

2010 Annual School Report

Homebush Boys High School

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 85% 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.

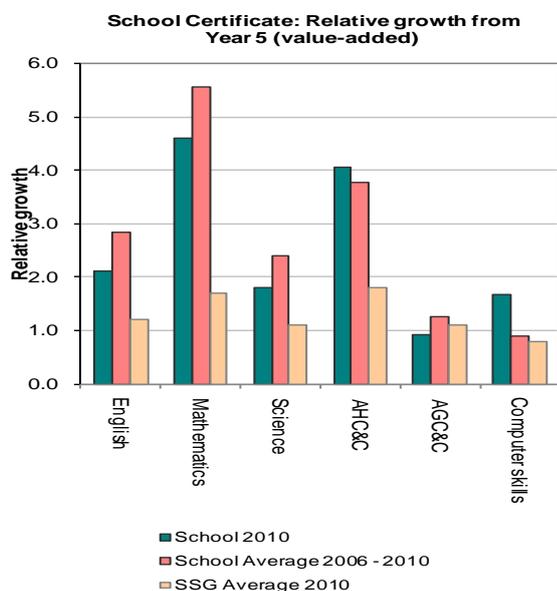
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

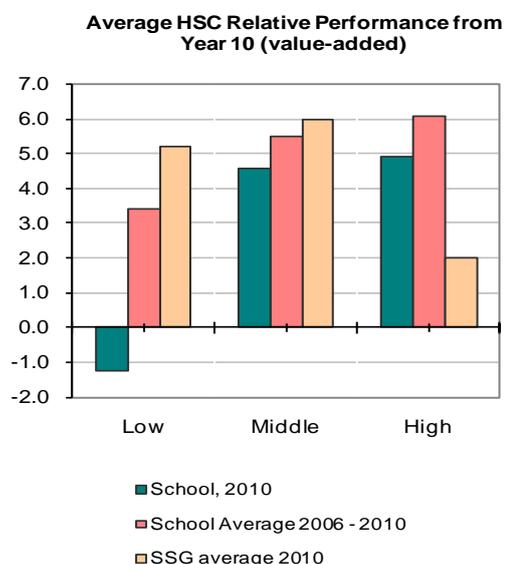
The school addresses the needs of the students by focusing on the explicit teaching of literacy and numeracy, recognition of achievement and the integration of information technology into lessons.

Student achievement in 2010

The students have achieved commendable relative growth in all School Certificate courses with the exception of Australian Geography when compared to our SSG (statistically similar group based on the MySchool 2.0 website).



In the Higher School Certificate the relative performance from Year 10 (value added) of our high achievers was significantly higher than the SSG.



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.

Mr Timothy Jurd

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 Cyber Bullying and Laptops for Learning policies.

Mr Simon Ford (P/C President) and Ms Arey 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.

Dennis Griffin-Colls School Captain 2010

School context

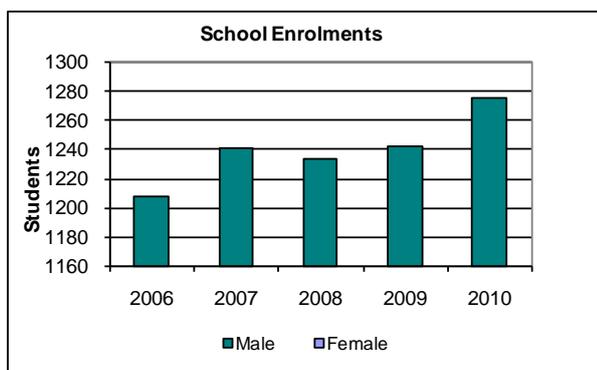
Student information

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 67 since 2006. The percentage of in-area applications for Year 7 places has also increased and the Intensive English Centres have provided many enrolments for local positions. This pattern is expected to continue as the drawing area continues to benefit from a high density building boom.

	2006	2007	2008	2009	2010
Male	1208	1241	1234	1243	1275



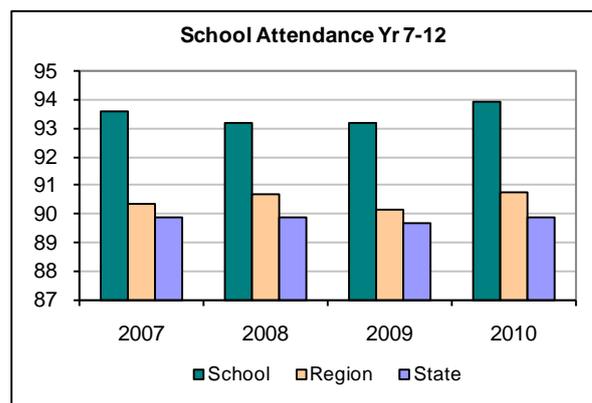
Student attendance profile

Attendance rates in 2010 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. The school is to review and evaluate the attendance policy.

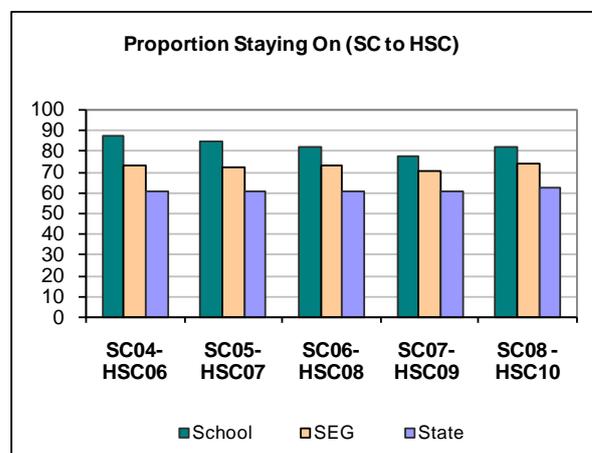


Retention to Year 12

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.

	SC04-HSC06	SC05-HSC07	SC06-HSC08	SC07-HSC09	SC08-HSC10
School	87.4	85.1	82.4	77.8	82.0
SEG	73.3	72.4	73.3	70.7	73.9
State	61.1	60.8	60.3	61.0	62.7

Improvement in retention, although pleasing, still remains a school priority.



Post-school destinations

In total, 201 students sat for the HSC: 197 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. For those not undertaking university study students, undertaking further education, have opted for TAFE, Private Colleges and university preparation courses. Other students have undertaken apprenticeships and traineeships, full and part-time work, taken a year off their studies 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 16% of the cohort completed this course at the 2010 HSC. In addition to this course, 9 students studied Information Technology, 5 Accounting and 1 student studied Entertainment Industry via TAFE colleges.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2010 99% students attempting the HSC were successful with 1 student completing all but one course.

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 are 14 school 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	65
Support Teacher Learning Assistance	1

Teacher Librarian	1
Teacher of ESL	5
Counsellor	1
School Administrative & Support Staff	14
Total	104

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

Staff retention

Staff retention is pleasing with 4 retirements and 1 promotion accounting for the only changes to the highly motivated staff.

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	77
Postgraduate	23

Financial summary

Date of financial summary:	30/11/2010
Income	\$
Balance brought forward	659 299.95
Global funds	554 852.18
Tied funds	281 322.88
School & community sources	807 621.03
Interest	293 841.80
Trust receipts	38 901.26
Canteen	77 504.95
Total income	2 713 344.05
Expenditure	
Teaching & learning	
Key learning areas	259 518.08
Excursions	24 637.07
Extracurricular dissections	195 619.90
Library	197 878.28
Training & development	24 085.92
Tied funds	248 692.09
Casual relief teachers	127 739.91
Administration & office	197 636.99
School-operated canteen	243 114.89
Utilities	108 605.03
Maintenance	72 594.33
Trust accounts	77 271.25
Capital programs	182 785.93
Total expenditure	1 960 179.67
Balance carried forward	753 164.38

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

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 2010 financial statement is tabled at the annual general meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

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

Achievements

Arts

The Creative and Performing arts have enjoyed a very successful 2010. In Visual Arts year 12 student David Wang had his Body of Work selected in the highly rated Artexpress exhibition at the Armoury Gallery in Sydney Olympic Park. Also in Visual Arts Yoo Shin Yong and Jonathon Cao of Yr 10 and Michael Cherniakoff of Yr 8 and Saksham Parajuli from Yr 7 had their artwork selected for the annual Operation Art exhibition for Westmead Children's Hospital at the Penrith Regional Art Gallery. Our school has been successful in recent years in having student work selected from the exhibition for the permanent collection at the hospital and even being selected for display at the Art Gallery of NSW.

There were also numerous performers who gave concerts in the hall so that junior music students could experience a wide range of musical styles and techniques from various cultures. In Visual Arts Yr 8 students were selected for a gifted and talented workshop where they were able to develop new skills that resulted in them producing some fantastic work.

Music student Rio Kang was chosen to join the three week Glee Club tour to Los Angeles last December. The tour is organised by the Australian Institute of Performing Arts which has its Sydney base at Naremburn. was selected to participate in VoiceworX 2008.

The annual MAD (Music, Art, Drama) Variety Night and Recital Night concerts and exhibitions were highly successful in showcasing the performances and artworks to showcase the many gifted and talented students within the Creative and Performing Arts. The MAD Variety Night also featured the performances of the Yr 12 Music students and Drama students as well as the Yr 12 visual arts students Body of Work for the 2010 HSC.

The Band Camp which has been now changed to the Performing Arts Camp, again demonstrated the high standard of musical talent that is fostered within the school. The Concert Band and All Star Stage Band are growing and developing under the leadership of Mr Albertson. The 7th Annual Band Camp was held in March at the Naamaroo Conference Centre, Lane Cove and was highly successful. Two Guest Conductors (one for each band) came to the campsite for the workshop sessions. We were fortunate in securing the services of the talented Mr Ralph Pyl and the highly acclaimed Stephen Fisher-King to guide and tutor the boys in their musical endeavours. The camp concluded with all students performing to an enthusiastic audience of parents, friends and teachers.

Sport

Homebush has a rich tradition of sporting excellence and the recognition of sporting talent and the dedication which is required to achieve this is applauded by the community.

In 2010, Homebush won the North West Metropolitan Zone Summer Sport Championship, Swimming Carnival Championship, Athletics Carnival Championship and the Winter Sport Championship.

In knockout competitions the school reached the semi-finals of the NSWCHS Davidson Shield Knockout Cricket Competition (however the semi-finals were not played due to inclement weather). Homebush reached the quarter finals of the NSWCHS Dave Woods Shield Knockout Water Polo Competition. The school reached the final 16 of the NSWCHS under 15's Water Polo Knockout Competition. The school finished 3rd in the Sydney North Region Butterfly Shield Table Tennis Knockout. A further highlight occurred when Homebush reached the quarter-finals of the NSWCHS Hockey Knockout Competition. In

football the school made the final 16 of the Errea Cup.

Homebush came 2nd in the regionals of the 2010 NSW Under 14's Futsal Championships and reached the quarter-finals of the 2010 NSW Under 16's Futsal Championships.

In athletics the under 13 4 x 100 metres relay team wins the Gold Medal at the 2010 NSWCHS Athletics Championship. The team was: Angus Armstrong, Patrick Bolin, Calvin Cheng & Dylan Fuller. Each student was awarded a North West Metropolitan Zone Blue Certificate.

The school won the Silver medal for finishing runner-up in the 2010 Greater Badminton Association of Sydney School Carnival. The team consisted of Donald Nguyen, Kurstan Hu, Kelwin Tang, Anthony Tang, Yunan Wu & Song Lin Wu with Mr Haroon Ha as Coach.

In swimming, Daniel Yuan was North West Metropolitan Zone Swimming Champion 12 Years and Matthew Gu, 13 Years Swimming Champion with Peter Totidis, 15 Years Swimming Champion.

In athletics, Dylan Fuller was North West Metropolitan Zone 13 Years Athletics Champion and he won Gold Medals in the 13's 100 metres, 200 metres & 4 x 100 metres relay at the 2010 NSWCHS Athletics Championship. Further, Dylan won a Silver Medal at the 2010 Australian Schoolboys Athletics Championship in the Under 14's Pole Vault. Dylan was awarded North West Metropolitan Zone Team Blue & Zone Blue Endorsement for Athletics. Dylan was named North West Metropolitan Co Junior Sportsman of the Year.

Shakti Rathore was named North West Metropolitan Zone 17+ Years Athletics Champion. Peter Brimfield was a finalist in the Mens Single Scull at the NSWCHS Rowing Championships.

Josh Rogers & Mitchell Taylor were members of the Drummoyne Under 14's Water Polo team which won the bronze medal at the 2010 Australian National Water Polo Club Championships.

Mitchell Davidson, Andrew Depta & Roberto Speranza were members of the Sydney North Region team which won the 2010 NSWCHS Football Championship. All 3 students were chosen to represent CHS. Mitchell was awarded a North West Metropolitan Zone Blue Certificate.

Willis Choi was chosen to represent NSWVA Under 16's in Volleyball. Michael Dubos was a member of the Sydney North Region team which won the 2010 NSWCHS Basketball Championship.

Jack Codd-Miller was named AFL Best Player in the Northern NSW Region. Selected to NSW All Schools State Team and NSWCHS Merit Team. Awarded a North West Metropolitan Zone Blue Certificate and a Sydney North Region Blue Certificate.

Paul Carter named player of the tournament at the CHS Rugby League Championships. He was selected to the Australian Schoolboys team. Paul was awarded a North West Metropolitan Zone Blue Certificate and a CHS Blue. He was very honoured to be awarded North West Metropolitan Zone Senior Sportsman of the Year.

Dominic Furneaux-Bate wins the Bronze Medal in the 16 Years 400 metres at the 2010 NSWCHS Athletics Championship.

Addam Stone was selected member of the team which won the NSW Under 14's Basketball Championship. Jonah Bolden was selected to the NSW Under 16's Basketball Team.

Mateusz Kaminski won a gold medal at the ISKA 17th Annual Australian Open Martial Arts Championships in the 85 – 91 kg Division of Brazilian Jiu Jitsu.

Nick Taylor selected to the NSWCHS Water Polo Team and awarded North West Metropolitan Zone Blue.

Mitchell Davidson was awarded a North West Metropolitan Zone Blue for Football. Calvin Cheng was awarded a North West Metropolitan Zone Team Blue for Athletics. Angus Armstrong was awarded a North West Metropolitan Zone Team Blue for Athletics. Patrick Bolin was awarded a North West Metropolitan Zone Team Blue for Athletics.

Congratulations to all those remarkable athletes.

Robocup

The Homebush Robocup team programs robots to play various games involving combat and sport. The inspiration behind the Robocup Challenge is Mr Greg Sheath, the computer coordinator. The school team was incredibly successful and came second at the state titles qualifying them to compete at Nationals in

Canberra. The school achieved a credible fourth place and has now qualified for the world titles in Turkey and two outstanding programmers, Tom Goth-Towney and Lachlan Foster will represent the school in July 2011.

Academic

In the National Assessment Program, NAPLAN, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

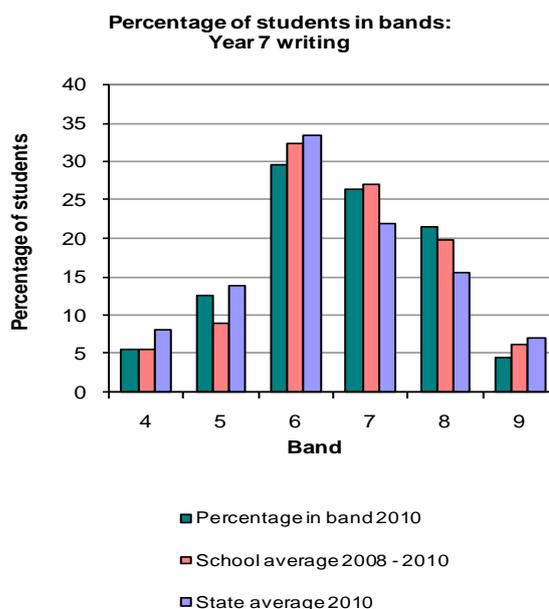
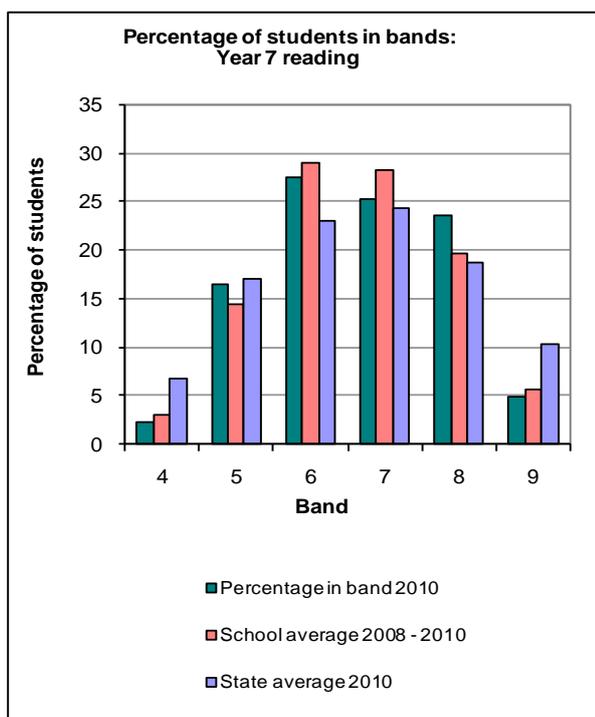
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

Literacy – NAPLAN Year 7

The Literacy assessments measure reading, writing, spelling, grammar and punctuation.

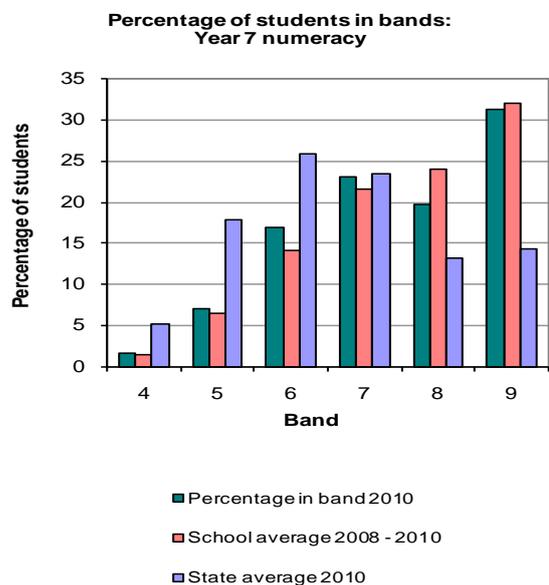
The reading data showed 29% of Year 7 students achieved Bands 8 and 9 (state 26%). In writing 26% achieved Bands 8 and 9 (state 23%). The spelling data showed 47% of Year 7 students achieved Bands 8 and 9 (state 34%). In grammar and punctuation 25% achieved Bands 8 and 9 (state 24%).



Numeracy – NAPLAN Year 7

The Numeracy assessments measure performance in number, patterns and algebra, measurement and data, and space and geometry.

The numeracy results indicated an impressive 51% of the year 7 cohort in Bands 8 and 9 (27% state).

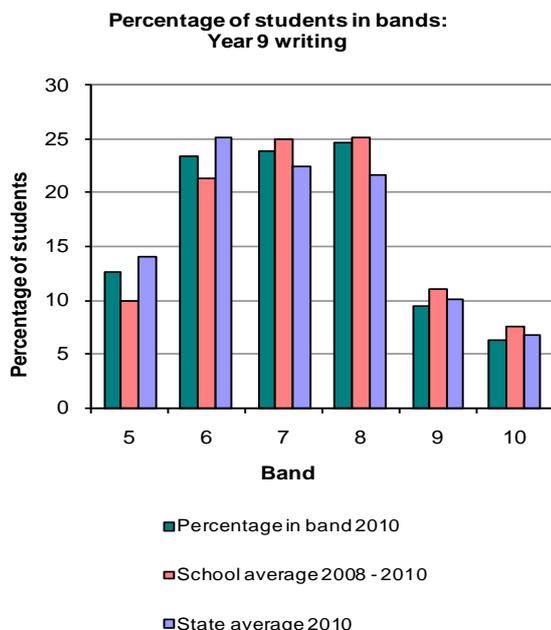
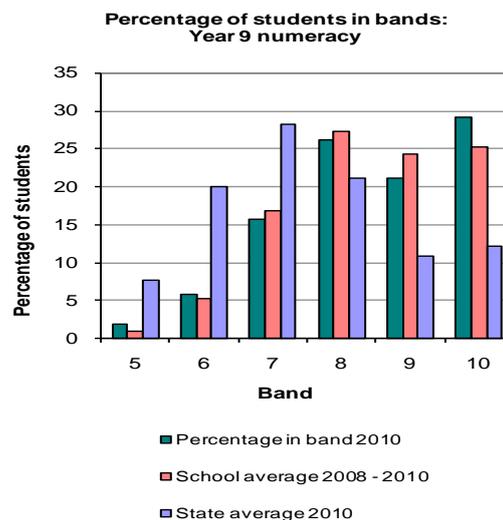
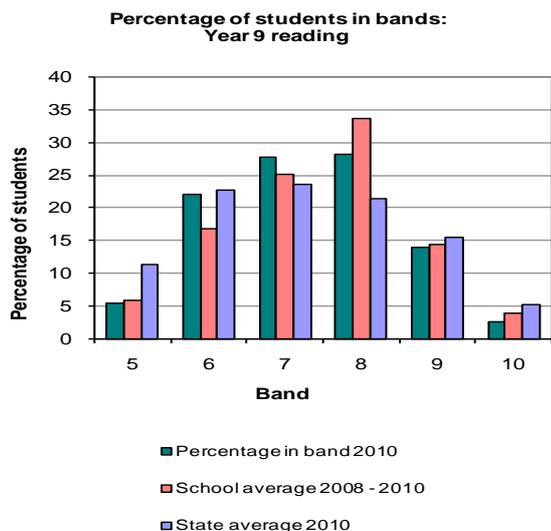


Literacy – NAPLAN Year 9

School results in Year 9 literacy were comparable with state data.

The reading data showed 17% of Year 9 students achieved Bands 9 and 10 (state 21%). In writing 16% students achieved Bands 9 and 10 (state 17%). The spelling data showed 27% of Year 9

students achieved Bands 9 and 10 (state 25%). In grammar and punctuation 23% the students achieved Bands 9 and 10 (state 23%).



Progress in literacy

Average Scaled Score Growth in Reading	
Year 9	Scaled score
State	35.06
NSW DET	33.3
School	37

Growth in reading is above state average score but will still feature as a target for 2011.

Expected Growth in Reading	
Year 9	% of students
Less than expected growth	44.30%
Greater than or equal to expected growth	55.70%

More than half of our year 9 cohort achieve greater than or equal to expected growth.

Progress in numeracy

Average Scaled Score Growth in Numeracy	
Year 9	Scaled score
State	39.12
NSW DET	37.2
School	47.1

The average improvement in numeracy is well above the state average growth.

Expected Growth	
Year 9	% of students
Less than expected growth	28.50%
Greater than or equal to expected growth	71.50%

Numeracy – NAPLAN Year 9

Year 9 numeracy continues to show the outstanding results at first evident in year 7.

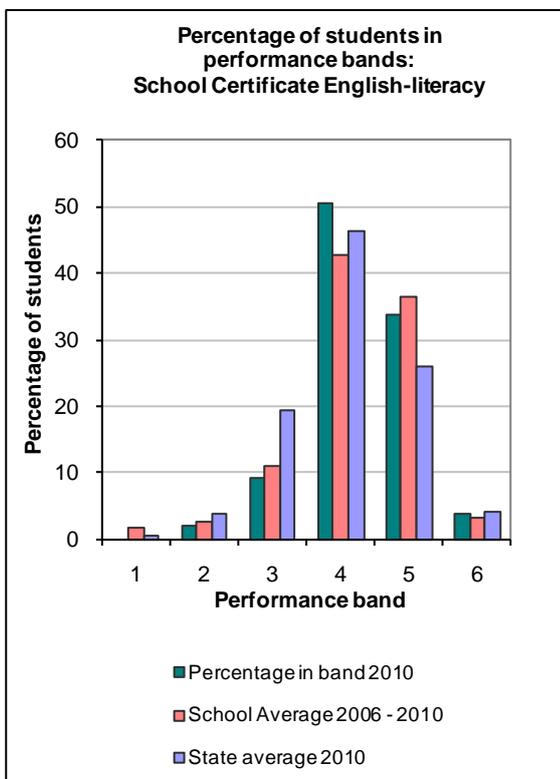
The numeracy results indicated an impressive 51% of the year 9 cohort in Bands 9 and 10 (23% state).

More than 70% of the year 9 cohort achieved expected growth or better in numeracy.

School Certificate

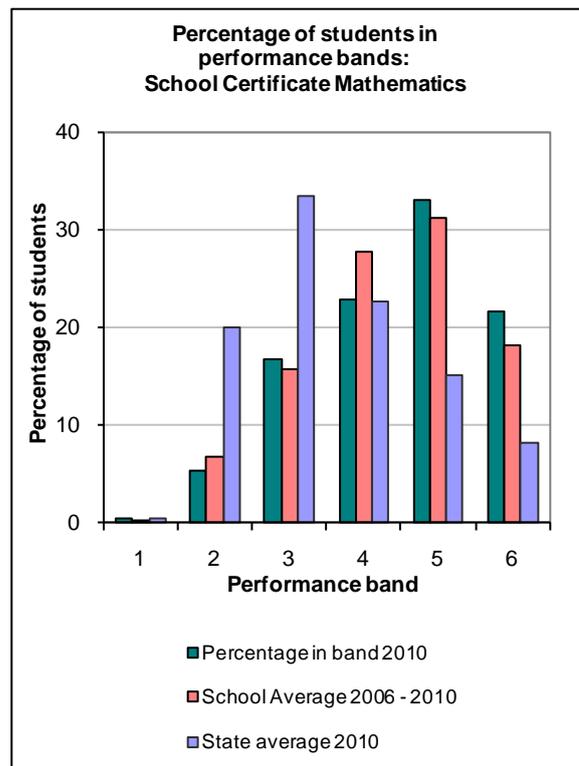
School performance in the School Certificate state wide examinations in English literacy, mathematics, science and Australian geography, history, civics and citizenship is reported in achievement Bands 1 to 6 (band 6 identifying highest achievement). In 2010 students also sat for the computing skills on-line examination and received a percentage mark and a band ranging from highly competent, competent or competency not determined. In 2010 226 students sat for the School Certificate state wide examinations.

English Literacy – Nine students achieved a coveted top band 6 and a total of 87 students (38%) achieved band 5 and 6 (state 36%) which continued an improving trend over recent years and in line with the school’s 5 year average. Another 51% of students were placed in band 4 (state 46%). Twenty six students were placed in the lowest three bands (12%) compared with the state (24%). The school course mean was 0.4 marks above the state mean.

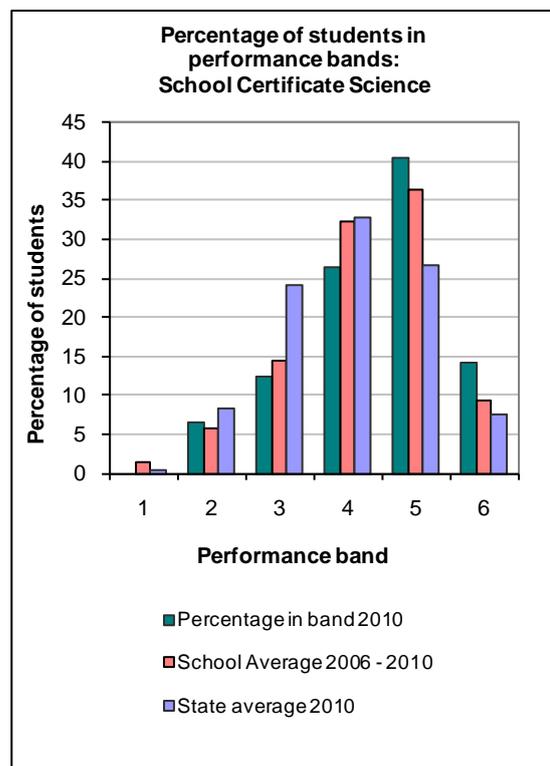


Mathematics – Overall the results were extremely gratifying with results well above most courses offered in the school and well above the state’s averages. 54% of the cohort gained a band

5 or 6 and only 5% of the students were in the lower bands 1 and 2. These results were an improvement on the previous years’ results.

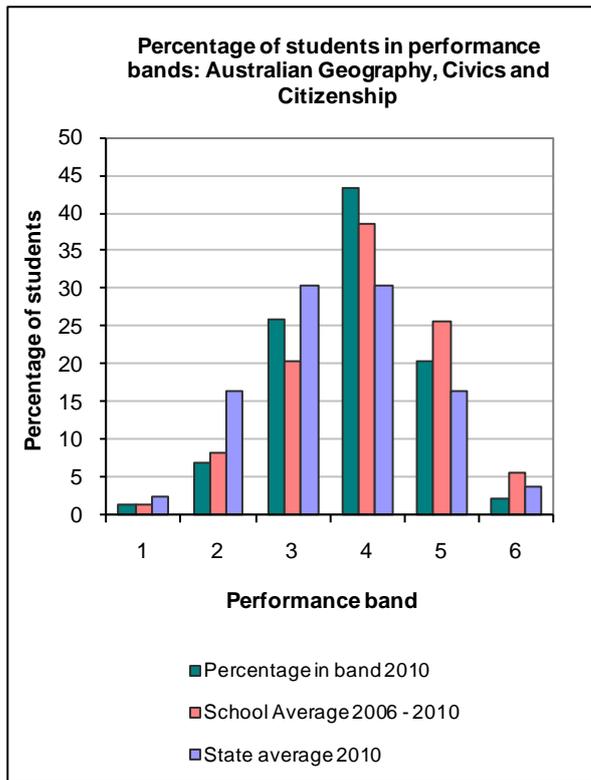
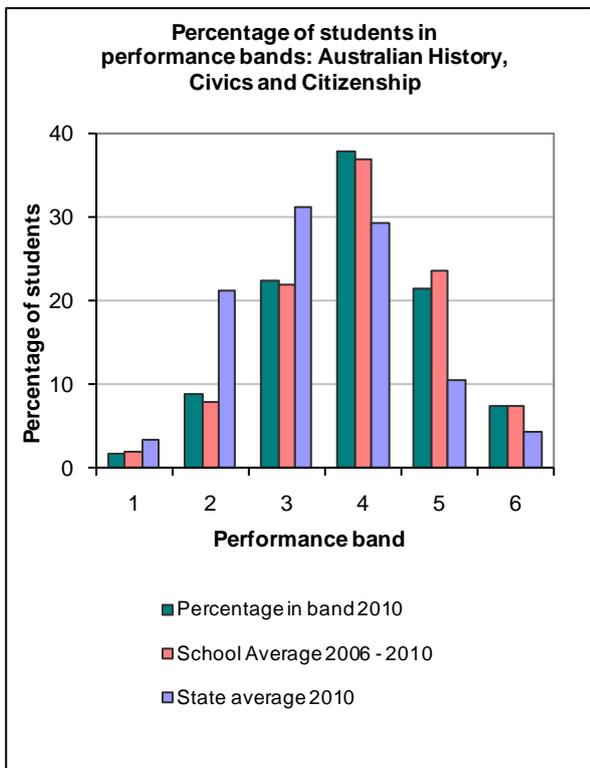


Science – Fifty six percent (56%) of candidates featured in band 5 and 6 (state 34%) and another 26% attained band 4 (state 33%), leaving 19% of students in band 3 and 2 (state 33%). The course mean was 2.3 marks above the state mean.



Australian History, Civics and Citizenship –

Twenty nine percent (29%) of candidates featured in band 5 and 6 (state 15%) and another 38% attained band 4 (state 29%), leaving 33% of students in band 3 and 2 (state 56%). The course mean was 3.5 marks above the state mean.



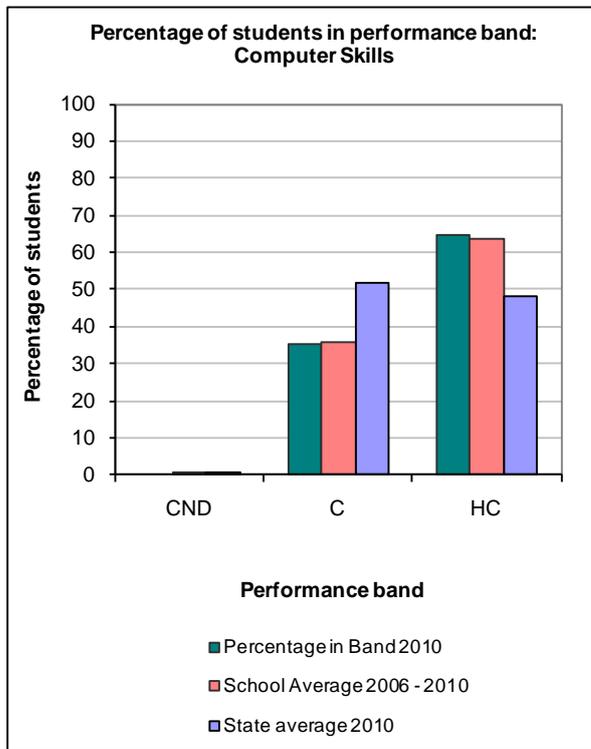
Computing Skills – A very pleasing sixty five percent (65%) of candidates achieved a highly competent result (state 48%) and the remaining students were determined to be competent. All KLAs will continue to target writing improvement with the assistance of ICTs including interactive whiteboards.



ANZAC commemoration

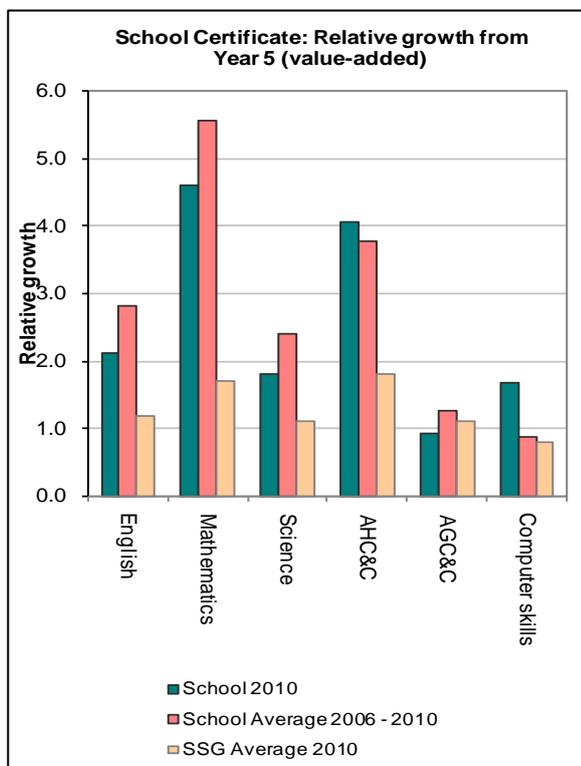
Australian Geography, Civics and Citizenship –

Twenty three percent (23%) of candidates featured in band 5 and 6 (state 15%) and another 43% attained band 4 (state 30%), leaving 34% of students in band 3, 2 and 1 (state 49%). The course mean was 0.61 marks above the state mean.



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

In all cases except geography, the students achieved relative growth above that achieved by statistically similar groups.



Higher School Certificate

In 2010, 197 students sat for the Higher School Certificate. Two years previously 217 students had attempted the School Certificate. Comparisons can be made with state percentages in bands and average course marks.

The school offered 33 courses and students achieved above state mean results in 20 of these courses (61%). Courses of study included two vocational education courses. Among a range of pleasing results, eight students received the NSW Premier All-Rounder awards for Excellence in the 2010 Higher School Certificate and two students were placed first in their course.

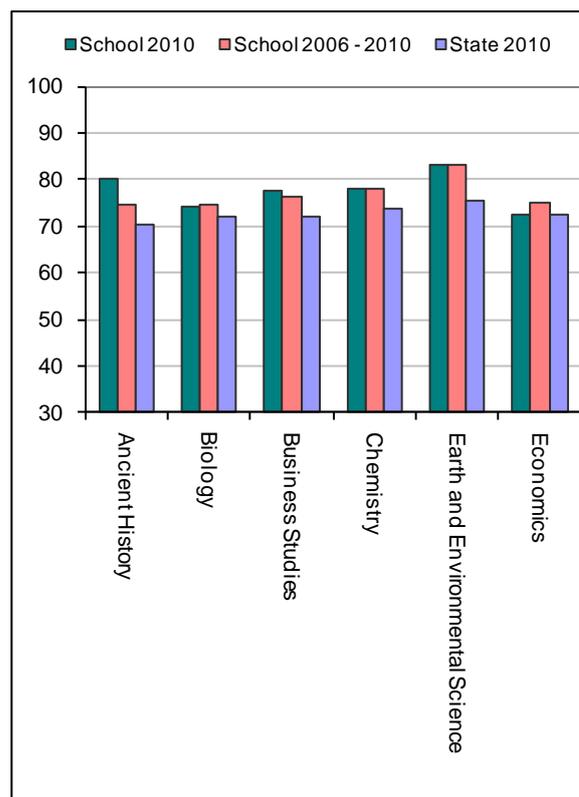
One of the most pleasing features of the HSC results was the positive difference between school and state average scores. Legal Studies was greatest with 12.1%, then Ancient History with 9.6%, English Standard 9.3%, English Advanced 8.0%, earth and Environmental Science 7.5%, General mathematics 7.3%, Modern History 6.5%, PDHPE 6.0%, English ESL 5.5%, Business Studies 5.2%, Visual Arts and Chemistry at 4.2% to name but a few of the greater differences. The

remarkable achievement is that so many of these high achieving courses are heavily dependent upon literacy and this is a commendable achievement in a school with so many students from non-English speaking backgrounds.

Course Results

English

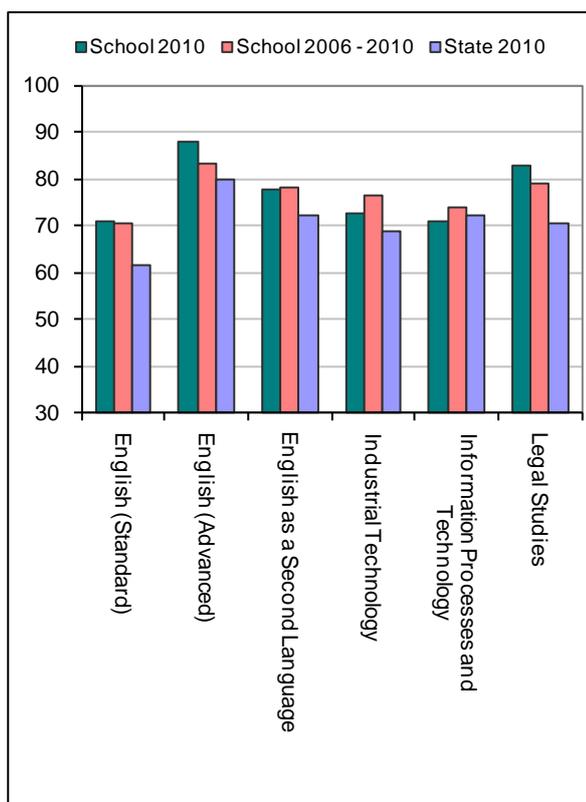
In English Standard 15 students achieved Band 5, more than 8% above state average, 59 students achieved Band 4, 25 students achieved Band 3 and 25 students in bBand 2. This equates to more than 66% of the cohort achieving a mark of 60% or better compared with 34.71% for the state. In English Advanced all students achieved either a Band 6 or a 5. Five students chose the English Extension 1 course and all 5 achieved the second top Band. In the challenging English Extension 2 the one student achieved an excellent top Band result. In English ESL 4 students ranked in the top 10 of the state and one student came first. These are exceptional results.



Mathematics

In general mathematics the results were very pleasing as they continued the positive trend of the past two years. The results exceeded the state mean and the number of students at the top end has increased as the number of more able students selecting the course increases. In

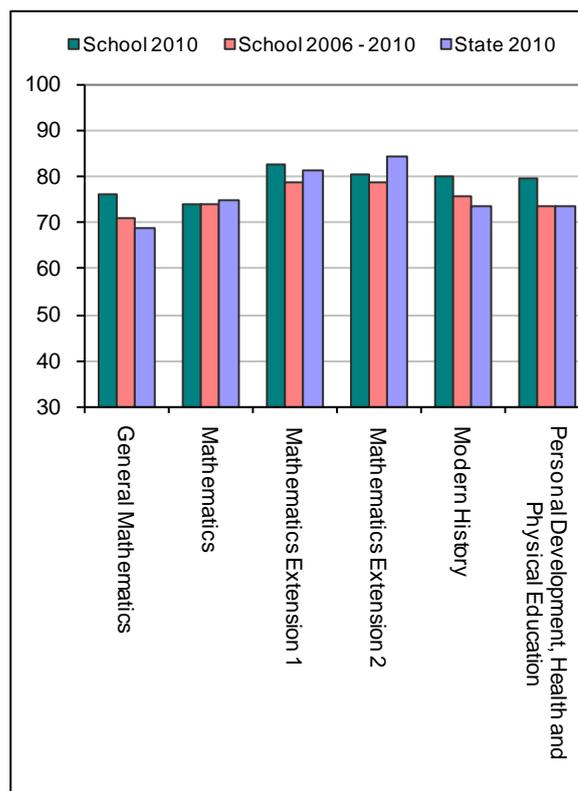
mathematics the results were somewhat disappointing as they were below the state mean by 2.93 points. The top end is growing stronger but there is still a substantial bottom end which should make more appropriate choices. In mathematics extension 1 the improving trend has continued as the students achieved another positive z-score (above average result). In mathematics extension 2 the fine results at the top were evident but there is still a substantial "tail" that struggled with the demanding nature of the course. These students tended to mar the average for the group.



Science

The students in Biology performed more or less on par with the state averages. Chemistry results were slightly above average with students achieving 3% above state average. In physics the candidates performed better than in 2009 and achieved an average that was 3% below state average. Senior Science is a growing subject at this school and the number of students in Bands 5 and 6 was pleasing with 50% students gaining these bands compared with 40% of the state. Disappointing though is the number of students who achieve Band 1 which is failing to meet the required outcomes. In the relatively new course Earth and Environmental Science the small class

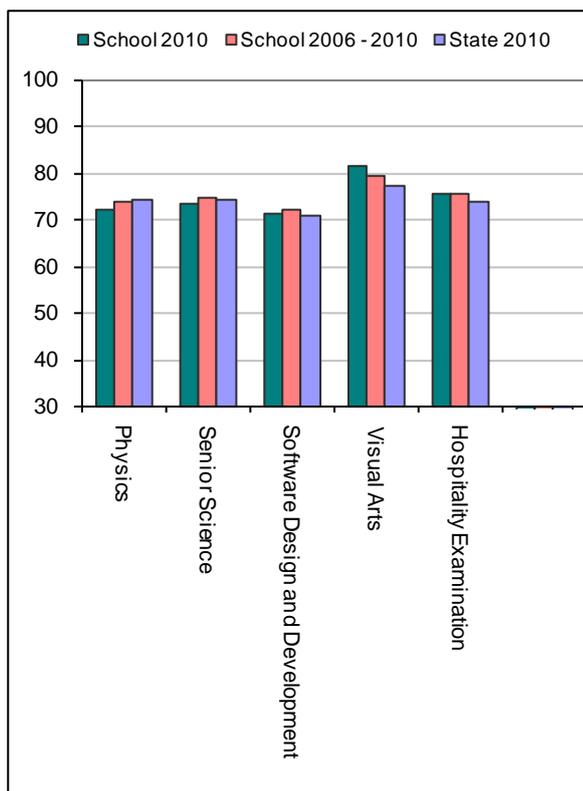
achieved outstanding results more than 6% above state average.



Duke of Edinburgh bush walk

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%).



HSIE

Business Studies had 54 candidates and 54% achieved band 6 or 5 (state 37%) and another 20% band 4 (state 31%). In economics, 45% of the 42 candidates were placed in bands 5 and 6 (state 41%).

In legal studies, a commendable 76% of the 25 candidates attained a band 5 or 6 (state 38%) and another 16% achieved band 4 (state 26%). In studies of religion I (1 Unit) there were five candidates and all achieved a band 4 or 5 (state 75%) and in studies of religion II (2 unit) there were 4 candidates 50% of whom achieved band 5 or 6 (state 50%).

In modern history, of the 50 candidates 59% scored a band 5 or 6 (state 42%) while in history extension, all 5 candidates attained E3 83% (second top band with state 71% in E3 or E4). In ancient history, 63% of the 30 candidates achieved band 5 or 6 (state 38%).

Creative and Performing Arts

In drama, a subject run for the first time, two of the 7 candidates achieved Band 5, four achieved Band 4 and one achieved a Band 2. Results for visual arts were excellent with four students gaining Band 6 results and with one of those students having his body of works selected for Artexpress. The class as a group performed above

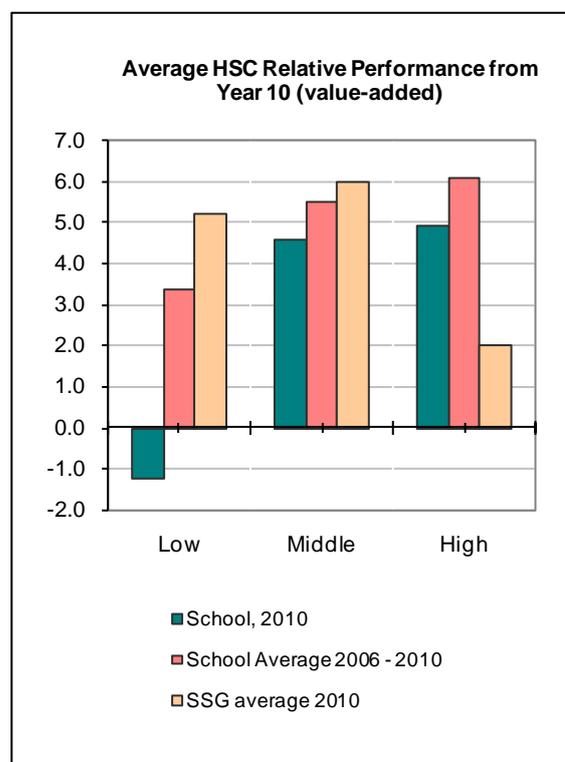
state average. Results for music 1 were excellent with 4 students achieving Band 6 results. Personal development, health and physical education had 44% of the 45 candidates in the top two bands (state 32%).

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 analysis 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)

It is noteworthy that most value added occurred with our top achievers explaining why so many outstanding results were achieved. It is further pleasing to note that according to SMART data analysis all key learning areas except languages achieved positive value added with the highest being Mathematics, then HSIE, then English and Science.



The demonstrable underachievement of the year 10 tail will be targeted in the engagement programs designed to facilitate more progress for those students affected by the New School Leaving Age legislation.

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 2010

Percentage of Year 7 students achieving at or above minimum standard	
Reading	97.8
Writing	94.5
Spelling	96.7
Punctuation and grammar	95.6
Numeracy	98.4

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

The school sets targets to improve these standards even when they appear to be so high that little improvement is possible.

Percentage of Year 9 students achieving at or above minimum standard	
Reading	94.6
Writing	87.4
Spelling	95.5
Punctuation and grammar	94.2
Numeracy	98.2

Significant programs and initiatives

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

Aboriginal education

At all assemblies, staff meetings, parent meetings the school acknowledges the traditional owners of the land. Boys with indigenous heritage have been identified and taken on excursion to tertiary institutions to promote engagement. The anti-racism contact officer and executive member (ARCO team) have been actively seeking North North funding to assist with tuition fees to

promote school success. The Aboriginal education team recognised the significance of Aboriginal history by celebrating NAIDOC week and supporting guest speakers and entertainers. The team sold Koori Kids stationery kits to raise funds for Indigenous Literacy Project. The Literacy and Numeracy team run The Great Book Sale to support the Indigenous Literacy Project and at the same time promote reading for pleasure. 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. Harmony Day saw the school promote the day with a sea of orange as balloons and posters festooned the corridors. There was a student poster competition and writing competition in which book prizes were issued. 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 9 adviser initiated a responsibility program involving students assisting with delivery of meals with the local *Meals on Wheels* to needy members of the community. The school joined a regional initiative called *RUA (Respect Understanding and Acceptance)* designed to merge year 9 students from south western public schools (boys school, girls school and coeducational school) with a private Jewish college from the Eastern suburbs. The program is designed to promote tolerance and give students a chance to mix and mingle from social and

cultural networks that are unfamiliar to them and their families. The students visited on three days and the successful program will be continued in 2011.

The Premier's Student Volunteering Program started for year 9 and 10 and students who gave up their weekends and holidays to assist local people in service organizations and sporting clubs were able to register their hours. Two of our students Leonardo Pane and Scott Worthington received Diamond Awards for their extraordinary, selfless community service.

Other Programs

Australian Business Week (ABW) program ran post-School Certificate for Year 10 students. 70 students participated in the week-long program, developing Employment Related Skills relevant to the School to Work Program (STWP).

The School to Work Program is now in its eleventh 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 2011 the School to Work Program. Year 9 - 12 students have the opportunity to participate 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.

The Year 10 Transition Program was refined to further support students considering their work and/or educational pathways. Teacher mentors provided individualised guidance over the course of the year. Completion of the Work Ready Program, work experience opportunities, 'taster courses' in School Based Apprenticeship & Traineeships and industry introductions were features of the program which assisted students in planning future career pathways. This program will continue to run in 2011.

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 assessed by over one thousand students, parents and members of the local community. The site experiences on average well over sixteen thousand 'hits' per month.

In 2010 young citizen of the year awards were made in three municipalities to senior students of the school including Jibraan El Ahmed, Auburn, Thomas Stephoulis, Burwood, and Tyson Parcell, Strathfield.

Progress on 2010 targets

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).

Our achievements include:

- Year 9 writing fell short of the 25% target with 17% achieving the top 2 bands
- Writing skills continue to strengthen with average scaled growth in year 9 of 28 standardised scores compared with 26 for DET schools
- In year 9 57% of students achieved expected growth or better in NAPLAN
- The increased use of interactive whiteboards has facilitated innovative use of technologies and demand for use has become more obvious among staff
- School development days and after school staff meetings have targeted increased use of software designed to facilitate the effective use of laptop learning including Microsoft One Note and Adobe Creative Suite

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

Our achievements include:

- Students' literacy progress approached the designated target with 76% of year 9 students achieving at least Band 7, however, the School Plan target of 78% by 2011 appears to be more realistic thus attainable

- Teachers analysed SMART data and implemented an action research project with cross KLA participation, called Reading for Understanding (R4U), to improve reading outcomes in stage 4 and 5
- 7 teachers enrolled in a comprehensive Functional Grammar training course delivered by video conference in the connected classroom, which was designed to improve the explicit teaching of grammar across the curriculum
- Increased participation in peer tutoring courses, multiliteracy classes and after school literacy classes and in all classes students who have failed to achieve satisfactory results in NAPLAN are included in these classes
- Less students in the lowest band of all literacy strands when compared to the SEG, south west Sydney region and state figures (except for writing in which the percent was higher than the state figure) indicating that “at risk” students achieved commendable improvement

Target 3

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

Our achievements include:

- Retention rate at 82% is approaching the target
- Attendance rates continue to be above average
- Student enrolments continue to grow
- Retention rates are well above average
- There are better and more extensive options for students developing transition workplan with alternative pathways and individual mentoring
- Curriculum options have increased including school based apprenticeships and traineeships, TVET courses and more options for “outreach” placements

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 2010 our school carried out evaluations of the Digital

Education Rollout of laptops for learning (DER) and the Reading for Understanding (R4U) action research project.

Educational and management practice

The school conducted a review of the implementation of the Digital Education Revolution Laptops for Learning program. The school examined processes of implementation, staff confidence and ICT pedagogy.

Background

As a result of the DER rollout, Year 10 students have had access to one-on-one laptop resources to support their learning. Given the innovative nature of this program, monitoring was undertaken to gauge the impact of the program and determine management practice measures to support ICT integration.

Staff and students were surveyed at the end of Term 1 to examine how laptops were being used in Year 10 classrooms with a view to identifying professional learning opportunities for teachers and supporting student engagement in learning.

Findings and conclusions

Student responses indicated that one-to-one laptops provide opportunities for engagement, seen by students as a motivating factor in a lesson. Lessons involving internet research, word processing and Flash /CS4 software were rated most highly. Other results include:

- 63% bring their laptop at least 3 or 4 times per week;
- 58% use them less than once per day for classwork.
- Around 23% use them for homework at least ¼ times per week.
- Most class uses involve word processing, internet research, Powerpoint and Moodle.
- More than half could use many applications.
- More than half stated there were no problems with using their laptops.
- The main benefits of laptop use identified were improved research, ease / convenience, help with homework and

assisting the development of writing skills.

- Many students described useful laptop lessons involving internet research and writing activities.



Drum Corps training camp

Staff responses indicated a significant difference in the integration of laptops into lessons between classrooms. While the potential offered by the technology was recognised, considerable challenges such as limited wireless connectivity were identified.

- 36 Year 10 teachers responded, 66% have a DER laptop.
- About 60% had implemented laptop lessons. 30% used the laptops sometimes (about once per fortnight).
- Laptops were found useful for classwork, lesson preparation and assessment tasks.
- Internet, Word and Powerpoint were the commonly used programs.
- The major difficulties faced were connectivity problems (about 50%) and lack of resources (33%).
- Training and access to IWBs were identified as main areas for assistance, as well as requests for improved wireless connections.

In response to the evaluation, a significant overhaul of the implementation process for the T2 rollout was undertaken. Year 9 students and

all teachers undertook a training workshop which introduced the significant features of the technology and led participants through key competencies. The Year 10 student laptop team ably supported the workshops. The subsequent evaluation, conducted after wireless connectivity was provided throughout the site, revealed significant growth in staff confidence in integrating ICT into lessons.

Future directions

Effective integration of ICT will continue to be a focus of ongoing professional learning, through school development days, team projects and training workshops. Processes to collaboratively develop teacher confidence and competence will be refined to further support staff. The Year 9 Laptop Introduction Workshop will be reviewed before implementation in 2011.

Curriculum:

Background

The 2009 NAPLAN results indicated a below state-average performance for the year 7 cohort in their overall literacy levels, but a significantly greater achievement than the regional average. The year 9 NAPLAN results showed a higher achievement than the state average in literacy, with reading levels only slightly higher than the state average.

This prompted the school's involvement in the Reading for Understanding (R4U) program with a particular focus on improving the students Deep Understanding of content (Quality Teaching Framework) areas and to improve reading skills across all KLA's and stages. An action research plan was developed.

The R4U program is underpinned by the Effective Reading In Content Area model (ERICA model). The ERICA model is based on four levels: Preparing for reading, Thinking through reading, Extracting and organising information, and Translating information. Each level involves a variety of strategies for implementation including reading, vocabulary, diagramming and question setting strategies.

The R4U team began implementing their research on the two top year 9 science classes. One class acted as a control, the other the study class. They set a specific action inquiry question: Will the reading, vocabulary, diagramming and question

setting strategies improve the deep understanding of content knowledge of Year 9 science students?

The team developed a selection of resources integrating the chosen strategies, focusing on vocabulary, diagramming and question setting in the context of the topic of Forces and Waves. The strategy of cloze passages was a later inclusion into a second study cycle on chemistry.

A pre-project questionnaire was administered to the two teachers of the year 9 classes. They were asked to evaluate their student's knowledge and understanding of science content, along with commenting on the student's ability to read the science content with understanding. Both classes were evaluated to be above average ability. A pre-test for the students was administered to gauge the level of Deep Understanding and basic knowledge of the course content. The same questions, in the same format were delivered as a post-test at the conclusion of the project to assess the effectiveness of the R4U strategies.

Findings and conclusions

There was a significant improvement in learning outcomes of the students from pre to post- test. The students in the study class (the class exposed to the R4U strategies) achieved on average, a 318% improvement in their final results. This included the highest gain of 2100% and the lowest gain of 12%. The control class in comparison managed only an average of 190% gain from pre to post- test results. The highest gain in this class was 1000% and the lowest gain being 20%.

The implementation of cloze passages into the teaching strategies for chemistry yielded less significant results in a pre and post-test format. However, there appeared to be an increase in the results. Students in the study class improved on average by 37%, with the highest gain being 108% and the lowest gain being 3%. The comparable control class managed to improve on average by 41%, with a high of 133% gain and a low of 10% gain.

The results from the project indicate that there is a definite advantage in applying many of the R4U strategies to improve the student's deep understanding of course content. It was noted that the strategies implemented proved to be simple to apply, with the cloze passage activities

being the most accessible for the majority of students. Particular attention must be given in catering the strategies to the target audience.

Future directions

Based on the success of the Reading for Understanding strategies, the school began a systematic implementation of the strategies into the teaching and learning programs of all KLA's. Selected teachers from each KLA were trained in the use of each of the strategies. Their knowledge and skills was then disseminated to the rest of their faculty through workshops at a later date.

An electronic file of strategies will be compiled that encompasses all KLA's, whereby each staff member can access and adapt the activity to suit their student's needs. The R4U strategies will become an integral part of future literacy planning for all KLA's. The achievements in each course will be noted and aligned with the programmed teaching and learning strategies during evaluation.

Other evaluations

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of students about their school experience. 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 and infrastructure improvements in 2011 were perceived as enhancing learning opportunities for all years.

Parent participation at curriculum and reports meetings was most enthusiastic with 72% attending junior reports meetings and 63% parents attending interview evenings for the senior classes.

The community use of facilities was most gratifying with many cultural and community groups using the school facilities. They included Pre-Uni Coaching college, Hwa Tsang monastery,

Antioch Church, Christian Tamil congregation and the Sathya Sai Hindu group among others. This regular activity provides security as well as much needed finances for teaching and learning programs.

Professional learning

The 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 and faculty/cross-KLA projects. The priorities addressed major school goals including

- ICT integration especially with respect to laptop and IWB lessons
- literacy especially with respect to reading pedagogy
- beginning teachers and career development



Scott Worthington and Perrin Tasker proudly receive their certificates from Ms Chapman

Targets for 2011

School development has progressed towards achieving literacy and numeracy targets. Improving student learning and engagement

through quality teaching practices will continue to be a focus in 2011

Target 1

Improve student writing skills in Stage 4 and 5 using quality teaching including a range of technologies. 20% of year 9 students achieving the top 2 bands of NAPLAN (bands 9 and 10).

Strategies to achieve this target include:

- Utilise ESL, STLA, Literacy and Numeracy Support teams to assist targeted students
- Utilise action research data and programs to enrich writing pedagogy and in particular develop persuasive writing genre
- Analyse Year 7 and 9 NAPLAN writing and literacy results and implement precise strategies including examination of the marking techniques and strategies
- Promote IWB software for all faculties
- Ensure all faculties are using on-line resources and facilities especially moodle
- Encourage a continuity of learning in the middle years

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
- Effective middle years programs to promote literacy skill development

Target 2

Increase levels of reading achievement in line with school plan, DET and regional targets. 78% of students achieving at least Band 7 in Year 9 NAPLAN reading.

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, SMART2 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
- Implement Tough Guise social skills program in year 7 to encourage resilience
- Evaluate and revise the school attendance policy especially in line with changes to the school leaving age
- 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.



Leonardo Pane receives St John's ambulance award from the Governor Marie Bashir

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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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>