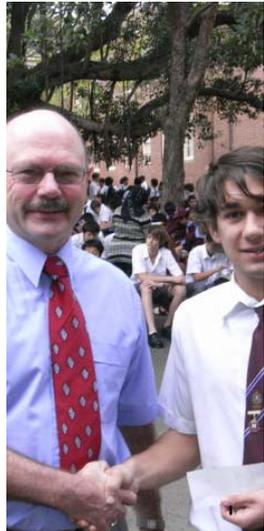
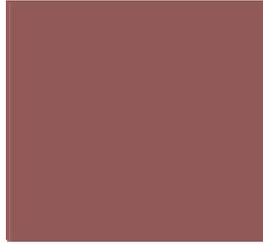


2009 Annual School Report Homebush Boys High

NSW Public Schools – Leading the way



Our school at a glance

Students

Our school is a large comprehensive inner west high school for boys with a cohesive and professional staff. Our students are drawn from diverse backgrounds with more than 80% from language backgrounds other than English (LBOTE). The school focuses on excellence in the classroom and safety in the playground.

Staff

Our teaching staff utilise the NSW Quality Teaching model to design learning activities which engage the students and promote excellence.

Our teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school addresses the needs of the students by focusing on the explicit teaching of literacy and numeracy, recognition of achievement and the integration of information technology into lessons.

Student achievement in 2009

The students have achieved above average relative growth i.e. value added when compared to the schools included in our LSG (Like School Group) in all School Certificate courses with the exception of Australian Geography and Computer Skills. In the Higher School Certificate the relative performance from Year 10 (value added) of our low, middle and high achievers was higher than the LSG.

Messages

Principal's message

Homebush is a community comprehensive school with a reputation for academic excellence, a range of sports and many extra-curricular activities.

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 P & C supported the school by fund raising holding a Trivia night and coordinating a special levy to assist targeted initiatives including information technology.

The School Council reviewed major programs including the *Laptops for Learning* connected learning policy and reviewed the junior assessment policies..

Mr Simon Ford (P/C President) and Ms Areyt Dassaklis (School Council President)

Student representative's message

Student decision making was facilitated through the Prefects and the Student Representative Council (SRC). The SRC targeted Stewart House, Cancer Council and several national charities, as well as attending Rotary funded leadership camps. The prefects supported many school initiatives including the Strathfield council citizenship ceremonies and the Red Cross blood donations.

Thomas Stefoulis School Captain 2009

School context

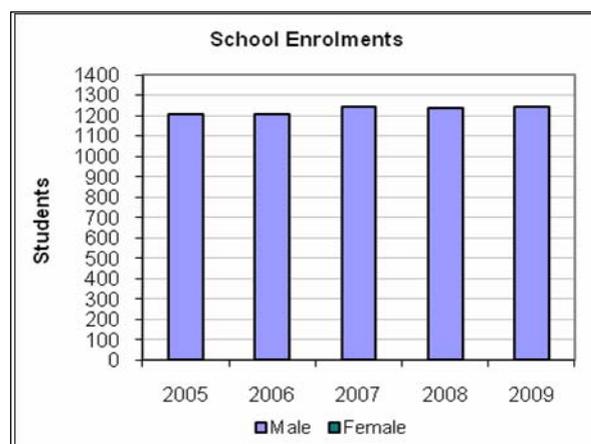
Student information

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

Student enrolment profile

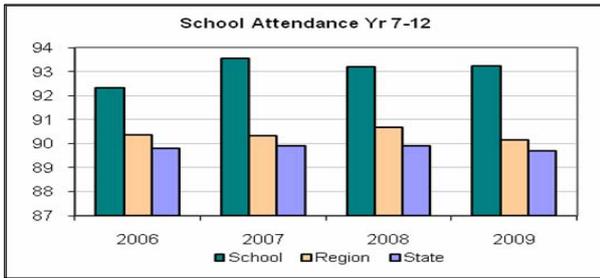
Enrolments have increased by 35 since 2005. The percentage of in-area applications for Year 7 places has also increased and the Intensive English Centres have provided a constant demand for junior positions. This pattern is expected to continue as the drawing area continues to benefit from a high density building boom.

	2005	2006	2007	2008	2009
No	1208	1208	1241	1234	1243



Student attendance profile

The attendance rates in 2009 continued to be higher than regional and state trends. Improvement in attendance rates over the longer term still remains a school priority.



Management of non-attendance

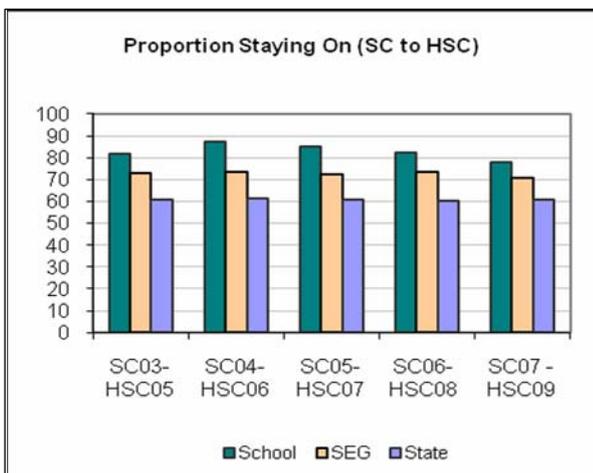
Unexplained absences are managed by automated text messaging to parents and by a mail out to parents who fail to respond to SMS notifications.

Retention to Year 12

Seventy eight percent of the 2007, Year 10 cohort completed Year 12 in 2009. This is seven percent above the retention rate for our School Education Group and 17% above the rate for the State.

Post-school destinations

In total, 197 students sat for the HSC: 193 were eligible for a university placement and, of those who applied 128 were offered a place. 66% of Year 12 gained university placements. University courses undertaken included actuarial studies, architecture, arts, commerce, computing, economics and finance, education, engineering, information technology, law, media studies, medical studies, medicine, radiography, telecommunications and business. Some students undertook combined degrees. Two students were awarded university scholarships while a number of students were offered cadetships and traineeships by large companies. Students who have chosen continuing education (but not university) options have included TAFE, Private Colleges and university preparation courses. Other students have undertaken apprenticeships and traineeships, full and part-time work, taken a year off study to travel or are using job placement agencies to gain employment.



Year 12 students undertaking vocational or trade training

Our school offered Hospitality Operations and 20% of the cohort completed this course at the 2009 HSC. In addition to this course, 6 students studied Information Technology, 7 Accounting and 1 student studied Media via TAFE colleges.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2009 100% students attempting the HSC were successful with 1 student continuing on to complete his HSC in 2010.



Jibraan El-Ahmad, year 12 2009, proudly displays his Young Citizen of the Year certificate with LOTE teacher Ms L Gilchrist

Staff information

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

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

Staff establishment

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

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	14
Classroom Teachers	64

Support Teacher Learning Assistance	1
Teacher Librarian	1
Teacher of ESL	5
Counsellor	1
School Administrative and Support Staff (SASS)	16
Total	105

At the time of writing there are no staff members of Aboriginal or Torres Strait Islander background.

Teacher qualifications

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

All staff members have a degree or equivalent and many a postgraduate diploma in education. A small 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:	30/11/2009
Income	\$
Balance brought forward	660 743.93
Global funds	546 571.25
Tied funds	280 041.58
School and community sources	812 178.34
Interest	33 638.82
Trust receipts	110 735.66
Canteen	290 297.80
Total income	2 734 207.38
Expenditure	
Teaching and learning	
Key learning areas	279 818.74
Excursions	223 187.72
Extracurricular dissections	214 168.26
Library	24 586.56
Training and development	20 159.99
Tied funds	254 258.37
Casual relief teachers	158 483.87
Administration and office	239 304.08
School-operated canteen	242 399.20
Utilities	96 246.42

Maintenance	106 680.15
Trust accounts	75 285.46
Capital programs	140 328.61
<i>Total expenditure</i>	<i>2 074 907.43</i>
Balance carried forward	659 299.95

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

A full copy of the school's 2009 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 2009

Achievements

Students at our school value their fellow students' achievements and applaud their efforts.

Arts

In Visual Arts year 12 student Wenqi Zhang had his Body of Work selected for the prestigious *Artexpress* exhibition, one of the highlights of the DET school calendar. Year 11 Visual Arts student Aiden Kirvan was selected to participate in the *HSC Intensive Studio Practice*, which is a three-day studio workshop at the National Art School where he was taught by professional artists. Visual Arts students Peter Kumar, Erkan Altun and Varun Bapat from year 10 were also successful in having their artwork from the 'Artsmart' workshop chosen for the 'Director's Choice' exhibition, held in October at Homebush Olympic centre. In Visual Arts year 8 student Henry Liang, had his artwork from the annual Operation Art exhibition for Westmead Children's Hospital exhibited at the Art Gallery of NSW. Henry was among only 50 other students from NSW who had their artwork selected from over 600 entries, for display at the Art Gallery of NSW.

Another outstanding achievement for the year occurred in August, when the Homebush Boys' "**All Stars**" Stage band along with year 9 student Rio Kang performed at the Schools Spectacular in the Concert Hall of the Sydney Opera House. This was the third time that the school had been selected for this major event and they put on a superb performance before a large and appreciative audience. Rio Kang also performed at the Opera House on the night after successfully auditioning and then being selected for the 'Talent Identification Program' for soloist performers.

The annual Yr 12 CAPA Night and Recital Night and Visual Arts exhibition again were highly

successful in showcasing the performances and artworks of the many gifted and talented students within the Creative and Performing Arts. The Yr 12 CAPA night featured the talents of the Yr 12 music students and the Yr 12 visual arts students who displayed their 'Body of Work' for the 2009 HSC.

The band Camp again demonstrated the high standard of musical talent that is fostered within the school. The School band is developing a strong reputation for musical excellence not only within the district but also throughout greater Sydney. The band camp which was held earlier this year saw special guest Patricia Amphlet (better known as 'Little Pattie'), tutoring the boys in singing, performance and presentation techniques.

The fostering of talent within the school can also be attributed to the many visiting artists and musicians who hold workshops and performances from a diverse range of cultures. This provides opportunities for the students to develop and extend their skills and experiences within the creative arts in the classroom.

Sport

2009 has been one of the most successful years for sport at Homebush Boys' High School.

In Zone Competition many highlights are found in the two competition seasons. Our school contested a total of 58 semi-finals and 40 grand finals, winning a total of 16 North West Metropolitan Zone (NWMZ) Premierships. The winning teams were: 1st Grade Cricket, 3rd Grade Cricket, Junior and Senior Futsal (Indoor Soccer), Senior Hockey, Senior Oz Tag, 13A Rugby, 14s Rugby, 1st and 2nd Grade Football, 15B Football, 14A Football, 14s Volleyball, 1st Grade Water Polo, 2nd Grade Water Polo and 14s Water Polo.

Homebush had over 100 NWMZ representatives, over 30 Sydney North Regional (SNR) representatives, 22 NSW Combined High Schools (CHS) representatives and 2 Australian representatives. In addition the school awarded over 1000 Sportsperson of the Week certificates throughout the year.

Our school won the 2009 NWMZ Summer Sport Championship, Swimming Carnival and Winter Sport Championship and was named Champion Sports School for 2009.

In swimming, the 12 years Relay Team won the NWMZ, the SNR and the NSWCHS Swimming Championships in the 4 x 50 m relay. The team included Matthew Gu, James Lee, Joshua Rogers and Gussan Tabikh. The All Age Relay Team won the NWMZ (zone record), the SNR and NSWCHS Swimming Championships in the 6 x 50 m relay. The team was Matthew Gu, Serge Houhlias, Peter

Totidis, Nick Taylor, Nathan Sorrenti and Alex Patrulescu.

Individual sporting highlights included Joel Harris was selected in the NSWCHS Softball team for the 2nd consecutive year and the NSW Under 19's Softball Team. He was awarded a NWMZ Blue and a SNR Blue. Emilio McFarland finished 3rd (69 kg Division), Patrick Chow finished 3rd (62 kg Division) and Charlie Gray finished 4th (69 kg Division) at the Australian Junior National Weightlifting Championship in Melbourne. Emilio McFarland finished 10th (69kg) in 2008 at the 2008 Youth Commonwealth games in Pune, India. Ryan Pasfield finished 1st in the 94 kg division of the 2009 Australian Under 16s, Junior and Youth Weightlifting Championships in Tasmania.

Edwin Pike won the 2008 Carnarvon Golf Club Championship, and he finished second in the Junior Division of the 2009 NWMZ Golf Championship. David Brimfield finished 1st in the Men's D Grade 1000 m Single Scull, Men's D Grade 1000 m Double Scull and 5th in the Men's C Grade Quad Scull at the NSW Rowing Association Spring Regatta. Peter Brimfield finished 1st in the Men's D Grade 1000 m Double Scull, 5th in the Men's C Grade 1000 m Quad Scull at the NSW Rowing Association Spring Regatta.

Aaron Costa was selected to the NSW under 18 Baseball team. Matt Hay, Connor Martin, Bradley Parker and Nathan Sorrenti selected in the 2009 NSW Under 18 Water Polo Squad. Bradley Parker was awarded a Sydney North Regional Blue for Water Polo. Matt Hay and Connor Martin selected to the NSW 'All Schools' Water Polo Team.

Connor Martin was the recipient of the 2009 Pierre de Coubertin Award in addition he was awarded a CHS Blue and a NWMZ Blue as well as a Sydney North Regional Blue. Alex Patrulescu won a Gold Medal (Opens 200 m freestyle relay) and a Bronze Medal (3rd in Opens 4 x 100 m medley) at the Australian Youth Olympic Festival in Sydney in January 2009. He also won medals in the following races at the NSW 13 – 18 Years Swimming Championships in Sydney in January 2009; gold in the 4 x 100 m and 4 x 200 m relays; silver in the 200 m freestyle and 400 m freestyle; and bronze in the 100 m freestyle. He also finished 5th in the 50 m freestyle. Alex was awarded a CHS Blue for 2009 and a NWMZ Blue. Alex was selected 2009 NWMZ Senior Sportsman of the Year. Jack Codd-Miller was selected to the NSW/ACT AFL Academy.

Lachlan Irvine-Brown competed in the 2009 NSW All Schools Road Cycling Championships finishing a commendable 30th place. Dominic Furneaux-Bate won a bronze medal in the 15's 400 m at the NSWCHS Athletics Championships and was selected to compete in the NSW All Schools Track

and Field Championships. Dylan Fuller won gold medals in the 100 and 200 m in the 12 Years Age group in both the CHS and All Schools Athletics Carnivals and was chosen as the 2009 NWMZ Junior Sportsman of the Year.

In state knockout team competitions our school participated strongly: Homebush won the NSWCHS ERREA Cup Knockout Football Competition defeating Warners Bay High School 2 – 0 and all of the 16 players were awarded NWMZ Blues for their achievement.



Homebush Football team celebrates the ERREA cup state championship in 2009 with Coach Doenau and Manager Carrozza.

In cricket, our school reached the quarter-finals of the NSWCHS Davidson Shield Knockout Cricket Competition. Our school reached the final of the NSWCHS Dave Woods Shield knockout Water Polo Competition and was narrowly defeated by Alstonville 7 – 6. Homebush finished 5th in the CHS Hockey Knockout competition.

Academic

Literacy – NAPLAN Year 7

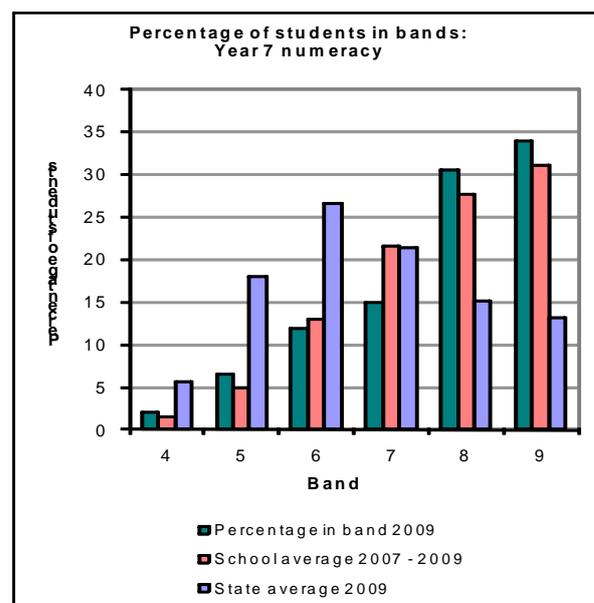
The National Assessment Program in Literacy and Numeracy (NAPLAN) achievement bands for year 7 range from 4 (lowest) to 9 (highest) and include results on reading, writing, spelling, grammar and punctuation.

The overall literacy data included 25% of Year 7 students in bands 9 and 8 (state 28%) and another 33% in band 7 (state 31%). Fifteen percent (15%) of the cohort achieved bands 5 and 4 (state 16%) and those students will be targeted for special programs in 2010.

Numeracy – NAPLAN Year 7

The NAP achievement bands range from 4 (lowest) to 9 (highest) and include results on number, patterns and algebra, measurement and data; space and geometry and numeracy. The numeracy results indicated an impressive 34% of the year 7 cohort in band 9 (14% state) and another 31% in band 8 (state 19%).

Nine percent (9%) of the cohort achieved bands 5 and 4 (state 18%) and these students will be targeted for special programs in 2010.

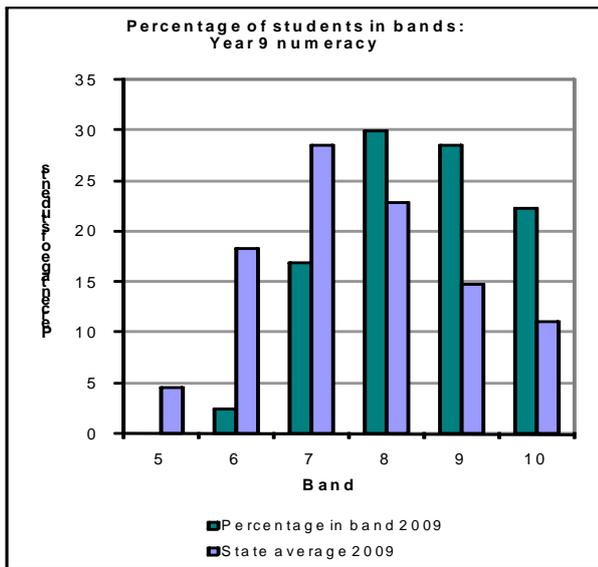


Literacy – NAPLAN Year 9

The NAPLAN achievement bands range from 5 (lowest) to 10 (highest) and include results on reading, writing, spelling, grammar and punctuation. The overall literacy data indicated 19% in bands 10 and 9 (state 21%) and another 31% in band 8 (state 28%). Fourteen percent (14%) of the cohort achieved band 6 and 5 (state 22%) and focus programs will be developed for these students in 2010.

Numeracy – NAPLAN Year 9

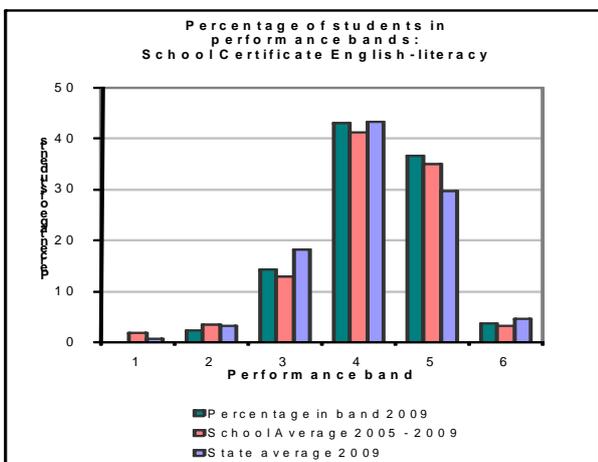
The NAP achievement bands range from 4 (lowest) to 10 (highest) and include results on number and data; patterns and algebra; measurement space and geometry and numeracy. The numeracy result indicated an outstanding 18% of Year 9 in band 10 (state 12%) and another 26% in band 9 (state 18%). Four percent (4%) of the cohort attained band 6 and 5 (state 18%) and those students will be targeted for special programs in 2010.



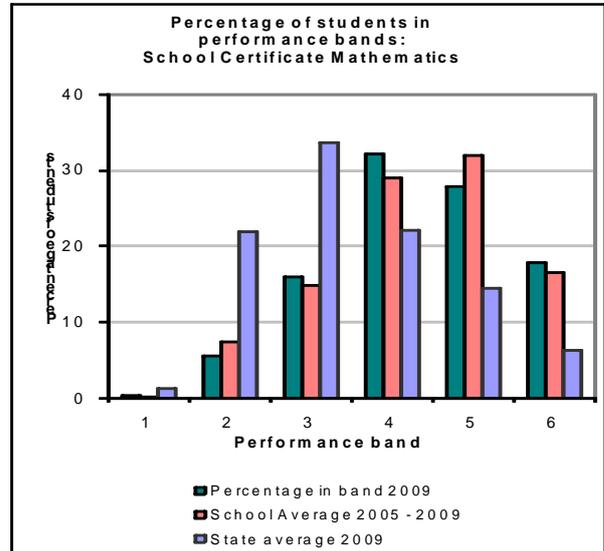
School Certificate

School performance in the School Certificate state wide examinations in English literacy, mathematics, science and Australian geography/history and civics and citizenship is reported in achievement band 1 to 6 (band 6 identifying highest achievement). In 2009, 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 2009, 218 students sat for the School Certificate state wide examinations.

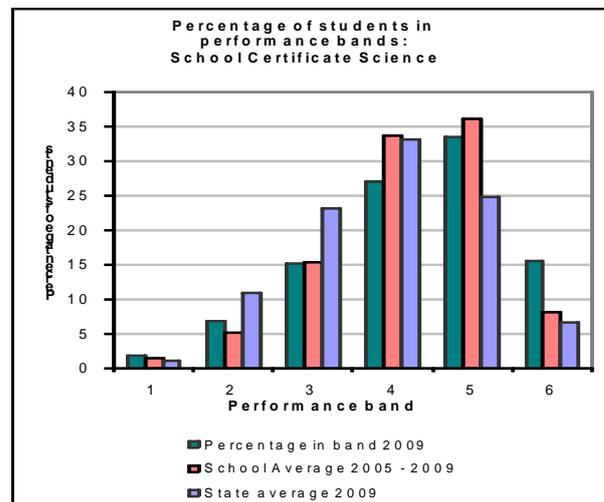
English Literacy – Eight students achieved a coveted top band 6 and a total of 86 students (40%) achieved band 5 and 6 (state 34%) which continued an improvement trend over recent years and a 3% increase on the school 5 year average. Another 43% of students were placed in band 4 (state 43%). Thirty six students were placed in the lowest two bands (17%) compared with the state (22%). The school course mean was 1.4 marks above the state mean.



Mathematics – An excellent 46% of students were placed in bands 5 and 6 (state 21%) including an outstanding 39 students (18%) securing an impressive band 6 (state 6%). An additional 32% of candidates achieved band 4 compared to a state statistic of 22%. These results continue the pleasing outcomes of recent years. The course mean was a significant 8.9 marks above the state mean.



Science – Forty nine percent (49%) of candidates featured in band 5 and 6 (state 32%) and another 27% attained band 4 (state 33%), leaving 22% of students in band 3 and 2 (state 34%). The course mean was 4.0 marks above the state mean.



Australian History, Civics and Citizenship – Five percent of students achieved a band 6 (state 4%). Another 62% of candidates attained bands 5 and 4 (state 47%), plus 30% achieved bands 3 and 2 (state 45%). The course mean was 3.3 marks above the state mean. This successful

result continues the improvement pattern in school certificate history outcomes.

Australian Geography, Civics and Citizenship – Twenty five percent (25%) of students achieved a band 5 or 6 (state 22%). Another 35% attained a band 4 (state 28%) and 24%, band 3 (state 33%). It is intended to reinstate the 2007 target for greater improvement in this course for 2010. The course mean was 0.7 marks above the state mean.

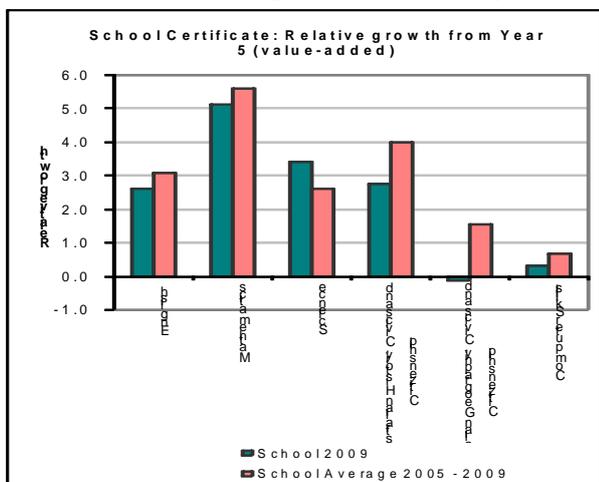
Computing Skills – Sixty percent (60%) of candidates achieved a highly competent result (state 56%) and another 40% were judged to be competent according to the on-line examinations (state 44%). The highly competent achievement is below the targeted percentage of students for 2008. All KLAs will continue to target writing improvement with the assistance of ICTs including interactive whiteboards.



Year 10 Italian class in Venice in October holidays

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

The school focuses on the relative growth figures to set improvement targets for the learning areas.



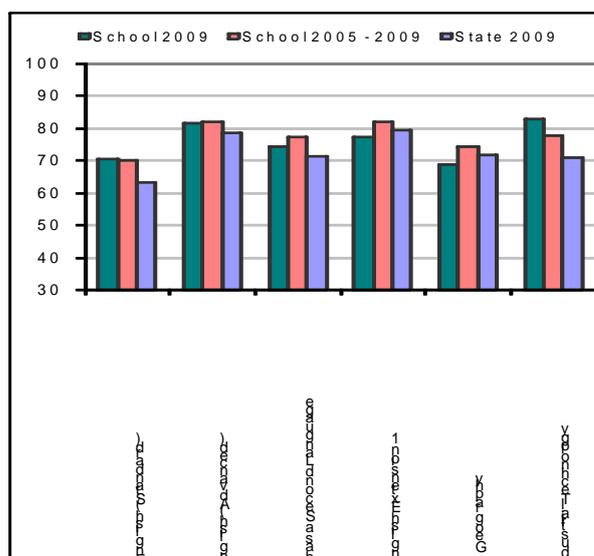
Higher School Certificate

In 2009, 197 students sat for the Higher School Certificate. Two years previously 221 students had attempted the School Certificate. Comparisons can be made with state percentages in bands and average course marks.

The school offered 29 courses including two vocational education courses. Among a range of pleasing results, two students received the NSW Premier All-Rounder awards for Excellence in the 2009 Higher School Certificate – Sajeeb Roy and Omar Noori.

Course Results

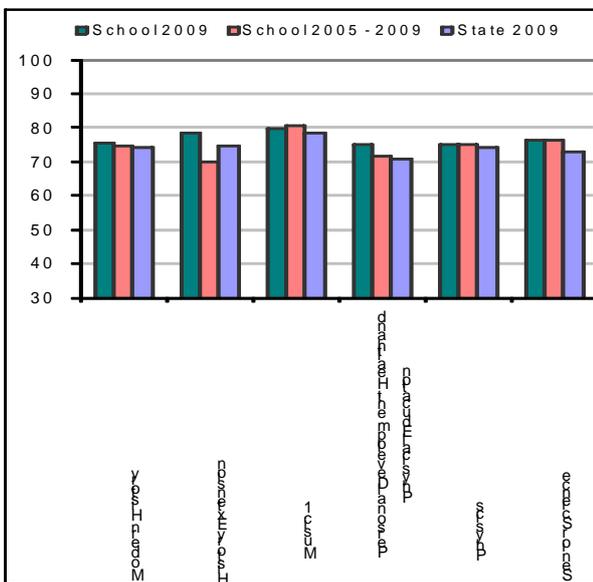
English – In ESL English, the 28 candidates achieved an exceptional course average of 11.46 marks above the state average. Unlike 2008 no student achieved a band 6 (state 3%) with eight students (29% of cohort) achieving band 5 (state 19%) and another 39% in band 4 (state 34%). In Standard English the course average for the 138 students was 5.10 marks above the state average however, no students achieved band 6 (state 0.2%) and another 61% in band 5 and 4 (state 36%). For the 26 students in Advanced English 62% of these candidates achieved band 5 or 6 (state 52%) with a course average 2.09 marks above the state average. Seven students studied the Extension1 course and one student was placed in the top band and the remainder in E3 (2) and E2 (2). There were no candidates in Extension 2.



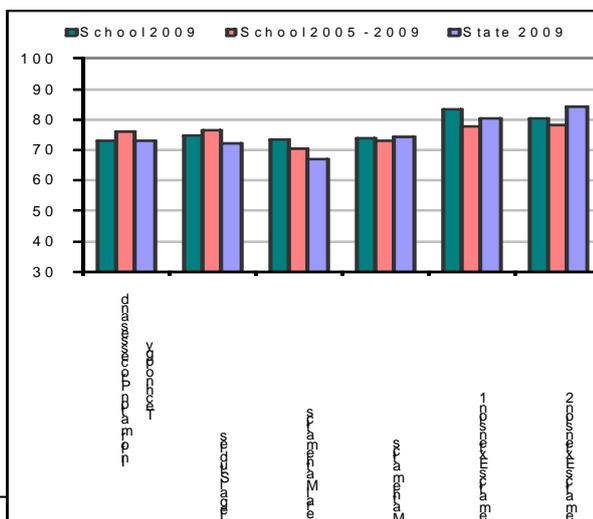
Mathematics – In general mathematics 31% of candidates were placed in the top two bands 5 and 6 (state 25%). In mathematics, from the 73 candidates, 36% achieved a band 5 or 6 (state 42%). The results for this subject indicate that continued emphasis on appropriate student

course selection must be continued and adherence to the Quality Teaching model is essential. In extension 1 mathematics, 33% achieved the top band E4 (state 35%). From the 26 candidates in extension 2 mathematics, 27% achieved the top band (state 40%) and another 65% were in the second highest band E3 (50%). This was a pleasing outcome demonstrating the appropriate selection of course level.

Science – In physics 44% of the 48 students were in bands 5 and 6 (state 42%). In chemistry from the 56 candidates, 1% achieved band 6 (state 11%) and another 27%, band 5 (state 28%). The chemistry course average was 0.68 marks below the state average. Another popular course Biology (63 students) had 19% in bands 6 and 5 (state 32%) and as a cohort were 1.10 marks below the state average.



TAS – In information processes and technology 38% of the 21 candidates achieved band 5 or 6 (state 32%). The course average was equal to the state average. In industrial technology 62% of the 13 candidates achieved band 5 or 6 and as a course were 9.69 marks above the state average. In software design and development, 33% of the small candidature (6 students) achieved band 5 or

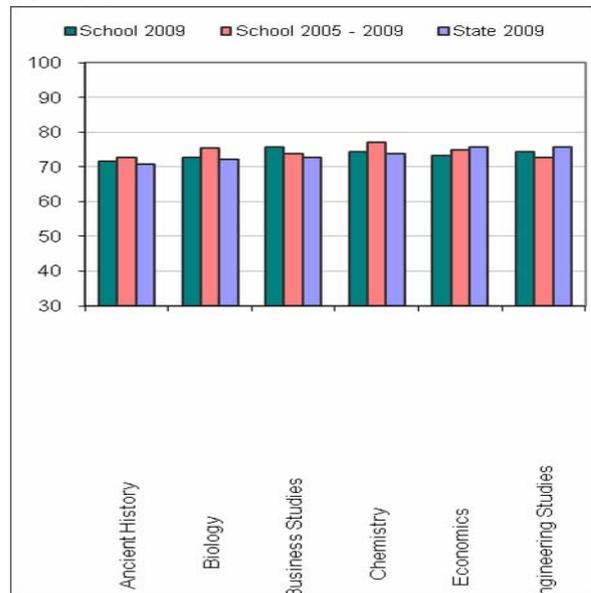


6 (state 29%). Engineering studies had only 4 students and all attained a band 4 (state 74% band 4 and above).

HSIE – Business Studies had 44 candidates and 41% achieved band 6 or 5 (state 38%) and another 25% band 4 (state 30%). In economics, 31% of the 35 candidates were placed in bands 5 and 6 (state 47%).

In legal studies, a commendable 48% of the 27 candidates attained a band 5 or 6 (state 43%) and another 15% achieved band 4 (state 25%). In geography, 10 candidates sat for the HSC and 20% achieved band 5 (no band 6) compared with 40% statewide. In studies of religion I (1 Unit) there were four candidates and all achieved a band 4, 5 or 6 (state 82%) and in studies of religion II (2 unit) there were 6 candidates 50% of whom achieved band 5 or 6 (state 53%). In modern history, 50 candidates in total had a 34% in band 5 or 6 (state 41%) while in history extension, all six candidates attained E3 (second top band with state 74% in E3 or E4). In ancient history, 32% of the 38 candidates achieved band 5 or 6 (state 37%).

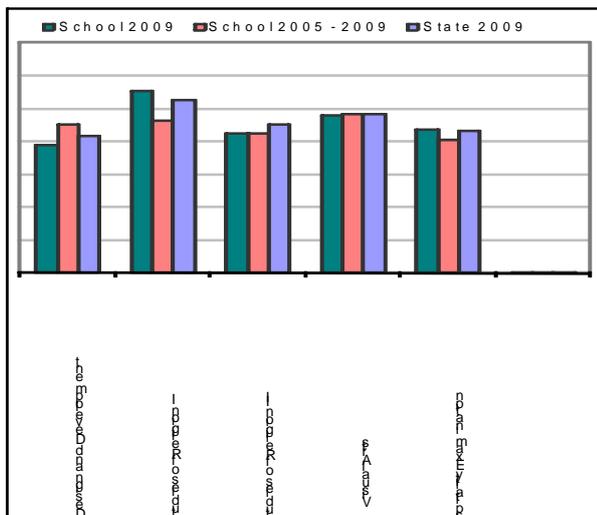
Others



Personal development, health and physical education had 44% of the 45 candidates in the top two bands (state 32%). Visual arts had 50% of the 12 candidates in bands 6 and 5 (state 54%). Music 1 had 64% of the 11 candidates in band 5 (no band 6) and statewide 58% achieved these bands.

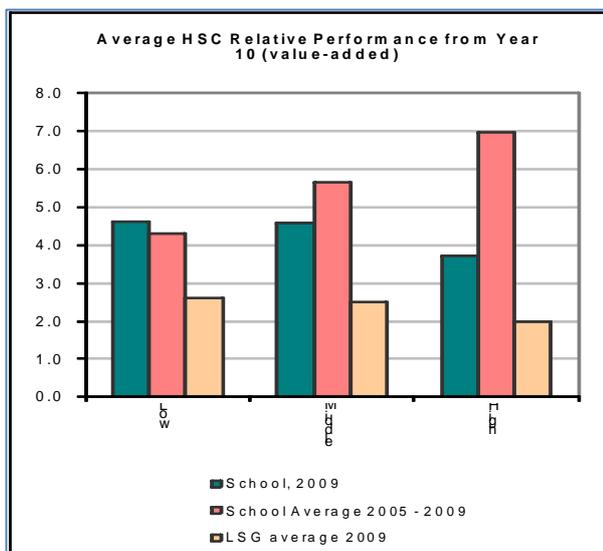
In vocational education and training courses, 39 students attempted the hospitality examination and 26% achieved band 5 or 6 (state 30%).

Given this course-based analyses the 2009 cohort achieved some commendable results. Many courses equalled or exceeded state averages demonstrating the sound efforts of the students and the professional support of staff.



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

In the HSC relative growth figures are strong and continue to be better than like school groups.



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 2009

Percentage of Year 7 students achieving at and above minimum standard	
Reading	96.5
Writing	92.0
Spelling	96.5
Punctuation and grammar	95.0
Numeracy	98.0

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 9 students achieving at and above minimum standard	
Reading	96.7
Writing	95.3
Spelling	96.7
Punctuation and grammar	94.3
Numeracy	100.0

Stage 5 literacy achievement requires precise improvement strategies (Target 2) with stage 4 refinements being a foundation for improved achievement.

Significant programs and initiatives

Across curriculum initiatives were facilitated by a variety of staff teams.

Aboriginal education

The Aboriginal education team recognised the significance of Aboriginal history by celebrating NAIDOC week and supporting guest speakers and entertainers. All faculties ensure that the ethos of the Aboriginal Education and Training Policy is reflected in their programming and assessment.

In Visual Arts aboriginal artists instructed year 7 and 8 in indigenous art making and cultural perspectives.

Multicultural education

The multicultural team initiated harmony week activities during term 1, requiring staff and students to intensively explore core values of understanding, co-operation and tolerance within classrooms and in extra-curricular situations. Student leaders played a key role with the

presentation of DEAR speeches, while others wrote relevant poems and essays.

Respect and responsibility

The school conducted a successful student welfare camp to assist Year 7 students to adapt to High School. The school ran lessons in the PBIS strategy and initiated a name change in the program – *Safety, Learning Respect*. The SLR matrix is prominently displayed in all classrooms and is a key component in all welfare counseling of students.

The year 8 adviser initiated a responsibility program involving students assisting with delivery of meals with the local *Meals on Wheels* to needy members of the community.

Volunteers gave up their weekends and holidays to assist local people in combating number plate theft by attaching car number plates with irreversible screws. This was coordinated by the Deputy Principal welfare.

Other Programs

As a continuation of participation in the Australian Business Week (ABW) program of 2006, 2007 and 2008 a number of Year 10 students in 2009 participated in this program to develop Employment Related Skills relevant to the School to Work Program (STWP).

The School to Work Program (STWP) is now in its tenth year of operation and all students in Year 9 to 12 participate in the program through use of their Employment Related Skills Logbook. Year 9 is introduced to the Program through a workshop and it is consolidated in Years 10 to 12 through the schools Study Skills Program. All faculties have embedded in their Management Plans for 2010 the School to Work Program. Year 9 and 11 students participated in an online STWP survey that provides students with a written report to reflect on where they are at with their transition plans for work. All students in Years 9-12 can access the online survey whenever they wish. The school uses data from this survey to assist in future planning of career education and transition plans from school to work.

A Transition Program for a group of Year 10 students was introduced which allowed students to work with "Teacher Mentors" to develop portfolios that will assist them in planning for their future career pathways. Also as a part of this program students undertook multiple work placements and were directed to Group Training Organisations which resulted in them gaining apprenticeships. This program will be further enhanced in 2010

The Career Alerts system which keeps students, parents and the local community up to date with

vocational information by email is now in its eighth year of operation and is accessed by over one thousand students, parents and members of the local community. The site experiences on average well over sixteen thousand 'hits' per month.

Progress on 2009 targets

School targets proved to be a sound framework for school development.

Target 1

To improve student writing skills in stage 4 and stage 5 utilising a range of technologies

Our achievements include:

- Improved writing skills in NAPLAN data with average year 9 writing score increasing from 567.0 in 2008 to 577.5 in 2009
- In 2009 average growth for year 9 students in writing was 34.3 comparing favourably with a state average increase for boys of 22.8
- All KLA programs include Success for Boys writing skills strategies
- All faculties are implementing training in ICT skills, especially in relation to writing pedagogy and IWB usage.

Target 2

Increase levels of literacy achievement in line with DET and regional targets. 78% of students achieving at least band 7 in Year 9 NAPLAN Literacy

Our achievements include:

- Students in bands 5 and 6 accounted for only 14% of the school's year 9 candidature for NAPLAN overall literacy (86% met the target)
- All year 7 students in bands 4 or 5 of NAPLAN overall literacy (14%) have been included in school literacy programs.

Target 3

Increase levels of numeracy achievement in line with DET and regional targets. 92% of students achieving band 7 or greater in Year 9 NAP Numeracy.

Our achievements include:

- The performance of Year 9 students in NAP 2009 numeracy tests is outstanding with 96% achieving greater than band 6 for numeracy
- The average numeracy result for year 9 in NAPLAN is 628.9 (compared with a state average of 598.5)
- All targeted students are included in programs of numeracy support including the use of innovative software like Mathletics.

Target 4

To improve student learning and engagement through quality teaching practices. Specifically, 87% of students complete Year 12.

Our achievements include:

- In 2009 all students completed transition programs to assist them in moving to a suitable educational pathway
- The number of students completing year 12 was 77.8% of the year 10 cohort and this was below our target and as such the school will retain this target for 2010.

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 2009 our school carried out evaluations of assessment schedules in stages 4 and 5 and an evaluation of literacy pedagogy using action research to assess effective ICT integration in writing lessons.

Educational and management practice

Learning – assessment review

The school reviewed assessment schedules and practices as part of our on-going improvement in Teaching and Learning programs.

Background

The Stage 4 and 5 students have been issued with Assessment Policies and Schedules booklets. The schedules indicated that faculties used very different number of tasks, weightings and timings. Although the schedules were outlined in booklets many of the faculty policies were found to be unclear and ambiguous. There were weeks in each term where tasks cluster excessively and many tasks did not reflect best practice based on Quality Teacher (QT) principles.

A comprehensive study was instigated to examine the 2009 policies to examine four questions.

1. Do the assessment tasks reflect the schools priorities? (Literacy, ICT skills and QT especially in Stage 4).
2. Are the assessment tasks/schedules genuinely integrated into teacher/learning programs?
3. Is quality student feedback possible with each assessment task?
4. Are the tasks challenging all students in terms of their abilities, background and interests?
5. Is the design of tasks driven by NAPLAN and other national assessment data?

Findings and conclusions

There was found to be clear evidence of 'clustering' of tasks with the mandatory reporting schedule driving the schedule. This large number of tasks in some weeks was seen as a possible barrier to educationally sound homework based on QT principles.

There was evidence that not all tasks have explicit explanations and instructions as per QT principles. Students struggle with the language of tasks especially if they come from non-English speaking backgrounds and this lack of understanding may lead to under achievement.

Regarding the key questions it was found that the assessment tasks generally did reflect the schools priorities. The second question was difficult to answer as the study did not look at the task design but it was clear from the schedules that several faculties did address the question in their reviews. It was suggested that this was positive but many faculties could improve their program and assessment integration using "backward mapping" to ensure the tasks are authentic.

Quality student feedback is essential. Verbal feedback, model answers and explicit marking criteria were sound methods employed by some of the faculties. This is an area of development which will be a focus for assessment design.

The ability provide tasks which challenge students especially the more able students was identified as another aspect of assessment which could be improved. One method was seen as the development of "Rich Assessment tasks" which provide for student responses at many different depths.

There was very little evidence of the use of NAPLAN data in the design of tasks.

Future directions

The use of assessment portfolios is successful in some schools. Backward mapping of formal assessment tasks may encourage more meaningful "formal" assessment tasks and ensure a thorough preparation of students for the tasks. Continue the improvement in ensuring all tasks have explicit marking criteria.

A new direction was the rationalise the value of formal tasks ensuring that no tasks carried too much weight eg 15%, and that smaller formative tasks did not have a combined weight of more than 40%. At the same time, keeping the total number of tasks down to a more manageable number.

The 2010 Schedules have been redrafted with emphasis on School priorities incorporating QT principles, ICT integration (especially laptop

usage in Stage 5) and literacy and numeracy targets.

Curriculum – action research

The school conducted action research on the impact of technology based lessons on student writing skills in year 9.

Background

As a result of the evaluation of 2008 NAPLAN data and the implementation of the Digital Education Revolution Laptops for Learning program, an action learning project was undertaken during Terms 2 and 3, 2009. Using the model developed in 2008, a cross-curricula team developed a common learning sequence aimed at explicitly teaching scriptwriting, targeting text structure, audience and punctuation to Year 9 students over a period of eight weeks. The scriptwriting focus allowed literacy and ICT strategies to be effectively integrated using storyboarding and film making software. Student engagement was measured at key points throughout the project

Findings and conclusions

Analysis of students' pre- and post-test performance indicates that learning was evident in all criteria – subject-specific content, scriptwriting conventions, targeting a specific audience and punctuation. While there were significant differences between classes, this was expected due to the nature of the students within the selected classes and the amount of class time spent on the learning project. The correlation between time dedicated to this project and growth in criteria was very high. Two criteria, knowledge of script conventions and modifying text for a targeted audience, demonstrated the largest growth (around 10% growth in marks). Growth in applying punctuation correctly was lowest (2% growth in marks). Overall growth in terms of percentage increase in marks was 6%.

Analysis of engagement data affirms that technology was an engaging factor, especially using web cams and mobile phones for videoing purposes. Issues with transferability of data and compatibility of file formats led to some student despondency and off task behaviour. Students were observed to be deeply engaged in using the new laptops but were not always on task. Conventional writing activities that elicited high levels of engagement included text structure scaffolding, examining exemplary scripts especially where accompanied by corresponding visual footage, physical manipulation of key terms and activities which generated a sense of competition.

Time of testing and length of lessons appeared to have significant impact on the conduct of the research. Two of the testing periods were performed on a Friday afternoon which didn't appear to have any impact on difference in engagement, whereas a large decline in student engagements was seen when the pre-test was conducted before lunch and the corresponding post-test was conducted after lunch. (This result reflects observations of engagement during general lessons). It was also found that double periods allowed for ease of ICT lesson delivery and higher student engagement.

Professional learning of staff involved in the project has included considerable development in the effective integration of student laptops into lessons and enhanced knowledge of relevant software applications. Collegial development of resources is an essential outcome of the project. All faculties have evaluated Stage 4 and 5 programs in terms of literacy, numeracy and ICT and are developing engaging, well structured ICT lessons integrating student laptops use into Stage 5 programs.

Future directions

Future directions will centre around continued professional learning in the effective use of ICT, especially in relation to student laptops, developing a deeper understanding of the opportunities presented by the range of software applications available. Programming will incorporate current numeracy and literacy targets, as identified by data including SmartData.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Year 12 students completed an exit survey and provided valuable feedback regarding teaching and learning and suggestions for future policy. The students valued the major upgrade to the boys' amenities.

The planned installation of student laptops, wireless network, additional interactive-whiteboards, a new gymnasium and additional ground improvements in 2010 were perceived as enhancing learning opportunities for all years.

The school participated in the PISA (Programme for International Student assessment) and a random sample of 48 15 year old students was assessed on English, Mathematics and Science ability. In addition, students were surveyed on their attitude to school life and Homebush students ranked the quality of their school

experience above the national average with respect to satisfaction at school.

Professional learning

The school Teacher Quality team coordinated, monitored and evaluated teacher professional learning and this was guided by the following overarching goals in the school plan 2009-2011.

1. Strengthened teacher capacity to improve student learning
2. Expand school leadership capacity for whole school improvement

To achieve these goals the team organised 5 highly effective school development days as well as facilitating the attendance of staff at workshops, training days, network meetings, conferences. The priorities addressed major school goals including

- ICT integration especially with respect to laptop and IWB lessons
- literacy and numeracy especially with respect to writing styles
- beginning teachers and career development

School development 2009 – 2011

The development process has been successful in achieving literacy and numeracy targets. Student engagement as measured by retention rates will continue to be a focus for 2010 as will the continued use of the QT framework in lesson design and assessment as the school strives to achieve excellence for stages 4, 5 and 6.

Targets for 2010

Target 1

Improve student writing skills in Stage 4 and 5 using quality teaching including a range of technologies. 25% of year 9 students achieving the top 2 bands of NAPLAN (bands 9 and 10).

Strategies to achieve this target include:

- Utilise action research data and programs to enrich writing pedagogy in each KLA
- Analyse Year 7 and 9 NAPLAN writing and literacy results and implement precise strategies
- Staff to target CLAS skills as part of professional learning goals
- Promote IWB software for all faculties
- Ensure all faculties are using on-line resources and facilities especially moodle.

Our success will be measured by:

- Improved writing skills in NAPLAN data

- KLA programs to include explicit writing skills strategies
- Increased staff ICT skills, especially in relation to writing pedagogy, laptop, IWB and moodle usage.

Target 2

Increase levels of literacy achievement in line with DET and regional targets. 88% of students achieving at least Band 7 in Year 9 NAPLAN Literacy

Strategies to achieve this target include:

- Utilise ESL, STLA, Literacy and Numeracy Support teams to assist targeted students
- Design individual literacy programs using the teaching strategies outlined in SMARTDATA
- Identify students in year 7 literacy NAPLAN data in Bands 4, 5.
- Implement literacy homework support program.

Our success will be measured by:

- Performance of Year 9 targeted students in NAP 2010 literacy texts
- Improved literacy performance of Year 7 targeted students through enhanced individual programs.

Target 3

To improve student learning and engagement through quality teaching practices. Specifically, 87% of students completing year 12.

Strategies to achieve this target include:

- Utilise and access available data through RISC, SMARTDATA and NAPLAN programs
- Implement next stage of SLR (formerly PBIS) program for all students
- Refine all study skills programs (7-12) to reflect changes in student needs
- Foster engagement in transition program for targeted students.

Our success will be measured by:

- All students complete transition programs and follow suitable educational pathway
- Implement a detailed exit survey to assess leaving students' attitudes to learning and thus establish individual programs for all students at-risk of not completing HSC.

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.

Ian Paterson Principal
Tim Jurd Deputy Principal Development
Bill Hilliard Deputy Principal Welfare
Marie Reardon Senior Admin Officer
Kerrie Ray School Admin Officer
Simon Ford President P & C
Arey Dassaklis President School Council

School contact information

Homebush Boys High School
Bridge Rd, HOMEBUSH 2140
Ph: 9764 3611
Fax: 9746 3614
Email: homebushbo-h.school@det.nsw.edu.au
Web: www.homebushbo-h.schools.nsw.edu.au
School Code: 8151

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

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



Michael Clark, Australian cricket captain visited Homebush in 2009