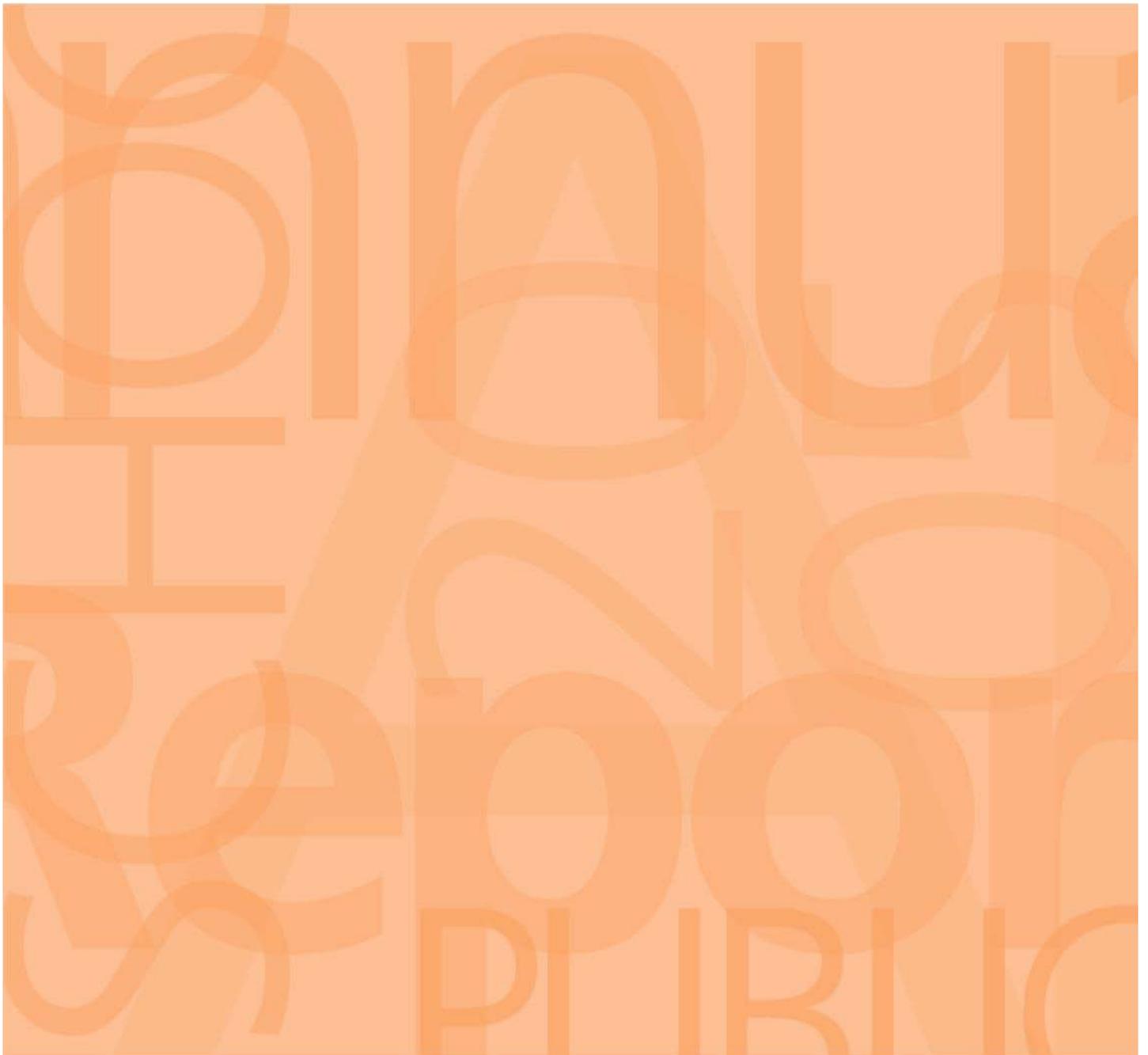


Homebush Boys High School Annual School Report

NSW Public Schools – Leading the way



Messages

Principal's message

HBHS is a community comprehensive school with a reputation for academic excellence, a range of sports and many extra-curricular activities. The school has total enrolments of 1220 boys, 85% of whom are NESB with different cultural and language backgrounds.

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.

Dr Ian Paterson

P&C and School Council message

The School Council reviewed the new school reports and assisted in the refinement of Targets for 2006-9 in terms of explicit literacy, quality teaching and learning and ICT. The P & C supported fund raising through a trivia night and other functions such as parent teacher meetings, garden mornings and special reading programs.

Julie May (P & C president), Areyt Dassaklis (School Council President)

Student representative's message

Student decision making was facilitated through the Prefects and the Student Representative Council. Prefects supported a number of local charities, Strathfield council citizenship days and a variety of Anzac services and functions. The SRC also targeted charities as well as some boys attended Rotary Youth leadership camps.

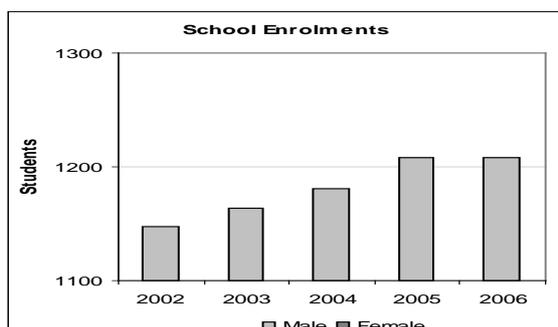
Stephen Speirs School Captain, 2006.

School context

Student information

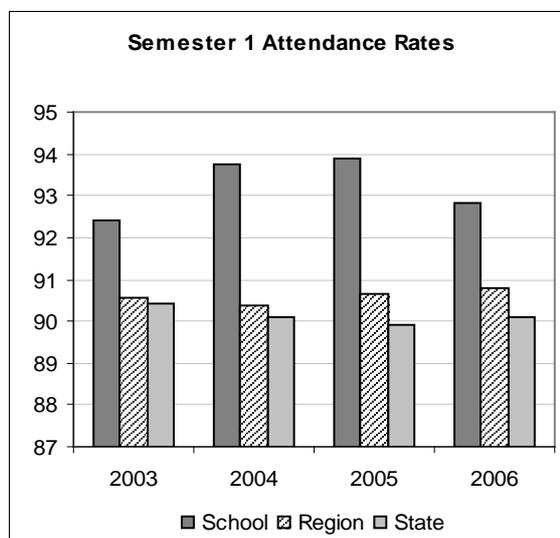
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile



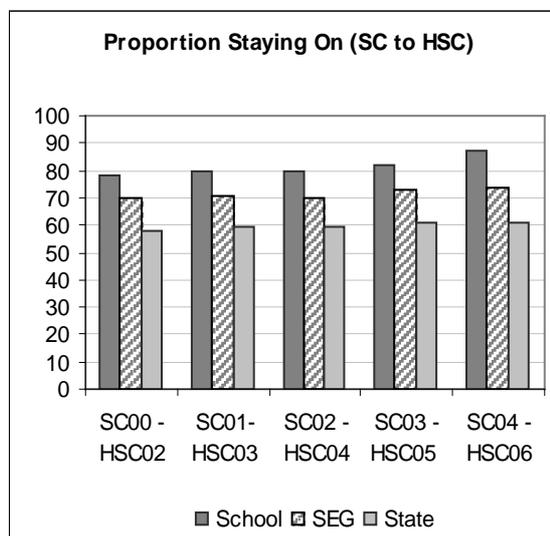
Enrolments have increased gradually from 2002. The percentage of in area applications for Year 7 placements has increased as has the enrolments from the Intensive English Centres.

Student attendance profile



The attendance rates in 2006 continued to be higher than regional and state trends. The slight decline in 2006 compared to the previous 2 years requires attention and strategies will be considered under Target 3.

Retention to Year 12



Eighty eight percent of the 2004, Year 10 cohort completed Year 12 in 2006. This is sixteen percent above the retention rate for our School Education Group and 18% above the rate for the State

Post-school destinations

In excess of sixty percent of students (119 boys) out of an eligible 199 students were offered university places. Twenty eight students were given 2 or more offers. Some students were able to get into courses as a result of ACCESS. On

first offers our students chose were: Australian National University(1), Australian Catholic University(3), Canberra University(1), La Trobe University(2), Macquarie(11), Newcastle (1), The University of Sydney (24), University of New South Wales (30), University of Technology Sydney (18), University of Western Sydney (25), University of Wollongong (2).

Staff information

All teaching staff met the professional requirements for teaching in NSW public schools. In addition to the teaching staff there is 14 admin support staff.

The staff profile includes two deputy principals and thirteen executive who supervise curriculum areas plus teaching and learning and learning support.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	
Head Teachers	13
Classroom Teachers	63
Support Teacher Learning Assistance	1
Teacher Librarian	1
Teacher of ESL	5
Counsellor	1
Total	88

Staff retention

Staff retention at the school is very high. Total staff in 2006 was 99, of which 84 were teachers. At the end of 2006 one teacher resigned and another 2 teachers transferred from another DET school to Homebush Boys High School. Two temporary teachers gained permanent status and two others gained permanent positions through merit selection.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2006 the average daily attendance rate for staff, as determined by the Department, was 96.4%

Teacher qualifications

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

Also all staff have a degree or equivalent and many a postgraduate diploma in education. A smaller number have a masters degree or higher.

Qualifications	% of staff
Degree or Diploma	99
Postgraduate	1

Financial summary

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

Date of financial summary:	30/11/2006
Income	\$
Balance brought forward	478 902.21
Global funds	550 081.46
Tied funds	250 268.05
School & community sources	759 625.78
Interest	32 951.71
Trust receipts	63 875.12
Canteen	262 467.49
<i>Total income</i>	<u>2 398 171.82</u>
Expenditure	
Teaching & learning	
Key learning areas	251 967.07
Excursions	210 124.71
Extracurricular dissections	231 854.49
Library	20 768.32
Training & development	17 159.40
Tied funds	291 441.20
Casual relief teachers	122 844.62
Administration & office	298 930.01
School-operated canteen	208 466.19
Utilities	81 444.50
Maintenance	89 783.54
Trust accounts	73 444.39
Capital programs	170 834.22
<i>Total expenditure</i>	<u>2 069 062.66</u>
Balance carried forward	<u><u>329 109.16</u></u>

The balance carried forward includes the balance of tied funds, unpaid orders and casual salaries, provision for asset replacement and computer plans.

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

School performance 2006

Achievements

Arts

In visual arts, Yr 11 students Donny Huang and Adrian Clement were selected to participate in workshops at the National Art School where they were taught by professional artists. Four Year 9 students, Max Little, Richard Amarsingham, Tyson Parcel and Sachinpal Singh attended

Campbelltown Arts Centre for the annual Artsmart workshop. They were also successful in having their artwork chosen for the prestigious 'Director's Choice' exhibition at Homebush Olympic centre. Additionally Kokul Puvanendra from year 7 and Seongman Seoek from Yr 8 had their artwork selected for the annual Operation Art exhibition for Westmead Children's Hospital at the Penrith Regional Art Gallery.

The year 9 Visual Arts class were involved with two major projects this year, the first being a project with the CLI (Centre for Learning Innovation) where they produced a series of contemporary sculptures that were then photographed and published on the CLI website. The second was a community project where they were involved in the production of a large mural for Auburn Council that is to be placed in Auburn Library. Year 12 visual arts students held an exhibition of their Body of Work in the school hall to showcase the student's major works for the 2006 HSC.

Recital Night and Variety Night were once again very successful in showcasing the depth and range of gifted and talented students in our school. The Variety Night concert featured the talented Yr 12 music students, the very accomplished 'All Stars' stage band and a host of excellent performers who displayed their diverse range of talents. Year 11 student Garth Andrews was offered a place in the prestigious NSW State Schools Instrumental Ensemble.

The Band Camp again demonstrated the high standard of musical talent that is fostered within the school. This year it was held at the "Naamaroo" conference centre at Lane Cove River Park. For the second year in a row it was conducted by Mr Glenn Armitage who did a special arrangement of Waltzing Matilda which was performed before an audience for the first time at the camp.

Sport

2006 has been an exceptional year for sport at Homebush Boys High School. In the two seasons the school contested a total of 57 semi-finals and 29 grand finals. The school won a total of 19 North West Metropolitan Zone Premierships. The premiership winning teams were: Junior Baseball, 14's Basketball, 1st, 2nd & 3rd Grade Cricket, 15A & 15B Cricket, Junior Hockey, Senior Oz Tag, 3rd & 4th Grade Soccer, 15A, 15B & 14A Soccer, 15's Tennis, 1st & 14's Volleyball, 15's & 14's Water Polo.

These teams had 94 North West Metropolitan Zone representatives, 35 Sydney North Regional representatives, 8 NSW/CHS representatives and 2 Australian representatives. In addition the school awarded over 500 Sportspersons of the Week certificates throughout the year.

Other Sporting Highlights included:

- **HBHS** named NW Met Zone Champion Sports School for the 4th consecutive year.
- **First Grade Cricket team** were finalists in the NSWCHS Davidson Shield and inaugural winners of the Sydney North Twenty 20 championship. **Mitchell Starc** selected in the NSW Under 17's Cricket Team. **Phillip Hughes** selected in NSW Under 19's Cricket Team. **David Paterson** (16Yrs) and **Sutha Thanabalasingam** (15Yrs) were selected in Emerging Blues squads.
- **Swimming, Athletics and Cross Country Teams** finished 2nd at their respective NW Met Zone Championships.
- **Jamie Sherson** was named House and Under 17+ School Athletics Champion. School Cross Country Champion for the 4th consecutive year. Finished 2nd in the 2000 metre steeplechase at the NSW Under 18's Athletic Championship. Finished 1st in the 3000 metre steeplechase at the NSW Under 20's Athletics Championship. Won 17 Years NSW All Schools Cross Country Championships, Zone Senior Sportsman of the Year and Sydney Nth Region Blue for Athletics & Cross Country.
- **Daniel Davoren** selected in NSWCHS 2nds Water Polo Team and awarded Pierre de Coubertin Award for Sport.
- **15Yrs Water Polo Team won NSWCHS championship.** Sydney North Region Water Polo Team with **Connor Martin, Andrew Sorrenti & Chad Watkinson** won NSWCHS Championship undefeated. **Connor Martin** selected in NSWCHS 2nds Water Polo Team.
- **Josh Hilliard** selected in CHS Rugby Union Open Team to tour NZ. HBHS won the West Harbour Rugby 10's Plate in 13's & 16's and runner-up in 14's.
- HBHS finished 5th in the Under 15's **NSW Australian Rules Championship.** HBHS Year 7/8 AFL Team finished 2nd in the Sydney Metropolitan Cup.
- **Brandon Costa** awarded Zone Blue for Baseball. **Sam Higgins** selected in the Metropolitan under 16's Basketball Team.
- **Robert Rafael** won the 2006 Sydney North Region Swimmer of the Meet, 2006 Sydney North Region 13 Years swimming Champion & Zone Blue Endorsement for Swimming.
- **William Parker** finished 8th at the Bavaria International Sailing Championships at CYC, Sydney crewing for the Sandringham Yacht Club Melbourne.

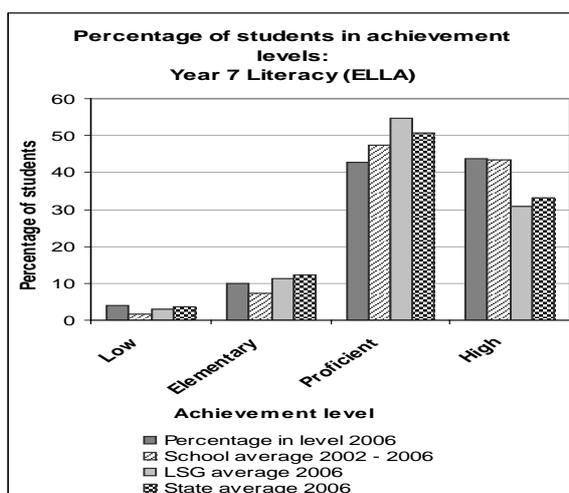
- **Noah Essaghir** selected in the 2006 Australian Under 19's Speed Skating Team

These remarkable achievements are due to the talent and dedication of the students and the commitment of the teachers involved.

Academic

In the School Certificate and the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). In years 7 and 8 ELLA and SNAP performances are recorded from High, Proficient, Elementary and Low.

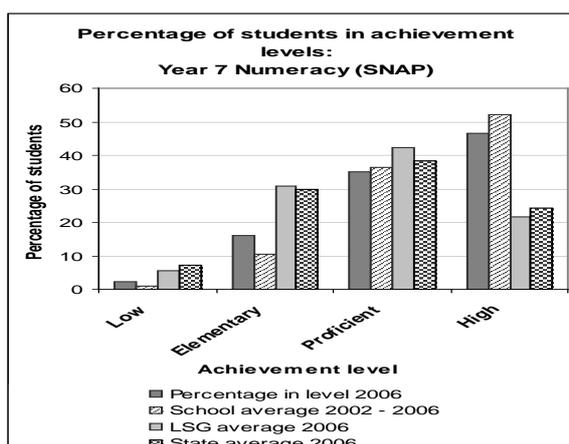
Literacy – ELLA Year 7



According to overall literacy 44% of students achieved a high category in ELLA (state 33%). In writing, 40% achieved the high category (state 33%) and another 47% of the candidature attained the same status in reading (state 37%) and 42% in language (state 34%).

Year 8 attempted the same literacy examinations and for overall literacy, 66% of students achieved the high category (state 42%). Another 52% reached the same high standard in writing (state 40%), an impressive 73% in reading (state 48%) and 65% in language (state 40%).

Numeracy – SNAP Year 7



In year 7, 47% of students achieved a high level of attainment (state 24%) in numeracy. Within the sub-categories 51% achieved the high status (state 28%) in number, another 47% in measurement and space respectively (state 25% and 26%) and 45% in data (state 26%) and finally 42% in patterns and algebra (state 25%).

Year 8 attempted the same numeracy examinations and for overall numeracy 72% of students attained a high category (state 34%). For number 74% achieved a high level (state 38%) and another 70% in measurement (state 34%). Similar high percentages were recorded for space with 65% of the candidature in the high level (state 34%), 75% for data (state 36%) and 69% for patterns and algebra (state 35%).

School Certificate

Student performance in School Certificate state wide examinations in English-literacy, mathematics, science and Australian geography/history and civics and citizenship is reported in achievement Bands 1 to 6 (Band 6 identifying highest achievement).

In 2006, students also sat for the computing skills examination and received a percentage mark and a Band ranging from highly competent, competent or competency not determined. In 2006, 210 students sat for the School Certificate state-wide examinations.

English-Literacy– Six students achieved a coveted top Band 6 and a total of 70 students (34%) achieved Bands 5 and 6 (state 31%) which maintained an improvement trend over recent years. Another 44% of students were placed in Band 4 (state 41%). Very few students were placed in the lowest two Bands (9%) compared with the state (10%). The school course mean was marginally above the state mean.

Mathematics – A creditable 48% of students were placed in Bands 5 and 6 (state 20%) and only 10% in Bands 1 and 2 (state 28%). These results maintain the pleasing levels of the last 2 years. The course mean was well above the state mean.

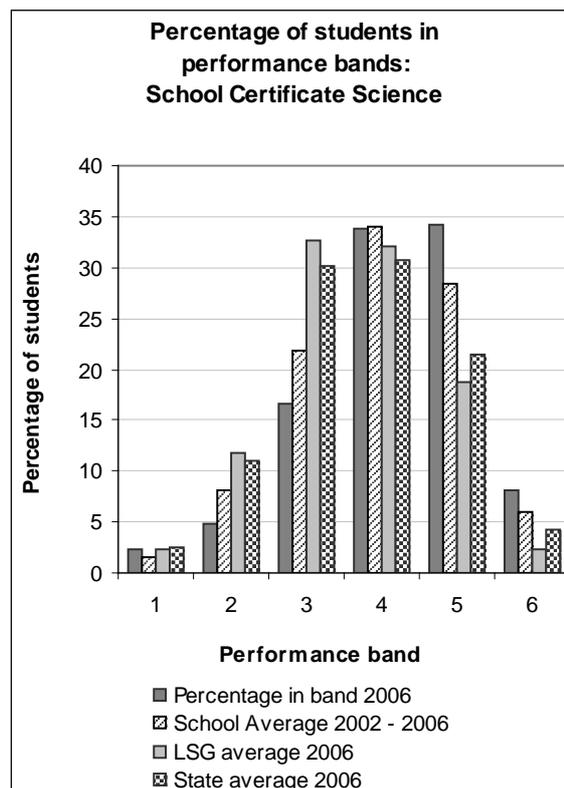
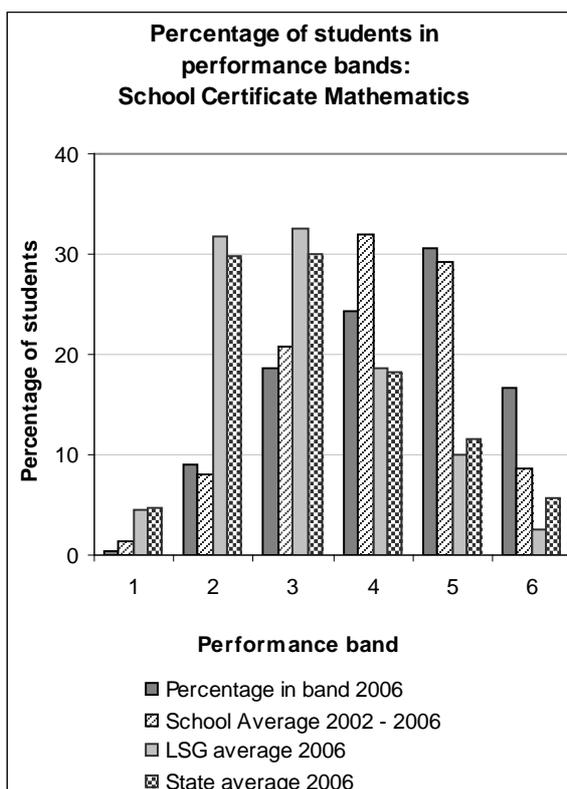
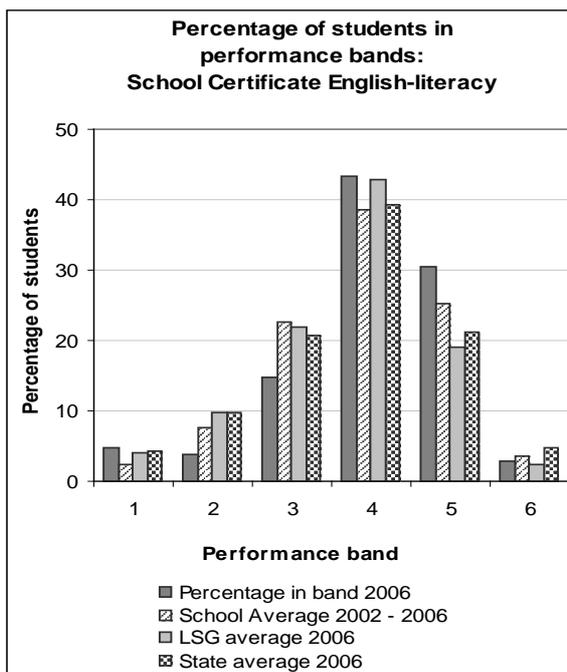
Science– Forty three percent (43%) of candidates featured in Bands 5 or 6 (state 30%) and another 51% in Bands 3 and 4 (state 59%) and only 7% in the lowest two Bands (state 10%).

Australian History, Civics & Citizenship– Ten percent (10%) of students were placed in Band 6 (state 7%). Another 60% of candidates achieved Bands 5 or 4 (state 45%). These results continue the improved pattern of the previous 2 years. The school course mean exceeded the state-wide course mean

Australian Geography, Civics & Citizenship– Eight percent (8%) of students achieved a Band 6 (state 8%) which was a distinct improvement on previous performance. Another 66% of candidates attained Bands 5 and 4 (state 58%)

and 26% featured in Bands 3 and 2 (state 31%). A future target will be to further the performance of all candidates. The school course mean was marginally above the state mean.

Computing Skills – Over two thirds (69%) of candidates achieved a highly competent result (state 59%) and another 31% were judged to be competent according to the on-line examinations (state 40%). A future target will be to have a larger percentage of students in the highly competent category.



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

The school was able to add value to student performance in English, Science, Mathematics, History, Geography and Computer Skills. Pleasing to report these values were well above the average value added trend (2002-2006)

Higher School Certificate

In 2006, 194 students sat for the Higher School certificate. Two years previously 203 students had attempted the School Certificate. Comparisons can be made with state percentages in bands and average course marks.

The school offered 30 courses including two vocational education courses. Among a range of excellent results, two students received the NSW Premier All-rounder awards for excellence in the 2006 HSC: Chris Pooley and Tony Yi Tang

Course Results

English In ESL English, 21 candidates achieved an excellent course average of 9.51 marks above the state average with 64% in Bands 5 and 6 (state 22%). In Standard English the course average for the 111 students was 2.08 marks above the state average and 51% were placed in Band 4 or 5 (state 34%). For the 62 students in Advanced English, 50% of these candidates achieved Band 5 or 6 (state 38%) with a course average 2.79 marks above the state average. Six students studied the Extension 1 course and 50% were placed in the second highest Band and the remainder in the immediate Band below.

Mathematics In general mathematics 12% of the students were in Bands 5 and 6 (state 18%). In mathematics, from the 93 candidates, 32% achieved a Band 5 or 6 (state 39%) and a further 25% were in Band 4 (state 27%). In Extension 1 mathematics, 22% achieved the top Band 4 (state 31%). From the 36 candidates in Extension 2 mathematics, 14% achieved the top Band (state 29%) and another 56% Band 5 (state 54%).

Science In physics, 39% of the 65 students were in Bands 5 and 6 (state 37%). In chemistry from the 44 candidates, 19% were placed in the top Band (state 9%) and another 44% in Band 5 (state 28%). The course average was 6.32 marks above the state average. In biology, with a smaller candidature of 35 students, 40% achieved Bands 5 or 6 (state 40%).

TAS In information processes and technology 18% of the 29 candidates achieved the top Band 6 (state 8%) and another 21% were placed in Band 5 (state 26%). The course average was slightly above the state average. In industrial technology the 24 candidates had 25% in Bands 5 and 6 (state 32%) and another 38% in Band 4 (state 32%). In software design and development, 75% of the 12 candidates achieved Bands 5 and 4 (state 60%) and the course average was 1.59 marks above the state mean. Engineering studies had only 7 candidates and 72% were placed in Bands 5 and 4 (state 63%).

HSIE Business studies had 47 candidates and 49% were placed in Bands 5 or 6 (state 30%) and the course average was a pleasing 4.08 marks above the state average. In economics, 45% of the 38 candidates were placed in Bands 5 and 6 (state 47%). In legal studies 42% of the 19 candidates were positioned in Bands 5 and 6 (state 38%) and the course average was 4.49 marks above the state average. In geography 60% of the candidates were placed in Bands 5 and 4 (state 48%) and the course average was 1.46 marks above the state average. In studies of religion, 40% of 10 candidates were placed in Band 5 (state 37%). In modern history, 75 candidates in total, had 40% in Bands 6 and 5 (state 43%), plus in history extension 40% achieved the top Band (state 14%). In ancient history 24% of the 20 candidates achieved Bands 6 or 5 (state 40%).

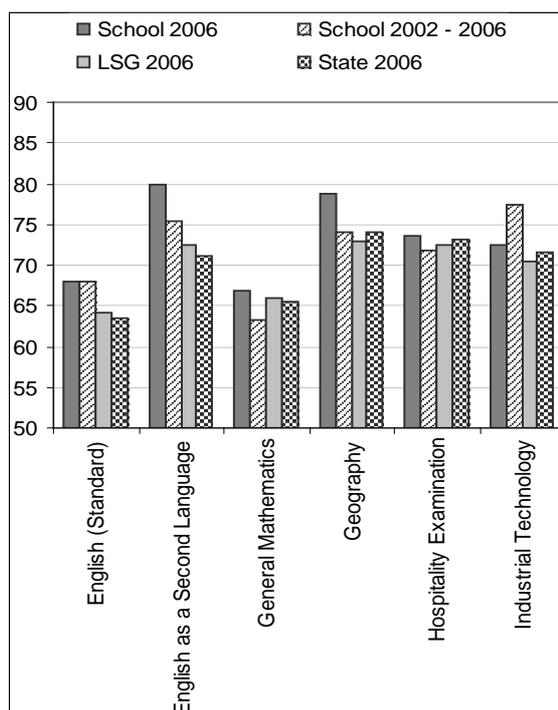
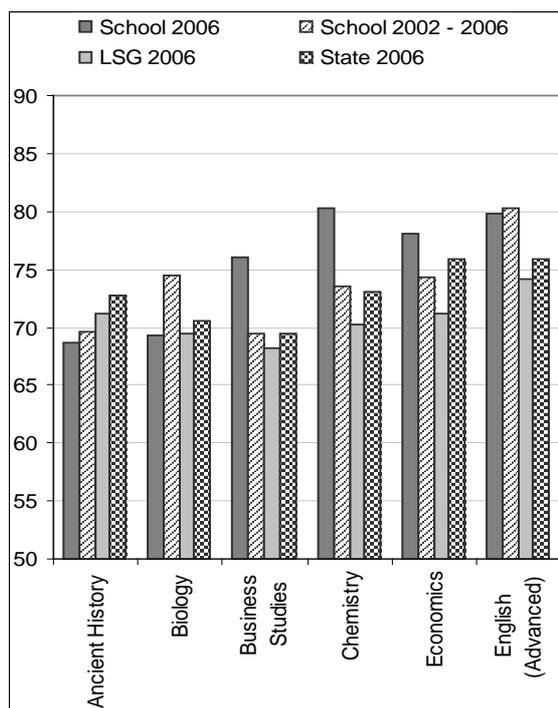
Others Personal development, health and physical education had 26% of the 43 candidates in the top two Bands (state 38%) and another 21% in Band 4 (state 28%). Visual arts had 43% of the 26 candidates in Bands 6 and 5 (state 56%). Chinese background speakers had 45% of 9 candidates in Bands 5 (state 45%) and a similar percentage in Band 4 (state 36%). Music had all 10 candidates placed in either Band 5 or 4 (state 66%).

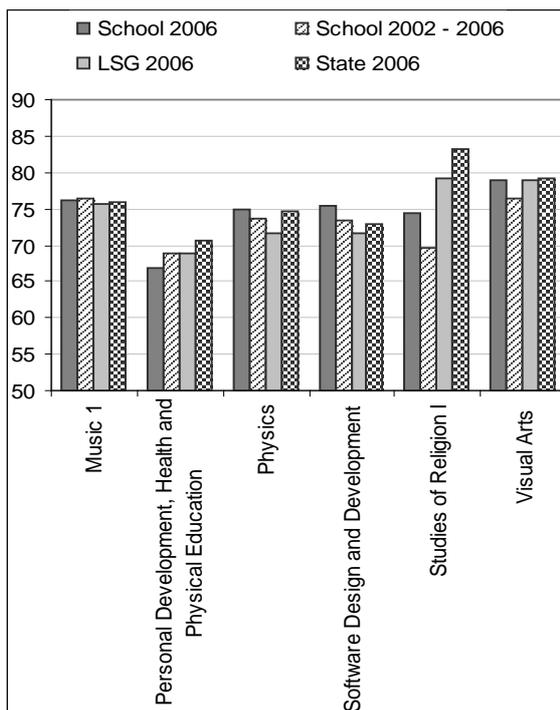
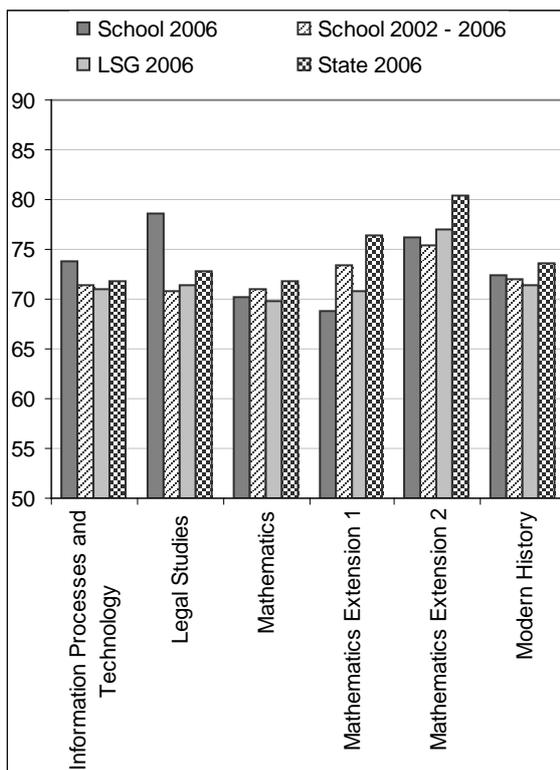
In vocational education and training courses, 21 students attempted the hospitality examination and 62% achieved either Band 5 or 4. Of the

small candidature in information technology, 50% of the students were placed in Band 5 and 4 (state 35%).

Students progress since the School Certificate

Value added was highest for the students in mathematics and science, with candidates in Bands 4 and 5 making the most progress. English had a smaller, but significant average value added in Bands 4 and 5. HSIE had identifiable value added in Bands 3 and 4. For the smaller courses, technology and applied studies and personal development, health and physical education had value added in Bands 4 and 5.





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

The value added for HSC 2006 candidates compared to Year 10 performance revealed all categories (low, middle, high) as demonstrating greater improvement than the trend for the like school group, but slightly less than the value added school average 2002-2006.

National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 7 English Language and Literacy Assessment (ELLA) and the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

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

Percentage of Year 7 students meeting national benchmarks				
	2005		2006	
	School	National	School	National
Reading	96.1	*	88.5	*
Writing	97.2	*	89.1	*
Numeracy	95.7	*	81.9	*

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

The relative decline in percentage of Year 7 students meeting national benchmarks has been noted. The trend is over a short period, however, the Literacy and Numeracy Support Team will implement refined strategies to foster higher future performance.

Significant programs and initiatives

In addition to the academic based programs the school initiated a number of across curriculum strategies.

Aboriginal education

The Aboriginal education team co-ordinated the celebrations associated with NAIDOC week. Phil Geia performed Aboriginal dances and engaged Year 8 in many elements of Aboriginal culture. DEAR readings highlighted Aboriginal themes.

Multicultural education

During Term 1 harmony day was extended to include a week of student activities featuring values associated with tolerance, teamwork/sportsmanship and rejection of racism and prejudice. A comprehensive linguistic survey was conducted for Year 6 in Term 4 as part of the transition program to a multicultural high school.

- Respect and responsibility

The school conducted student welfare camps for Years 7-10. These camps had an underlining theme of reinforcing basic school values: especially teamwork, respect, tolerance, striving for excellence and valuing life long learning. Year

10 were introduced to All My Own Work designed by the Board of Studies to foster effective research skills, integrity and greater reliability in assessment procedures for stage 6 tasks.

Other programs

Gifted and Talented opportunities were available to all Year 7 – 10 students across all KLA's. Faculty competitions, public speaking, tournament of the minds and debating were among some of the programs. Sydney University and UNSW Scientia holiday courses were attended by Year 10 and Year 11 students in April and July. G & T strategies and initiatives were publicised through curriculum meetings, bush bulletin, school magazine information, school web page, variety and recital night.

The vocational education and training programs featured a number of developments throughout the year. The continual upgrading of hospitality equipment and the purchase of new industry quality resources allowed students to gain access to appliances used in commercial kitchens which aid their practical skills when on work placement. A number of Information technology students have accessed New England TAFE via the Internet to complete an IT Certificate 11 HSC exam by the end of year 11. Fourteen, year 10 students participated in the certificate 1 course in information technology through New England TAFE and these students are anticipated to complete the above mentioned qualification in year 11 as well.

The Australian Business Week program was introduced in term 4 following the school certificate. Students simulated the running of a hotel and gave trade displays, written and oral reports and produced videos to market their product. Specialists from industry and private training organisations gave presentations to students and the local community provided business mentors for each group of students.

A select group of Year 11 students undertook various business positions by forming and running companies through the Young Achievement organisation. Students from the school were awarded the Young Achievement National Marketing Award based on the quality of their website, trade display and reports.

The school to work program operated for years 9-12. All students have been issued with an employment related skills logbook. All faculties incorporated STWP in Year9-10 programs and in management plans for 2007. Year 11 students completed an online school to work program survey in term 1 and year 9 fulfilled the same requirement in term 4. Information from this survey will provide the school with invaluable data which assists future planning and provides students with assistance in their transition from school to work.

An "alerts" communication system which keeps students up to date with vocational information by email is now in a fifth year of operation and is accessed by over one thousand students, parents and local community groups. The site experiences on average fifteen thousand hits per month.

The Learning Support team co-ordinated the programs for students with learning disabilities. At the commencement of the year the team develop individual learning plans and these provide a guide for classroom teachers in adapting curriculum within regular classrooms. Teacher aides are funded to assist teachers in the mainstream classes. The team also meet weekly to discuss progress of students with disabilities and to consider new referrals for learning support. Another set of literacy enhancement strategies included reading roll call groups conducted by peers and community volunteers using multiliteracy. The STLA, Ms Edwards, often worked with teachers in mainstream classes to provide additional support.

Progress on 2006 targets

Target 1

Further integration of ICT into Teaching and Learning

Our achievements include:

- Teaching and learning of ICT in Years 7-10 programs was evaluated, enhancing strategies
- Establishment of a secure Internet browsing and email service for all students and staff.
- School Webpage was further refined resulting in greater usage by students and community.

Target 2

Advance Quality Teaching and Learning to the next phase

Our achievements include:

- An increased number of teachers undertook the Quality teaching coding workshops resulting in improved assessment schedules and task design
- Proportion of Year 8 students with a rate of improvement in standardised scores in ELLA was not greater than the state increase.
- Programs (Years 7-10), lesson strategies and assessments align with Quality teaching model.
- The design and delivery of Quality Year 7-10 programs was enhanced with STWP, explicit literacy and ICT strategies

Target 3

Refine Student Welfare approaches

Our achievements include:

- Improved quality of STWP action plans (Yrs 9-12)
- Greater depth in analysis of HSC/SC data
- Enhanced consistency in the application of student welfare policy
- Rejuvenation of southern grass facilities for learning and recreation.
- Learning support team improved referral and feedback methods.

Target 4

Provide viable equity programs:

Our achievements include:

- More consistent and effective identification of G & T students.
- Greater awareness of core values by all students; especially tolerance and social equity

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2006 our school carried out evaluations of literacy performance and transition programs Years 6-7.

Educational and management practice

Background

The literacy foundations developed in previous years were extended by a focus on the evaluation and refining of assessment practices. The advancing of Quality teaching and learning, a 2006 target, focussed on stage 4 curriculum, utilising the Quality assessment model. This process engaged the whole staff and the coder team, specifically, in professional learning around assessment best practice.

In conjunction with this process, members of the Literacy team comprehensively investigated the available literacy achievement data, using ELLA results and other sources of information as part of the application process for the Success for Boys federal government grant. This process identified a need to critically review the whole school approach to the teaching of writing as a specific literacy skill subset.

The review process involved two major aspects. A whole school audit of direct-instruction strategies for writing was conducted. The audit consisted of all KLAs reviewing strategies embedded in stage 4 programs, categorised according to the level of writing: text level,

sentence level and word level. The audit was followed by a workshop at executive level in which HODs discussed the approaches to writing taken by each KLA.

Findings and conclusions

While all KLAs incorporate literacy strategies in their programs, and most KLAs have writing based assessment tasks, there is not currently a consistent, school-wide approach to the teaching of writing.

The audit revealed that writing is predominantly taught at the macro-level, with the humanities subjects as well as TAS and Computing focused on conventions of text types such as explanations, information reports, recounts, narratives and expositions. Teaching strategies utilise the three stage approach – deconstruction of a model, joint construction and independent construction.

Micro level features of vocabulary, spelling and punctuation are incorporated into a smaller range of KLAs' programs, with a repertoire of four commonly used strategies: word banks, cloze passages, brainstorming, matching activities. The teaching of sentence level features such as sentence structure and grammar are largely limited to English and LOTE programs.

Staff identified a number of issues relating to the implementation of the teaching of writing: engagement issues, in that many students are reluctant to write; the specific needs of NESB students; resource availability; time constraints; and teacher expertise / confidence, particularly at the level of grammatical features.

The focus group discussion identified and discussed a range of successful writing strategies. The importance of engaging in a writing process, including pre-writing activities, drafting, and editing, was articulated. The purpose of the task was also identified as crucial to all writing tasks. Strategies to make textbook language accessible were identified, including the explicit teaching of vocabulary and the structure of paragraphing. Workbook activities typically include a variety of writing styles and tasks, while some KLAs utilise visual stimuli as writing prompts. Given the specific literacy and writing needs of students, writing support by ESL staff focuses on scaffolding for report and reflective writing, providing explicit, detailed feedback. The focus group indicated that many KLAs were in the process of moving into sentence and word level strategies.

Future directions

Staff have reviewed literacy achievement data and identified the need to focus on the explicit teaching of writing skills. The results of this review will form the basis for a substantial professional learning program involving two major

feeder primary schools, Homebush Public and Homebush West Public schools. The intended outcomes of the Success for Boys project involve the integration of effective, innovative writing pedagogy into Stage 4 programs, integrated into quality literacy assessment strategies, as well as strengthening professional liaison with Stage 3 teachers.

Curriculum

During term 1 all students in year 7 were surveyed to determine whether they had acquired the skills to attain school "connectedness" and resilience.

Background

The resilience skills were grouped into domains: communication, friendship, motivation, belonging to school, feelings, self esteem, conflict, bullying, stress and getting to know high school. The survey identified the domains that individual students lacked, as well as giving the school an indication of how connected Year 7 is as a group.

Findings and conclusions

After the first survey in term 1 the following data patterns emerged. Overall, year 7 obtained high scores in the domains of communication, motivation belonging to the school and getting to know the school. However the overall group obtained lower scores in friendship, self esteem, conflict, bullying and stress. Following the term 4 survey pleasing growth was identified in the domains of friendship, belonging to school, feelings, self-esteem, conflict, bullying and getting to know high school. A related positive trend is that the domains which actually declined (communication and motivation) only reduced by small amounts. The only reduction in the resilience domains was for stress and this may be associated with the term 4 examinations and other unusual events in a high school.

Future directions

The study has reaffirmed the importance of the year 6-7 transition programs operating at the school. The year 7 school camp, study skills strategies, links with year 6 teachers, parent teacher evening and special welfare activities have all had a significant impact. The student welfare team will review the complete study when it is available.

Parent, student, and teacher satisfaction

In 2006 the school sought the opinions of parents through regular discussions and focus groups at P & C and School Council meetings.

School Council contributed invaluable feedback to draft management plans, school assessment policies and anti-bullying procedures. The evaluation was exceptionally positive and

combined with staff and student data provided a framework for further refinement of these documents. P & C organised a special motivation seminar presented by Prof Andrew Martin following feedback from students and parents that indicated mid term 3 would be an optimum time. Positive comments were received and a similar speaker is planned for 2007. Year 12 students completed an exit survey which provided positive responses on their overall experiences, available school resources and the quality of teaching. A percentage (11%) of students expressed dissatisfaction with their subject selections in Years 11 and 12.

Professional learning

A major focus of the professional learning team was the support of Quality teaching and learning and best practice assessment procedures. Other targeted areas were literacy and ICT skills development which were both enthusiastically received by all staff.

School development 2006 – 2008

Targets for 2007

Target 1

Further incorporate ICT into Teaching and Learning to enhance student outcomes

Strategies to achieve this target include:

- Program revisions include explicit teaching of CST competencies given 2006 School Certificate results and trends.
- Monitor and enhance the introduction of the secure Internet browsing and email service for all students and staff.
- Select staff to be trained in network technology, highlighting smartboard, quickview and moodle.
- School webpage to be further refined in terms of curriculum and assessment links, faculty and course links.

Our success will be measured by:

- Improved CST results in the 2007 school certificate examination
- Greater usage by students and staff of the Internet browsing and email service.
- Students and community access components of webpage more frequently.

Target 2

Improve student literacy outcomes

Strategies to achieve this target include:

- Evaluate whole school literacy strategy to improve pattern of English literacy results.
- Implement “Success for Boys” project to target stage 3 and 4 writing improvement in cluster schools.
- Revision of stage 4 pedagogy and programs to incorporate explicit writing strategies.
- Review stage 4 assessment tasks to facilitate explicit, quality literacy strategies
- DEAR peer tutoring to target students in need. All DEAR groups to foster effective reading strategies and opportunities.

Our success will be measured by:

- Improved student performance in school certificate and HSC literacy based tests.
- Greater proportion of Year 8 students whose rate of improvement in standardised scores in ELLA is greater than the state average increase.
- Semester two reports to include improved literacy outcomes
- Design and delivery of quality Year 7-8 programs, incorporating explicit writing strategies.

Target 3

Further advance Quality teaching and learning to foster improved student performance

Strategies to achieve this target include:

- Reinforce quality teaching concepts within the context of the “Success for Boys” project tasks.
- Evaluate quality teaching and learning policy
- Complete all Systematic implications of pedagogy and achievement (SIPA) project requirements.
- Introduce new report procedures using Cube software

Our success will be measured by:

- Greater understanding of quality teaching model and strategies
- Improvement in quality of assessment schedules and tasks .
- Involvement of all staff in formulation of school teaching and learning policy
- All relevant SIPA assessment task descriptions and student work samples submitted.

Target 4

Provide Professional learning opportunities for all staff to promote effective learning

Strategies to achieve this target include:

- Introduce teacher mentor role and associated strategies for early career teachers
- All staff formulate professional learning goals consistent with school and DET priorities
- Establish evaluation and feedback methods for team, faculty or staff following professional learning activities.
- Evaluate HSC,SC,ELLA and SNAP data using smartdata software.

Our success will be measured by:

- Early career teachers to complete professional learning goals.
- Staff complete professional learning goals.
- All staff participants complete professional learning feedback sheets.
- More detailed evaluation of HSC,SC, ELLA and SNAP data and positive impacts on pedagogy.

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.

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