excess of 90% of students and parents believe that the school expects students to achieve their best and to demonstrate prude in their learning.
- 75% of students and parents would like more contact with teachers throughout the year regarding student progress.
- 50% of students would like the opportunity to work collaboratively with other students.

- 65% of parents indicated they felt teachers continually upgraded their skills to ensure currency.

This data was considered in relation to the data produced from the teacher survey. This allowed specific areas to be identified and targets for 2009 to be set specifically aimed at increased student engagement:

- Greater communication with parents regarding progress of their sons at school.
- Greater recognition to be given to student achievement.
- Opportunities provided in the classroom for students to work with other students and try out new things in class.
- Staff to ensure they access appropriate professional development to remain abreast of new trends in education and the use of ICT.

Curriculum

Languages as a Key Learning Area

Background

As part of a school evaluation cycle, the Languages Faculty was evaluated with a focus on perceived strengths and areas of improvement needed in terms of delivery of teaching and learning activities in Stage 4 Languages.

All members of the Languages Faculty and all of the students engaged in Stage 4 German and students of Stage 5 Elective German in 2009 responded to three specifically designed questionnaires. Parents and caregivers were also invited to comment.

Findings and conclusions

- 72% of students reported positively that their lessons were always relevant and interesting. The majority also reported that whilst at this stage of their lives the direct application of the skills learned may be limited, they considered them relevant and useful to their learning experiences and future lives.
- 78% of students expressed that lesson execution, assessment policies and course structure was communicated in an ongoing way with clarity and precision, which assisted students in their own navigation of the course and their own preparation and homework.
- 82% of students commented on the high expectations the faculty set with respect to the quality of their work and general requirements of all course outcomes. Students also
expressed a strong interest in the subject and the vast majority indicated their enjoyment of the subject. Of particular interest, was the general consensus that the subject was accessible, irrespective of whether or not students had prior learning experiences of another foreign language.

- Staff expressed a very high level of satisfaction when rating student engagement, student enthusiasm of the subject and the work ethic of students.
- 71% of staff identified that the absence of Elective Languages classes in Stage 5 can be directly linked to the lack of a Stage 4 Year 8 Languages Program, as continuity in learning is essential. A significant number of students have also commented on this lack of opportunity.

**Future directions**

- A Stage 4 Year 8 Languages Program (50 hours, 3 lessons per cycle) will be re-introduced in 2009 as a compulsory subject of the school curriculum.
- Owing to the previous item and to the establishment of a Stage 5 Year 9 Elective German class in 2009, an additional staff member will be needed for 2009.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- The outcomes of the School Map survey used to measure satisfaction levels amongst teachers expressed a very high level of satisfaction when rating student engagement, student enthusiasm and the work ethic of students.
- Surveyed parents expressed a very high level of satisfaction to the access to good equipment that their child / ward have to support learning.
- Both parents and teachers have indicated the expectation that students will achieve to a high level of personal ability at this school.
- Students also expressed their satisfaction at the level of support and enthusiasm of staff. A majority of students indicated they also felt supported in their work, both in and out of the classroom environment.

**Professional learning**

The school’s professional learning plan is governed by our aims and core beliefs as stated in the school strategic plan. The long term strategic goal is to improve the educational outcomes of all students by:

- Upgrading the physical environment and learning facilities of the school.
- Enhancing effective professional learning experiences to enable staff to develop quality teaching and learning outcomes for all students.
- Promoting the achievements and positive image of the school more widely in the community.
- Increasing student leadership opportunities through the development and implementation of new welfare and citizenship programs.

To support this program the school’s professional learning (teacher professional learning) funds were spent in the following manner:

- 10% to beginning teachers, 10% to ICT, 10% to literacy and numeracy, 25% to quality teaching and learning, 15% to syllabus implementation, 20% to career development and 10% to welfare and equity. N.B. Approximately 50% of teacher professional learning funds were the direct responsibility of faculties.

In 2008 $28730.06 of teacher professional learning funds were expended on 1550 hours of staff professional learning. All staff were directly involved in professional learning activities across 2008.

Technology is integrated throughout teaching and learning.
School development 2009 – 2011

Targets for 2009

• Improved literacy achievement
• Improved numeracy achievement
• Improved student engagement and attendance
• Enhanced school culture and practice

Target 1
Improved literacy achievement for all students in line with school and Regional target

Specifically:
• Improved growth in NAPLAN literacy for Year 9 students
• Improved growth in School Certificate literacy for Year 10 students
• Increased numbers of students attaining Bands 5 and Band 6 at the School Certificate

Strategies to achieve this target include:
• Provide professional learning to enable and ensure all faculties access and use the NAPLAN SMART Package and school based data to inform Year 7 to Year 10 teaching and learning programs for individual students, class and stage groups.
• Areas for development identified and teaching and learning programs developed to improve student outcomes in these areas – emphasis on writing and grammar in Year 7 to Year 9.
• Strengths identified and programs developed and maintained to build on strengths – NAPLAN teaching strategies used.
• Literacy team formed to lead analysis and development of whole school reading, writing, grammar and punctuation programs.
• Reading for comprehension program developed for implementation in all KLAS.
• Use NAPLAN SMART and school based data analysis to inform personal learning programs for all ATSI students and students identified for early intervention Year 7 to Year 9.
• Increase teacher knowledge and skills in technology and connected learning to support quality teaching in literacy through professional learning.

Our success will be measured by:
• All faculties accessing and analysing NAPLAN SMART Package and school based data Year 7 to Year 9.
• All faculties producing accurate and reliable data analysis reports.
• NAPLAN data indicates all students in Year 9 2009 have achieved at or above minimum standard.
• Improved reading comprehension evident in learning and assessment.
• Personal learning programs developed in Term 1 and regularly reviewed and students targeted for intervention Year 7 to Year 10.

Target 2
Improved numeracy achievement for all students in line with school and Regional targets

Specifically:
• Improved growth in NAPLAN numeracy for Year 9 students
• Improved growth in School Certificate numeracy for Year 10 students
• Increased numbers of students attaining Bands 5 and Band 6 at the School Certificate

Strategies to achieve this target include:
• Provide professional learning to enable and ensure all faculties access and use NAPLAN SMART Package and school based data to inform Year 7 to Year 10 teaching and learning programs for individual students, class and stage groups.
• Areas for development identified and teaching and learning programs developed to improve student outcomes in these areas – emphasis on space and geometry.
• Strengths identified and programs developed or maintained to build on strengths.
• Numeracy team formed to lead analysis, and development of whole school space and geometry program and language of numeracy program.
• Professional learning in explicit teaching of numeracy – teaching strategies from NAPLAN package used.
• Use NAPLAN SMART and school based data analysis to inform personal learning projects for all ATSI students and students identified for early intervention Year 7 to Year 9.
Increase teacher knowledge and skills in technology and connected learning to support quality teaching in numeracy through internal teacher professional learning and encouraging staff to participate in external teacher professional learning.

Our success will be measured by:

- All faculties accessing and analysing NAPLAN SMART Package and school based data Year 7 to Year 10.
- All faculties producing accurate and reliable data analysis reports.
- NAPLAN data indicates improvement in areas identified for development.
- Numeracy strategies and language embedded in all teaching and learning programs.
- Personal learning programs developed term 1 and regularly reviewed and students targeted for intervention Year 7 to Year 9.

Target 3
Improved student engagement and attendance.

Specifically:
- Improved student attendance rates in line with Regional targets
- Quality Teaching and Learning Model implemented consistently in all classrooms
- All students actively engaged in self motivated learning

Strategies to achieve this target include:
- Provide all faculties with professional learning in the Quality Teaching Model relating to lesson planning, teaching and learning programming and delivery, incorporating elements of the Significance dimensions of the Quality Teaching Framework.
- Professional learning in methods of accommodation for students experiencing difficulty accessing the curriculum.
- Improve student knowledge of senior subjects, credentialing and further education requirements.
- Ensure sufficient breadth of curriculum so all students can experience success in senior school and/or for work.
- Continuation of Kensai Gifted and Talented program.
- Gifted VET students recognised.

Our success will be measured by:
- Number of students receiving and understanding assessment criteria and feedback for learning assessment.
- Curriculum and assessment tasks differentiated in all Stage 4 classes to accommodate the needs of all students identified by NAPLAN and other school data.
- All students able to access learning in all classes.
- Staff better able to advise students re subject choices and students make better choice of subjects in the senior school.
- Work Ready program runs and includes all VET students.
- Gifted and talented students identified, mentored, enriched, and engaged in their learning.
- Gifted Vet students entered for Regional and National awards.

Target 4
Enhanced school culture and practice which will lead to improved social and emotional wellbeing and skills for life for all students.

Strategies to achieve this target include:
- Establishment of PBIS Steering Committee.
- Implementation and refinement of PBIS.
- De-escalation skills specifically taught to at risk and high risk students.
- Senior students trained in mentoring to support younger students.
- Parent meetings held to develop continuity of expectations at school and at home.
- Ongoing data collection informs decision making and resource allocation.
- Acknowledgement system revised to ensure acknowledgement of positive behaviour in all settings.
- Specific purpose posters are evident in all classrooms.
- Establishment of Behaviour Support Team.

Our success will be measured by:
- Teaching of social skills is incorporated into all classrooms in all lessons.
- Incidents of bullying and aggressive behaviour reduced.
- Referrals of discipline breaches to senior executive are reduced by 20%.
- QSL survey results show positive culture and enhanced well being of students.
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.

Roderick Brooks  Principal
Jennifer Rhodes  Deputy Principal
Gregory Munsie  Deputy Principal
Diana Brankovic  President Parents and Citizens
Michael Yazbeck  School Captain
Karen Savins  Head Teacher Administration and Creative and Performing Arts
Paul Abboud  Head Teacher English and History
Olga Sofo  Head Teacher Mathematics
Michael Sprod  Head Teacher Languages and Computing
Christopher Prestwidge  Head Teacher Science
Bernard Williams  Head Teacher Social Science
Bruno Sciacca  Head Teacher Technology and Applied Studies
Paul Carson  Head Teacher PD/H/PE
Ronald Perrett  Career Advisor
Sharelle Hurley  Learning Support and Gifted and Talented
Susan Turnbull  Librarian
Kay Kerz  School Administration Manager
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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: