



Education &
Communities



8151



Homebush Boys High School



2011

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.

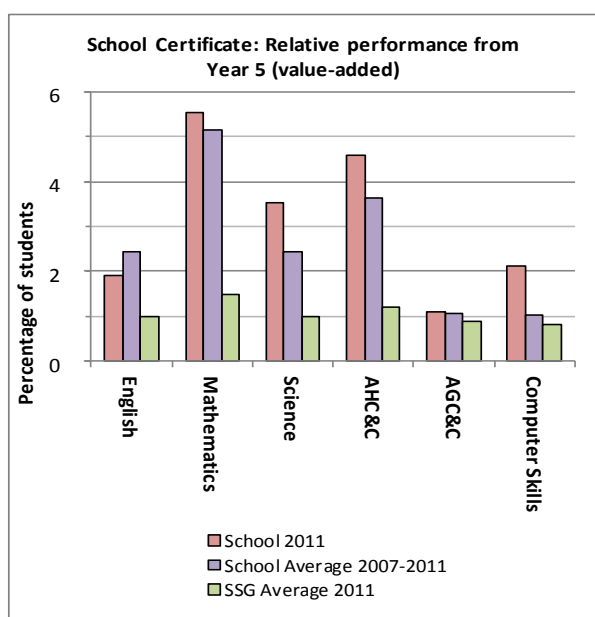
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

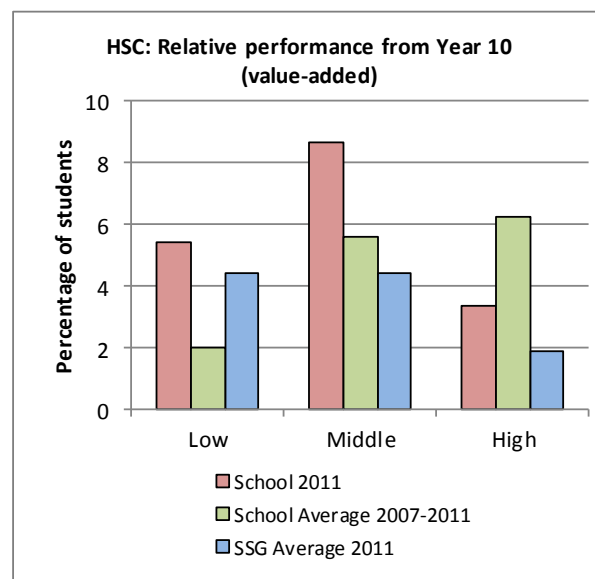
The school addresses the needs of the students by focusing on the explicit teaching of literacy and numeracy, recognition of achievement and the integration of information technology into lessons.

Student achievement in 2011

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 students 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 and C and School Council message

The P and C supported the school by fund raising and coordinating a special levy to assist targeted initiatives. Parents also participated in working bees to enhance the amenity of the playgrounds. Parents funds were devoted to special projects including support for the new Instrumental Music Program by way of scholarships and the purchase of lifesaving first aid equipment, in particular an automatic external defibrillator.

The School Council reviewed major programs including the Cyber Bullying and Laptops for Learning policies.

During the year both the P and C and School Council reviewed and evaluated the respective

constitutions of both organisations and these revised documents will be voted on at the P and C Annual General Meeting in 2012.

Mr Simon Ford (P and C President) and Ms Joanne Coverdale (School Council President)

Student representative's message

Homebush Boys High School is a school filled with dignity, respect, knowledge, success and the capacity to unite whole school communities. Year after year the school continues to excel far beyond others. The students are represented by the finest young men in the school, the Prefect body and the Student Representative Council (SRC), both within the school and in the wider community. The year 2011 celebrated the school's 75th Diamond Jubilee Anniversary which saw great involvement from both parties. Members from the Prefect body and SRC participated in the ceremonies and the open day, which was held on a weekend, upholding the good name of the school and assisting with various activities. Beyond the 75th Anniversary celebrations the Prefect body and SRC participated and facilitated in various activities, charities and functions. The Prefect body was widely involved in fundraising during 2011, raising funds for: the Christchurch Earthquake; sponsoring children to go to school in Uganda; and by participating in the Red Shield Appeal. The Prefects also were actively involved in school duties by supervising the canteen; chairing the Friday school assemblies; and attending the year 7 camp as student mentors. The Prefects also, in conjunction with the Strathfield Girls Prefect body, organised and hosted an afternoon leadership conference where they communicated ideas and created networks with over 15 other schools. Community involvement was another key area in which the Prefects were active. Prefects attended and marched in various ANZAC ceremonies and parades; and also attended Strathfield Council citizenship ceremonies. The SRC targeted the Worlds Greatest Shave, raising funds for people suffering with leukaemia; and the Queensland Flood disaster, raising funds for the relief program in affected areas. The SRC were also actively involved with the environment and entered Enviro Inspiro, an environmental showcase competition, promoting schools and communities to become more environmentally friendly.

Erkan Altun Homebush Boys High School Captain 2011

School context

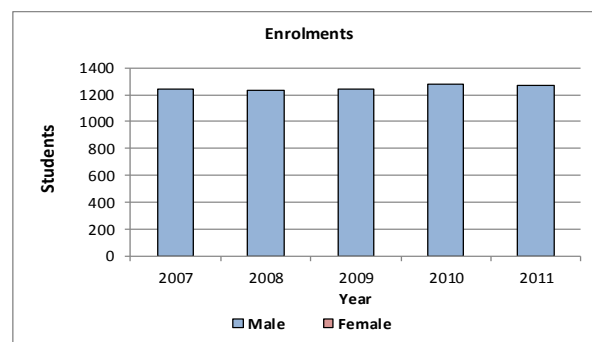
Student information

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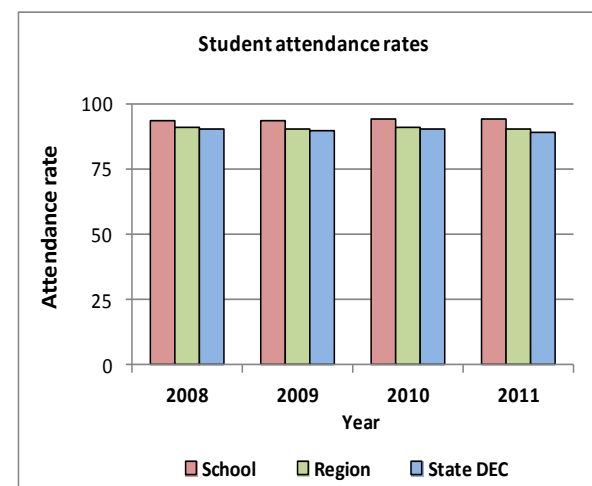
Student enrolment profile

Enrolments have increased by 33 since 2007. 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.

2007	2008	2009	2010	2011
1241	1234	1243	1275	1274



Student attendance profile



Attendance rates in 2011 continued to be higher than regional and state trends. Improvement in attendance rates over the longer term still remains a school priority and this is included in our School Plan targets for 2012-14.

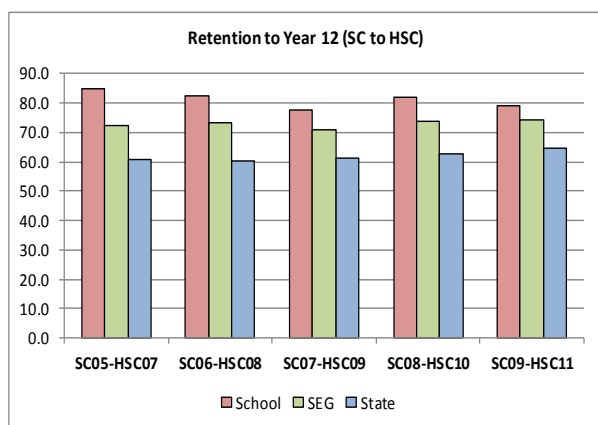
Management of non-attendance

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

	SC05- HSC07	SC06- HSC08	SC07- HSC09	SC08- HSC10	SC09- HSC11
School	85.1	82.4	77.8	82.0	78.9
SEG	72.4	73.3	70.7	73.9	74.1
State	60.8	60.3	61.0	62.7	64.4

Seventy nine percent of the 2009, Year 10 cohort completed Year 12 in 2011. This is five percent above the retention rate for our School Education Group and 15% above the rate for the State.



Improvement in retention remains a school priority.

Post-school destinations

In 2011 we had 224 students who sat for the HSC and once again our students excelled. 68% of our students have enrolled at University well over the average of State Comprehensive High Schools. The courses that our students have undertaken are quite varied; they include Engineering, Physiotherapy, Commerce, International Studies, Environmental Science, Medical Science, Natural Science, Health and Sports Science, IT, Music, Teaching, Hotel Management, Pharmacy, and Optometry. Many of our students have challenged themselves further by doing double degrees or courses with honours.

Two students were awarded University Scholarships and two received a Premiers Award. While a number of students were offered cadetships and traineeships by large companies, others opted to undertake courses such as

Hospitality, Design, Personal Training, Surveying at TAFE and Private Colleges. Other students have pursued apprenticeships in Construction, Plumbing, Carpentry and Boat Building. A very small cohort have entered the work force, taken time 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 17% of the cohort completed this course at the 2011 HSC. In addition to this course, 4 students studied Information Technology, 4 Accounting, 2 Construction, 1 Electrotechnology, 1 Retail services and 1 student studied Animal Care via TAFE colleges.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2011 100% students attempting the HSC were successful.

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

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teachers	13
Classroom Teachers	62
Teacher of Emotional Disabilities	
Teacher of Mild Intellectual Disabilities	
Teacher of Reading Recovery	
Support Teacher Learning Assistance	1
Teacher Librarian	1
Teacher of ESL	5
Counsellor	1
School Administrative and Support Staff	14
Total	101

During 2011 there were no staff members of Aboriginal or Torres Strait Islander background.

Staff retention

Staff retention continues to be high with the only changes resulting from 7 retirements and 4 transfers from 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 smaller number have a masters degree or higher.

Qualifications	% of staff
Degree or Diploma	76
Postgraduate	24

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:	30/11/2011
Income	\$
Balance brought forward	753164.38
Global funds	601506.12
Tied funds	299982.08
School & community sources	859968.58
Interest	41668.61
Trust receipts	116506.18
Canteen	307677.90
Total income	2980473.85
Expenditure	
Teaching & learning	
Key learning areas	395717.62
Excursions	274213.23
Extra curricular dissections	258158.51
Library	17732.83
Training & development	33299.16
Tied funds	280434.25
Casual relief teachers	182290.73
Administration & office	236783.03
School-operated canteen	231020.53
Utilities	110092.40
Maintenance	109687.81
Trust accounts	101976.79
Capital programs	141255.50
Total expenditure	2372662.39
Balance carried forward	607811.46

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 2011 financial statement is tabled at the annual general meeting of the P and C. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

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

Achievements

Arts

The Creative and Performing arts have again enjoyed a very creative and successful 2011. In Visual Arts year 12 student Alan Chen had his Body of Work selected in the highly rated Artexpress exhibition at the Armoury Gallery at Sydney Olympic Park. In Visual Arts Yr8 students Misha Mu, Elton Cheng and Douglas Cheung had their artworks from the annual Operation Art exhibition for Westmead Children's Hospital exhibited at the Art Gallery of NSW. They were among only 50 other students from NSW who had their artwork selected for display at the Art Gallery of NSW from over 600 entries. This was the first time that we have had three works selected for this prestigious exhibition.

Year 11 Visual Arts student Sarankan Suresh-Kumar 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. At the conclusion of the workshop all work was exhibited at the Cell Block Gallery.

Otis Burian-Hodge Yr9 has received a Highly Commended in the NSW Parliamentary PleinAir Photographic Secondary Schools Competition. His photograph *Sunset from Mrs. Macquarie's Chair* was exhibited in the city at the Foto Riesel Imaging Store.

Year 11 Music student, Daniel Parkee was chosen to tour Europe with the NSW Public School Symphony Orchestra through Germany, Austria,

Czech Republic and Hungary. Daniel is a highly talented musician and played in several performances as part of the orchestra's wind ensemble and also attended several master classes with the world class conductors.

Several of our talented students participated in the finals of the 'Noise by Choice' competition that was run by Burwood Council which was held in Burwood Park.

There were nine Yr9 and Yr10 Visual Arts students that attended a gifted and talented four day 'Artsmart' workshop this year at Campbelltown Arts Centre. Michael Cherniakoff of Yr9 had his artwork selected for an article that was published recently in the education paper 'Side By Side'.

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.

The annual CAPA Night concert and exhibition was highly successful in showcasing the performances and artworks of the many gifted and talented students within the Creative and Performing Arts. The night featured the performances of the Yr12 Music students and Yr12 Visual Arts students Body of Work for the 2011 HSC.

In Music Ms Tracy Burjan has been appointed to lead the revitalisation of the school band through the introduction of an Instrumental Music Program (IMP) including a choir group. There has been a fantastic response from the students who are all keen to show their musical talents which were on show at the school presentation night in December of last year. Tracy is an accomplished music tutor with a strong record of achievement and has been able to mould the students into a close unit in which they are performing at a high standard. The Performing Arts Camp will link with the IMP fostering the high standard of musical talent that is evident within the school.

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 2011, Homebush won the North West Metropolitan Zone Summer Sport Championship, the Winter Sport Championship and was subsequently named champion school in the Zone for 2011.

In knockout competitions Homebush reached the quarter finals of the NSWCHS Dave Woods Shield Knockout Water Polo Competition and the Alan Davidson Shield Cricket Knockout. The school reached the final 16 of the NSWCHS under 15's Water Polo Knockout Competition, the hockey knockout and the U15's Basketball knockout who were extremely unlucky to lose to Westfields Sports High in extra time

Homebush came 2nd in the the 2011 NSW Under 16's Futsal Championships and reached the quarter-finals of the 2011 NSW Under 14's and Under 19's Futsal Championships.

In Athletics, Dominic Furneaux Bate and Dylan Fuller were named North West Metropolitan Zone Age Champions. Dominic Furneaux-Bate won the Gold Medal in the 16 Years 400 metres at the 2011 NSWCHS Athletics Championship and also received a Zone Blue for his achievement in Athletics.

The Brimfield twins Peter and David were successful again in rowing with David finished 4th in single sculls, 5th in the double sculls, 6th in pairs & 2nd in the Inter Regional Eights at the NSWCHS Rowing Championships. Peter finished 5th in the double sculls, 6th in pairs & 2nd in the Inter Regional Eights at the NSWCHS Rowing Championships.

Jacky Tran represented NSW CHS in Hockey as did Jack-Codd Miller in AFL and Michael Parker in Waterpolo. Resident strong man of Homebush Basel Rana was also successful at the Australian weightlifting Championships. Basel broke the clean and jerk record in the 56kg division and was to the NSW Institute of Sport for weightlifting.

Homebush won the Under 16's state Volleyball Championships. Congratulations to all those students and their hardworking and dedicated coach Mr Haroon Ha.

Homebush was successful in various Rugby League competitions with the school winning the

year 8 and 10 Robbie Farah shields and the U16's team winning the Balmain Knockout.

Andrew Depta was selected to the Australian Schoolboys Football team to tour the United Kingdom. Andrew was awarded a North West Metropolitan Zone Blue Certificate and a Sydney North regional Blue. He was very honoured to be awarded Joint North West Metropolitan Zone Senior Sportsman of the Year.

Andrew Depta was awarded a North West Metropolitan Zone Blue for Football. Jacky Tran was awarded a North West Metropolitan Zone Blue for Hockey. Nick Taylor was awarded a Zone Blue in Waterpolo. Angus Armstrong was awarded a North West Metropolitan Zone Blue for Athletics. Willis Choi was awarded a Zone Blue in Volleyball. Scott Bunch and Sam Hayward were awarded a North West Metropolitan Zone Team Blue for Rugby. Andrew Depta, Jacky Tran and Nick Taylor all went on to receive Sydney North regional Blues for their achievements in their respective sports.

Congratulations to all those remarkable athletes.

Academic

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

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

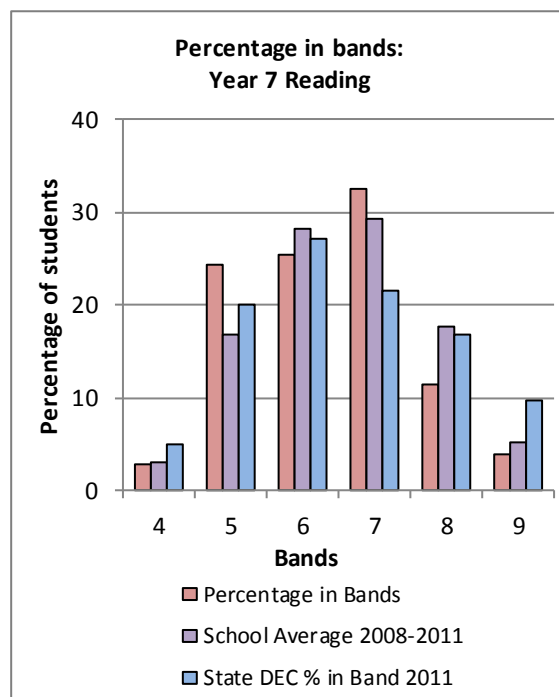
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

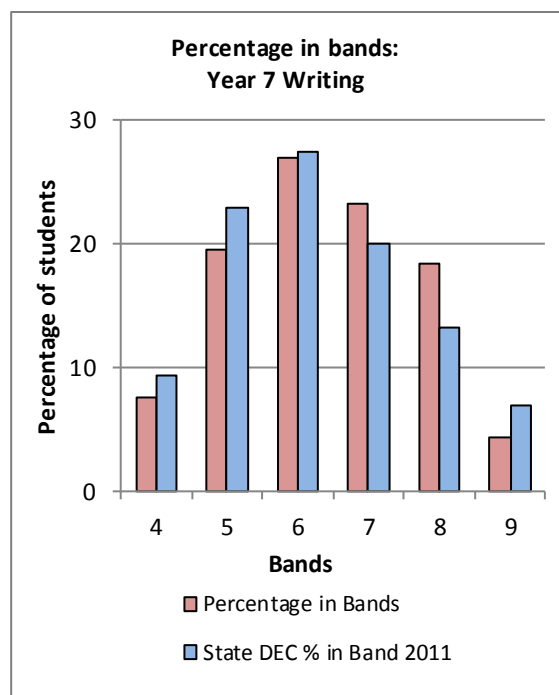
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

The Literacy assessments measure reading, writing, spelling, grammar and punctuation. The writing task involved a new genre, that of persuasive argument and as a new task, relative growth figures are not available for this assessment period.

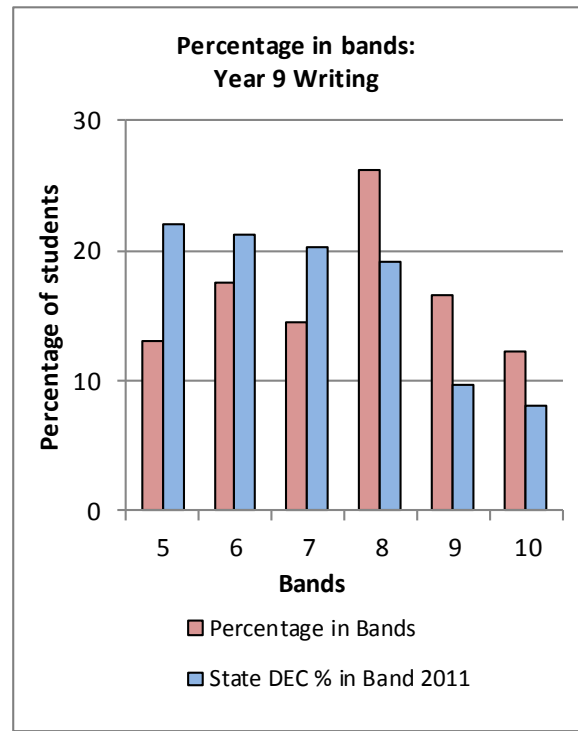
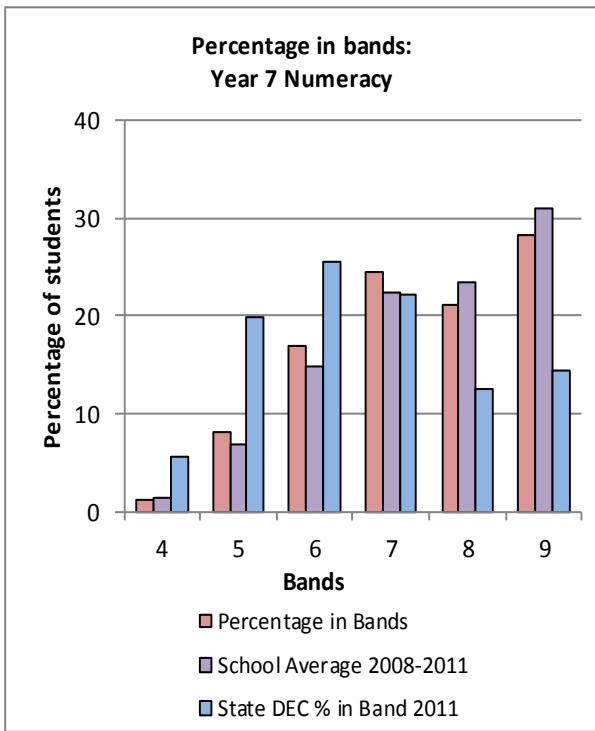


The year 7 results demonstrate significant areas of development and these areas will form the basis of targets for 2012.



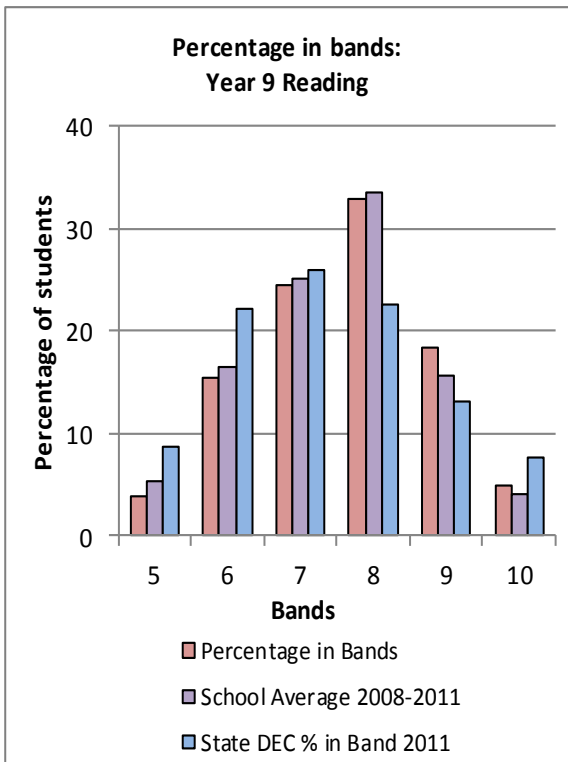
Numeracy – NAPLAN Year 7

Students in year 7 demonstrated strong numeracy skills as is evident in the graph below. Homebush students start high school with scores well above the state in bands 7, 8 and 9.



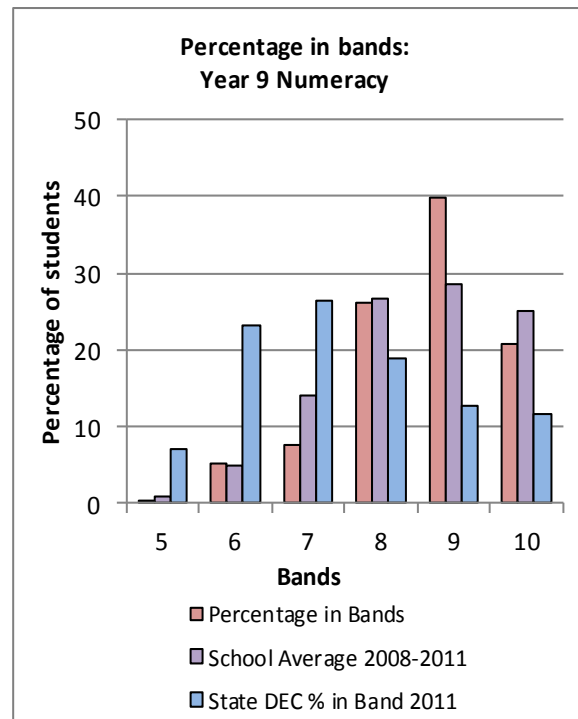
Literacy – NAPLAN Year 9

Year 9 students have made strong progress on their literacy skills and graphs below demonstrate this.



Numeracy – NAPLAN Year 9

The outstanding numeracy skills of the Homebush community continue to be demonstrated in the graph and table below. It appears that Homebush students start with strong numeracy skills and the school’s programs add significant growth to the students’ strengths in these areas.



Progress in literacy

The students' progress has been outstanding as the tables below showing average growth clearly support.

Average Scaled Score Growth in Reading	
Year 9	Scaled score
State	37.30
NSW DET	36.95
School	57.61

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	26.9%
Greater than or equal to expected growth	73.1%

Almost three quarters 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	39.59
NSW DET	37.67
School	50.19

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

Expected Growth	
Year 9	% of students
Less than expected growth	34.7%
Greater than or equal to expected growth	65.3%

More than 65% of the year 9 cohort achieved expected growth or better in numeracy.

School Certificate

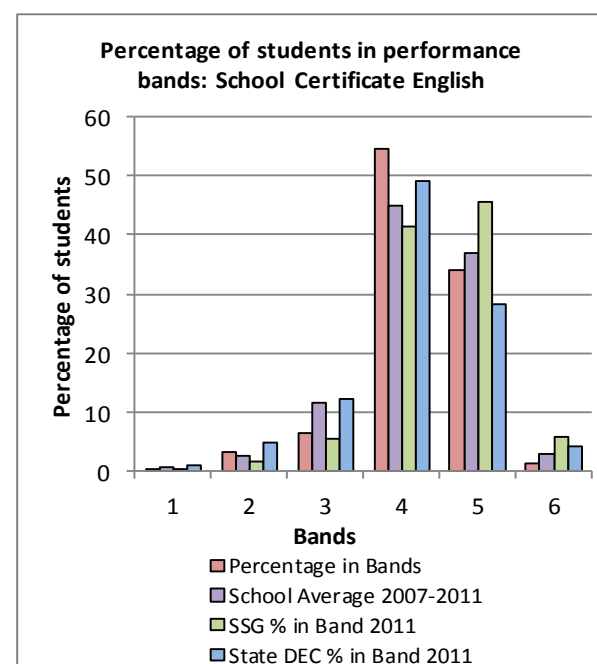
School performance in the School Certificate state wide examinations in English literacy, mathematics, science and Australian geography, history, civics and citizenship is reported in achievement Bands 1 to 6 (band 6 identifying highest achievement). In 2011 students also sat for the computing skills on-line examination and received a percentage mark and a band ranging from highly competent, competent or competency not determined. In 2011 236

Homebush students sat for the School Certificate state wide examinations.

The School Certificate held in 2011 was the last of this type of assessment. In 2012 the new Record of School Achievement will replace the School Certificate credential.

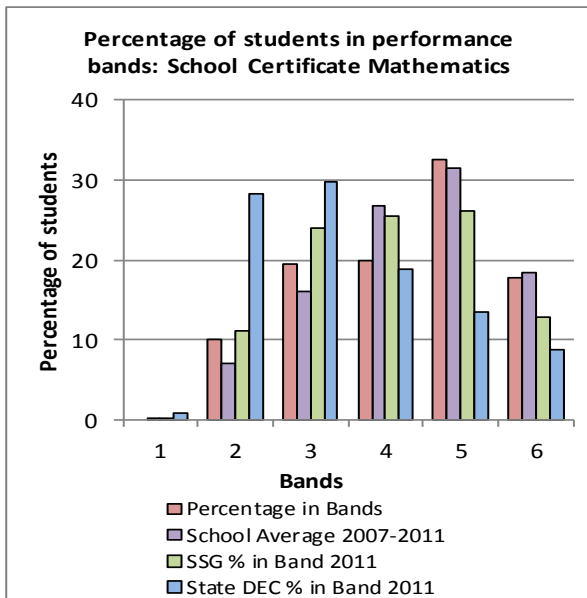
English Literacy

	School	SSG	State DEC			
Average score, 2011	76.9	79.3	75.6			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	1	8	15	129	80	3
Percentage in Bands	0.4	3.4	6.4	54.7	33.9	1.3
School Average 2007-2011	0.8	2.5	11.7	45.1	37.0	2.9
SSG % in Band 2011	0.5	1.5	5.4	41.3	45.6	5.7
State DEC % in Band 2011	1.1	4.7	12.3	49.3	28.4	4.2



Mathematics

	School	SSG	State DEC			
Average score, 2011	77.4	75.0	68.9			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	0	24	46	47	77	42
Percentage in Bands	0.0	10.2	19.5	19.9	32.6	17.8
School Average 2007-2011	0.2	7.1	16.1	26.7	31.5	18.4
SSG % in Band 2011	0.2	11.2	24.0	25.5	26.2	12.8
State DEC % in Band 2011	0.8	28.2	29.7	18.9	13.6	8.7



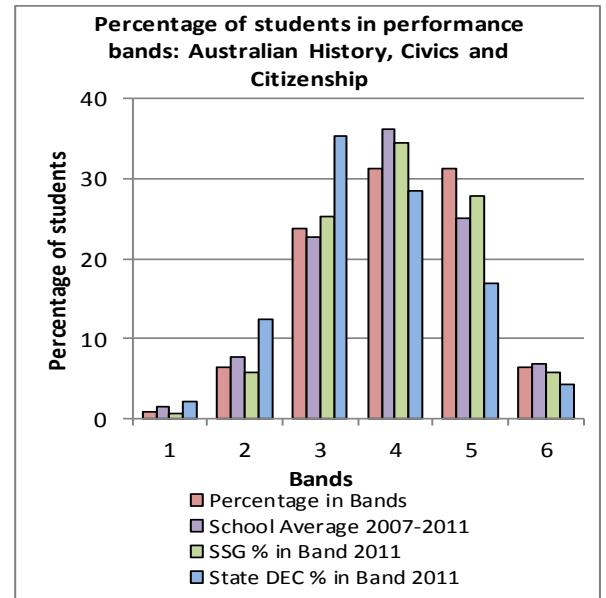
	School	SSG	State DEC
Average score, 2011	75.0	74.5	70.1

Band	1	2	3	4	5	6
Number in Band	2	15	56	74	74	15
Percentage in Bands	0.9	6.4	23.7	31.4	31.4	6.4
School Average 2007-2011	1.6	7.7	22.7	36.2	25.0	6.8
SSG % in Band 2011	0.7	5.7	25.3	34.4	27.9	5.9
State DEC % in Band 2011	2.2	12.5	35.4	28.5	16.9	4.4

Science

	School	SSG	State DEC
Average score, 2011	78.2	77.9	73.6

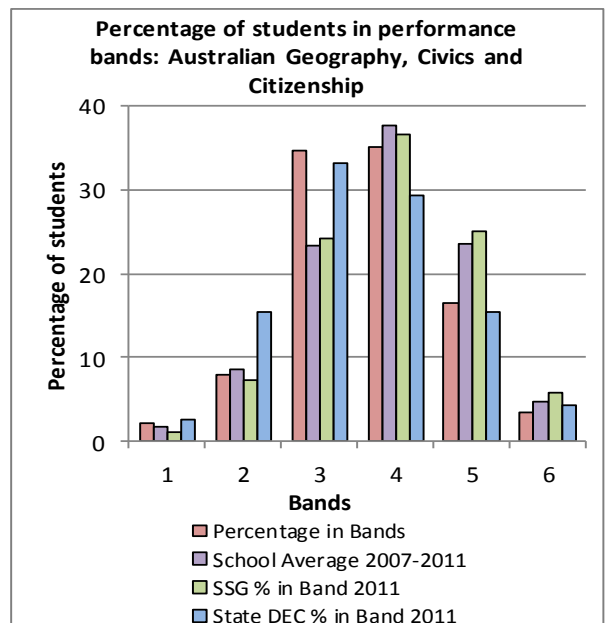
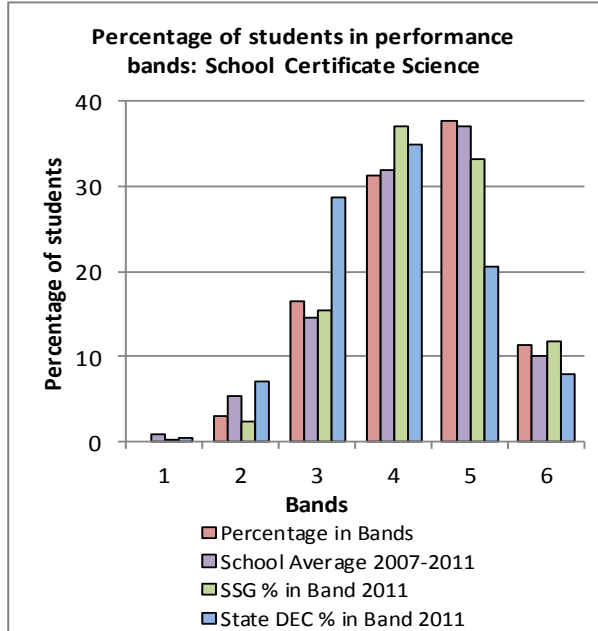
Band	1	2	3	4	5	6
Number in Band	0	7	39	74	89	27
Percentage in Bands	0.0	3.0	16.5	31.4	37.7	11.4
School Average 2007-2011	1.0	5.5	14.6	31.9	37.1	10.0
SSG % in Band 2011	0.2	2.4	15.5	37.0	33.1	11.8
State DEC % in Band 2011	0.5	7.1	28.8	35.0	20.6	8.0



Australian Geography, Civics and Citizenship

	School	SSG	State DEC
Average score, 2011	71.4	73.9	69.7

Band	1	2	3	4	5	6
Number in Band	5	19	82	83	39	8
Percentage in Bands	2.1	8.1	34.8	35.2	16.5	3.4
School Average 2007-2011	1.7	8.7	23.4	37.7	23.6	4.8
SSG % in Band 2011	1.2	7.2	24.3	36.6	25.0	5.8
State DEC % in Band 2011	2.5	15.4	33.1	29.3	15.4	4.3

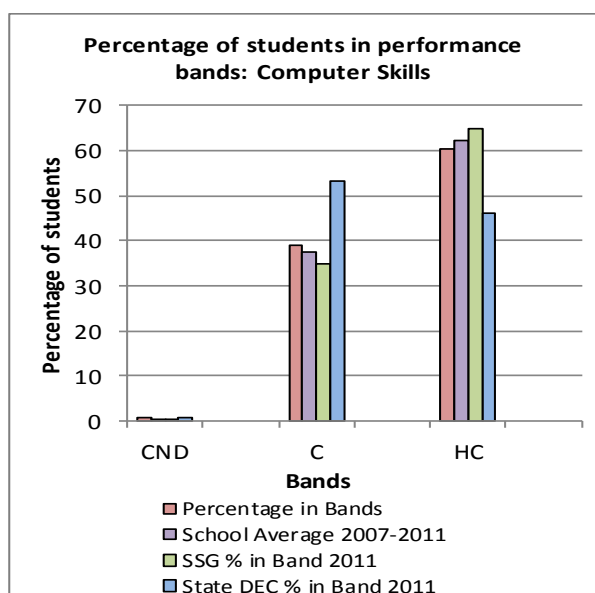


Australian History, Civics and Citizenship

Computing Skills

Average score, 2011	School	SSG	State DEC
	80.2	81.6	76.8

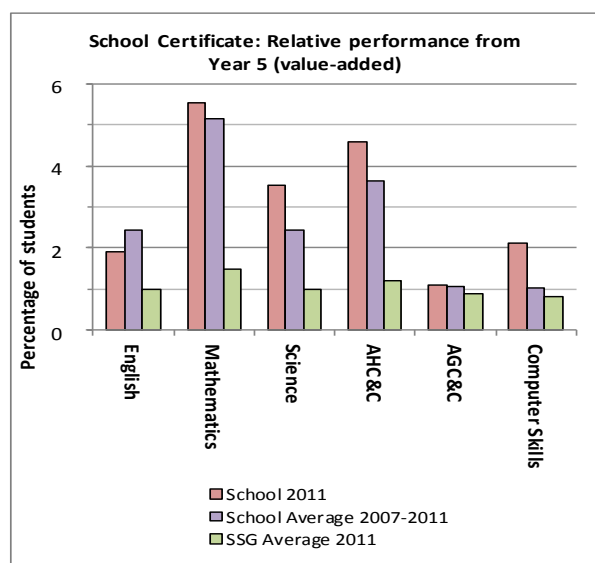
Skill Band Distribution			
Band	Comp. Not Demonstrated	Competent	Highly Competent
Number in Band	2	91	141
Percentage in Bands	0.9	38.9	60.3
School Average 2007-2011	0.4	37.3	62.3
SSG % in Band 2011	0.3	35.0	64.7
State DEC % in Band 2011	0.8	53.1	46.1



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

Course	School 2011	School Average 2007-2011	SSG Average 2011
English	1.9	2.5	1.0
Mathematics	5.6	5.1	1.5
Science	3.5	2.5	1.0
Australian History, Civics and Citizenship	4.6	3.6	1.2
Australian Geography, Civics and Citizenship	1.1	1.1	0.9
Computer Skills	2.1	1.0	0.8

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



Higher School Certificate

In 2011, 192 students sat for the Higher School Certificate. Comparisons can be made with state percentages in bands and average course marks.

The school offered 31 courses and students achieved above state mean results in 21 of these courses (68%). Courses of study included two vocational education courses. Among a range of pleasing results, two students received the NSW Premier All-Rounder awards for Excellence in the 2011 Higher School Certificate and one student was placed in the top achievers of their course.

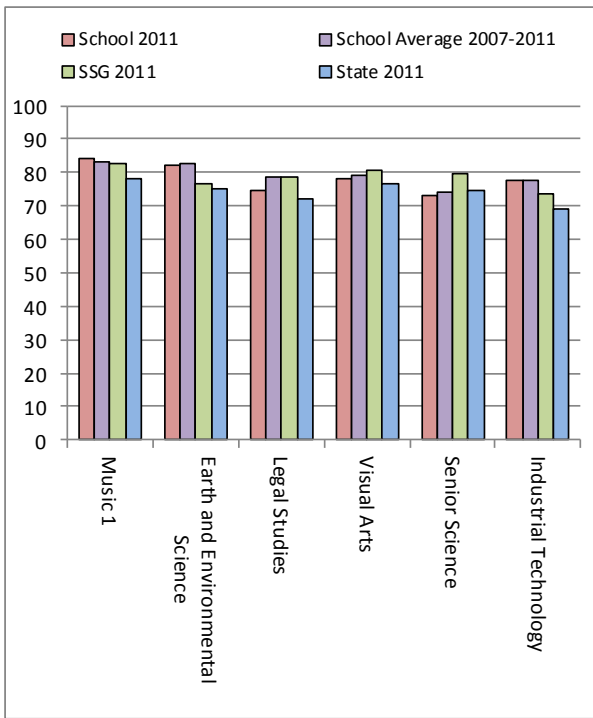
It was very pleasing to have so many above average results as it was a just reward for the determined efforts of students and staff to overcome the literacy challenges of the HSC for our cohort of whom 85% come from language backgrounds other than English.

Course Results

English

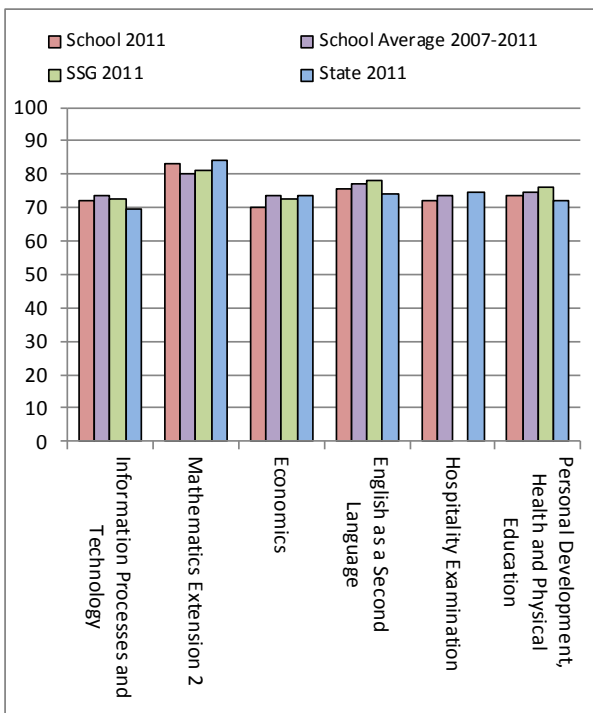
The 2011 Standard English results were very strong. A total of 114 students, in 6 classes, completed the course with the course average being 6.29% above the State Average. This course has consistently performed some 6 or 7 % above the state average for the past 5 years. This is a remarkably consistent achievement over a long period of time. In Advanced English, out of 45 students, 4 students achieved Band 6, 30 Band 5, 10 Band 4 and 1 Band 3. The course average was 2.77% above State result. The English Extension 1 course had 3 students studying the Crime Writing elective. The course was 4.36% above the state average. One student scored a mark in the top band (E4) and 2 students narrowly missed out on the top band.

The 2011 HSC results for English (ESL) students were overall pleasing, but not as strong as in previous years. The average HSC mark for ESL English students was 75%. Most students performed quite well and even though the cohort results were not as strong as 2008 or 2010 they were better than 2004. There were no students in Bands 1 or 6, although 75% did achieve Bands 4 or 5.



Mathematics

In General Mathematics the course average was 72.8, 6.4% above state average and 0.5% above the school average for the past five years. 4 students achieved band 6. In Mathematics the course average was 78.11. This result is above state average and 1.09% above the school average for the past five years. 7 students achieved band 6.

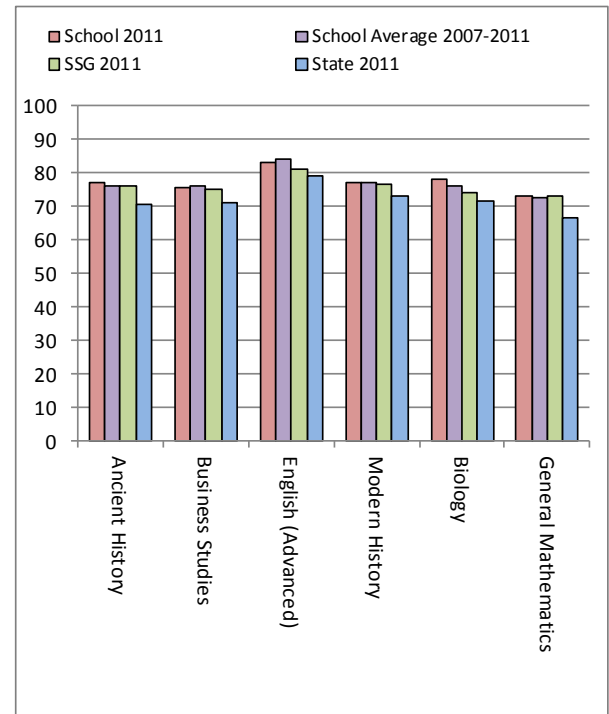


In Extension 1 Mathematics the course average was 79.77, 1.32% below state average and 1.6%

below the school average for the past five years. 16 students achieved band E4. In Extension 2 Mathematics the course average was 83, 1.2% below state average but 2.9% above the school average for the past five years. 7 students achieved band E4.

Science

Biology results were very satisfying Chemistry had excellent all round results with no students scoring less than band 3. Physics results were mostly pleasing although the state vs. school variation is -2.40, a value lower than the other science courses. Senior science results, in general, were very good except a large band 1 group. Earth and environmental science achieved outstanding results.



TAS

In Industrial Technology Timber the results are outstanding and consistent with the school assessments as expected, based on the students application and academic ability. There has been a marked difference between school assessments and moderated marks – mean of 60.32 and 77.76 respectively. This has been a reflection on our assessment practices as some students failed to hand in tasks on nominated day and lost valuable assessment marks. We have been counselling students this year so that they can thoroughly understand the process and not to miss out on valuable assessment marks.

Since Engineering Science had a very small number of candidates, the pattern and trend may not reflect the true values when comparing against state figures. The results are consistent with the school assessments and as expected, with exception of the student who was expected to get a band 6 result, the students did not achieve their potential. For majority of the students school assessments were slightly higher than moderated assessment.

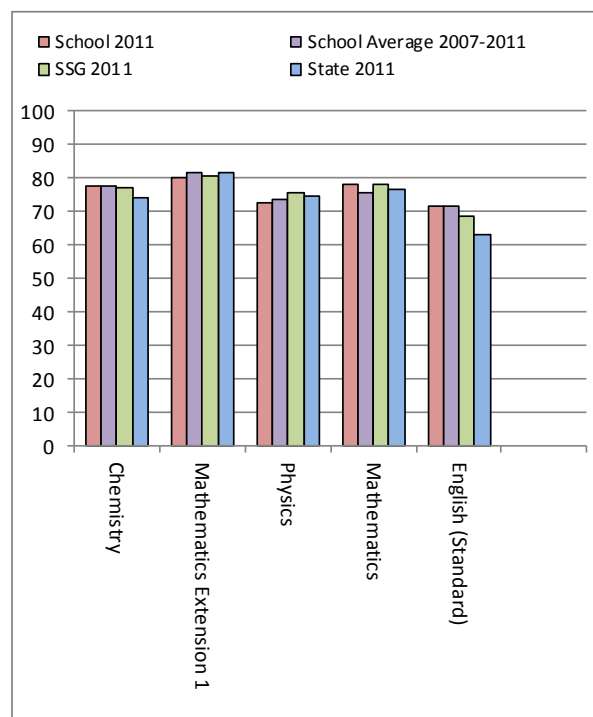
In Information Processes and Technology 1 student achieved a band 6, 8 band 5, and the course average just below state -0.18%. 3 band 1 results were disappointing and skewed the overall result significantly.

HSIE

The students received solid results in Geography overall. Although there were no band 6 students, 66% of students received Band 5. There were no band 1 or 2 students and only one band 3 result. In 2011 HBHS had a total candidature of 42 students sitting the HSC Business Studies examination. We had some pleasing results overall, with a total of 18 students achieving either Band 5 or 6. Business Studies achieved results above state average in Band 5 and 6 and we were below state average in Band 1, 2, 3 and 4. . From reviewing the statistics from the BOS it must be noted that these grades were not as previous years. The mean exam mark for HBHS Economics students was 70.01 with a standard deviation 15.33 while the state mean was 74.20 which was 4.19 above HBHS average, while the state standard deviation was as similar to HBHS. No students received a Band 6, which was below the state average of 9.72% receiving band 6. While the results for band 5 was: 4 students (21.05%), which was below the state average of 28.8%. The band 4 was well above the state average of 12 students (63.15%) compared to the state average for band 4 of 29.54%. It was disappointing to not receive any band 6 results, but the consolidation of students in band 4 was properly an indication of the academic standard of that year cohort. The 1 unit Studies of Religion (SOR) the results were positive, with 20% of students receiving Band 1, 60% of students receiving a Band 5, and 20% of student receiving a Band 4 in the HSC examination. There were no Bands 1-3. The 2 unit SOR results were quite good, with 66.6% of students receiving Band 5,

and 33.33% of students receiving a Band 4 in the HSC examination.

Modern History results were very good. Of the 46 candidates in Modern History, 22 attained band 5 or 6 results. The faculty was pleased to observe within the data that some students who were having difficulties in Modern History in the Preliminary course demonstrated a considerable improvement by the end of year 12. Results in History Extension were very encouraging with all six candidates attaining band E3 or E4 grades (Band E4 is the highest band) in this challenging course. Ancient History results were impressive as usual. 19 of the 37 candidates achieved band 5 or 6 results. The faculty was pleased to observe within the data that some students who were having difficulties in Ancient History in the Preliminary course demonstrated a considerable improvement by the end of year 12.



Creative and Performing Arts

Results for Visual Arts for 2011 were a little disappointing with no band 6 results and just below state average by 0.83%. In Music 1 the results for 2011 were outstanding with 4 band 6 results and 4.33% above state average.

Languages other than English

Chinese Background Speakers achieved results in Bands 3-4. Six students received a Band 4; three students received a Band 3. For six of the students it was their best result; for three it was

third best or equal third best; and for one it was his best by 10 marks.

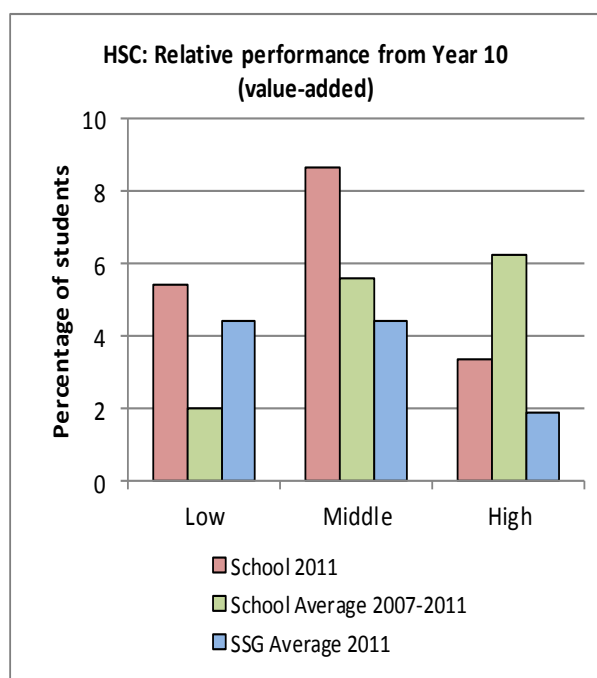
Chinese Continuers achieved results in Bands 3. Two students sat for this exam. For one student it was his second best result; for the other one it was his lowest result.

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

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

Performance Band	Low	Middle	High
School 2011	5.4	8.7	3.4
School Average 2007-2011	2.0	5.6	6.2
SSG Average 2011	4.4	4.4	1.9

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



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 achieving at or above minimum standard (exempt students included)	
Reading	97.3
Writing	92.4
Spelling	95.1
Grammar & Punctuation	94.1
Numeracy	98.9

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	96.1
Writing	86.9
Spelling	96.5
Grammar & Punctuation	94.3
Numeracy	99.6

Significant programs and initiatives

Aboriginal education

At all assemblies, staff meetings and parent meetings the school acknowledges the traditional owners of the land. Boys with indigenous heritage have been identified and have accessed university scholarships and awards with the assistance of the Careers Adviser. The Equity Team have evaluated favourably the school's initial involvement in the Norta Norta tutoring program, with one year 12 student involved in 2011, and this program will be extended to include five students of Aboriginal background in 2012. The Equity Team recognised the significance of Aboriginal history by celebrating NAIDOC week and supporting guest speakers and entertainers and sold 'Koori Kids' stationery kits to raise funds for the Indigenous Literacy Project. The Literacy and Numeracy team ran 'The Great Book Sale' to support the Indigenous Literacy Project and at the same time promoted reading for pleasure. In Visual Arts, Aboriginal artists instructed year 7 and 8 in Indigenous art making and cultural perspectives. All faculties ensure that the ethos of the Aboriginal Education and Training Policy is reflected in their programming and assessment.

Multicultural education

The school's Equity Team meets twice a term to evaluate programs and initiatives, to share correspondence and direct opportunities to

students. The Equity Team celebrated Harmony Week activities during term 1, requiring staff and students to intensively explore core values of understanding, cooperation and tolerance within classrooms and in extra-curricular situations. The school promoted Harmony Day with a sea of orange as balloons and posters festooned the corridors. The Harmony Day assembly included greetings in many languages spoken by the school community, as well as a student poster and writing competition in which book prizes were issued. The role of the ARCO and ARCO (Executive) positions have been promoted in the school and the few, minor examples of racist language have been promptly and effectively addressed. In term 4 the school began its involvement in the Rethinking Multicultural Education research project, working with academics from the University of Western Sydney. This project will continue into 2012.

Other programs

A range of Gifted and Talented initiatives supported a broad range of student interests. The Tournament of the Minds program achieved particular success with both teams achieving commendations, for the first time since participating in the program. Public speaking representatives and debating teams enjoyed a high standard of competition. External competitions, RYPEN, Duke of Edinburgh and UNSW Scientia course saw high levels of participation.

Opportunities to encourage student volunteering were further developed in 2011. Year 8 and 9 students participated in community volunteering with Meals on Wheels. Many Year 10 students logged over 30 hours of community service with the Premier Volunteering Awards.

A successful Preparation for Senior Study course, involving an academic strand and a civics and citizenship strand, was implemented for the first time for Year 10 students in the post-School Certificate period. The academic strand involved workshops facilitated by Year 11 student leaders to expose students to the demands of Year 11 and 12. These workshops further developed the skills and attitudes addressed in the whole-school study skills program for all students held at the beginning of each year. Australian Business Week was run in conjunction with Strathfield Girls High School for the first time. The civics strand of the

Year 10 program offered a range of options, such as volunteering at charity workshops, to better develop a sense of community service.

Programs for students with additional educational needs

English as a Second Language

This year the school had an allocation of 5.0 ESL teachers. ESL support was provided in several Key Learning Areas, predominantly in English. Team teaching occurred in some classes while in others ESL teachers taught discrete classes. Targeted students were monitored and information on their learning needs gathered for dissemination to teachers. The ESL staff as a whole provided pastoral care as well as academic support.

The Learning Support faculty were chosen to lead a new program providing ESL teaching via distance education to ESL students in remote locations, utilising connected classroom i.e. video conference facilities. Early data from this program indicates it has been successful with the program being continued into 2012. The school has been allocated staffing supplementation and VC equipment.

The Learning Support team

The school's Head Teacher Learning Support and the team met once a week to monitor the support programs for integration students and others with particular learning needs. Those students who required Disability Provisions were provided with the necessary support. Information was communicated to teachers to ensure an equitable learning environment for students.

Drug education

Homebush Boys High School is committed to reducing the harm from illicit drugs to our students. We acknowledge that although they may not be the users, they may well be the bystanders or friends of those using drugs.

There is a great deal of information and there are many skills that need to be developed in order to minimise harm caused by drug use on young people. The school aims to empower our students to cope with drug use situations and how to resist use in the first instance.

During 2011, there were several school visits from presenters looking to inform students about the effects of drugs and more importantly look to give skills such as critical thinking and decision making and increasing resilience. Brainstorm Productions delivered several presentations to our students across years 7, 8 and 9.

Motivational Media provided intense media presentations to students in years 9- 12. The production dealt with youth issues such as drug use through a high energy, visually and audibly appealing show. Students were captivated by personal stories from inspirational people on dealing with youth issues and other complex situations.

The PDHPE curriculum aims to deliver drug education in a manner that identifies drug types, describes the effects of drugs on the whole person and the community and explores ways to minimise the effects of drug use.

The Stage 4 syllabus looks to educate our students on drug use with a focus on cigarette smoking in year 7 and marijuana use in year 8. This takes the form of web exploration, group work and information collaboration. At all times, the teaching and learning comes from a basis of prevention and abstaining. Focusing instead on building the skills needed to abstain from drug use.

The Stage 5 syllabus builds on the previous stage development. Teaching and Learning programs take a new focus on marijuana and alcohol use. There is increased application to real-life situations for young people. We aim to reduce the effects of drug use on themselves and others, particularly in party situations in year 9 and moving into drugs and driving and drug use in relationships in year 10. It is important to maintain an effort on significance with this stage. The student's development is improved when related to their own situations. The empowerment of our students allows an increased ability to resist illicit drug use and help those that are involved in drug use. There is a legal implication to the use of drugs that is important to convey to the students. This is performed through a variety of teaching and learning strategies.

Environmental Educational For Sustainability

Environmental Education is imbedded in all KLA syllabus documents. Various aspects of sustainable environmental education are addressed throughout the broad curriculum offered for students at Homebush Boys High School.

Homebush Boys High School also has an active Environmental Committee, which is run by an enthusiastic group of teachers that want to promote environmental awareness throughout the school community. This committee is also well supported by the SRC environmental group, which works with the Environmental Committee to promote awareness on a number of significant environmental issues. Every year the SRC enters into the 'ENVIROINSPIRO' program where the SRC makes a video presentation on environmental achievements made at HBHS over the last 12 months.

Some of the National and Global Campaigns that the Homebush Boys High School Environmental Committees work on are; Clean Up Australia, World Tree Day, Mobile Muster, Earth Hour and World Environment Day. All these campaigns are publicised by the student body about their significance to environmental awareness.

The School has been successful in receiving a grant of \$50,000 from the Federal Government (NSSP) to set up solar photovoltaic cells on the new gym. These solar cells will be installed in late March 2012. The 7 Kw. System will help reduce the schools energy bills in the future. This system will have a monitor which can be accessed through the school intranet and members of the school community will be able to track the energy generation and greenhouse gas reductions achieved by this system.

The school also was successful in obtaining a \$2,500 grant from the NSW Sustainable School Project, which is run by the NSW Office of Environment and Heritage. This grant will be used to fund programs to educate the school community on conserving energy consumption at Homebush Boys High School. The programs are meant to complement the establishment of the solar photovoltaic cells in the school.

Progress on 2011 targets

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).

Our achievements include:

- Improved writing skills in NAPLAN data as evidenced by 29% of year 9 achieving the top 2 bands
- All 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 including “Focus on Reading” and “Reading for Understanding”.

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.

Our achievements include:

- Performance of Year 9 students in NAPLAN 2011 reading with 81% achieving at least Band 7 in reading
- 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.

Our achievements include:

- All students complete transition programs and follow suitable educational or employment pathways
- Although the target of 87% was not met the school achieved retention rates of 79% which was above state and SEG rates.

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 2011 our school carried out evaluations of school leadership, literacy and numeracy

Educational and management practice

The school undertook a comprehensive review of significant aspects of educational and management practice in 2011. The focus of the review was to recognise achievement, identify areas for further focus and develop appropriate strategies for implementation. Data gathered from the review formed the basis from which school priorities were then developed.

Background

Key resources used to analyse school operations and characteristics included a school-developed staff survey; the DEC Team Leadership Improvement Program; and the DEC Analytical Framework for School Improvement in Literacy and Numeracy. All staff, as well as parent representatives and student representatives were involved in the evaluation process in both the situational analysis phase and the development of strategies phase. The School Improvement Team, comprising executive and classroom teachers, collated and reviewed all data. The School Improvement team (SIT) provided guidance to all executive staff and team leaders in their management evaluations and development of faculty and team goals.

Findings and conclusions

Quantitative data and qualitative data (eg focus groups led by head teachers) generated through the various evaluation processes revealed significant strengths in key areas of curriculum, teaching and learning, student wellbeing and school leadership. Particular educational practices highlighted were the broad, engaging curriculum offered and the expertise of teachers - programming consistent with Board of Studies requirements and knowledge of effective literacy strategies.

Priorities identified through these evaluation processes related to enhancing meaningful parental and community involvement and the more effective use of a data to inform literacy and numeracy teaching and learning. It was evident that the school community was not sufficiently aware of the processes involved to allocate resources strategically. Greater awareness of school targets could be enhanced to address this. Data also indicated some need

for greater consistency across KLA in programming and assessment practices.

Considerable consultation with staff and parents regarding these findings generated a raft of strategies including expanding opportunities for communication with parents; professional learning focused on strategic use of data, and in literacy and numeracy pedagogy; review of school-wide programming and assessment policies with the development of common proformas for faculty programs and assessment notifications.

Future directions

In response to these findings, approaches undertaken in 2011 will be further developed in 2012. Avenues for parental involvement (Year 7 Meet the Parents evening, school website) will be enhanced. Significant professional learning will focus on developing the expertise of faculty literacy 'experts and advisors' in each KLA. Teaching English to Language Learners (TELL) program is a major strand in this strategy. Processes around the development of school, faculty and team targets will continue to involve all staff, with enhanced communication of key information. The Assessment and Reporting team will undertake a comprehensive review of assessment practices. These approaches are incorporated into the School Plan 2012-2014.

Curriculum

Background

Emphasis on the explicit teaching of literacy skills remained a curriculum focus in 2011. Action research from 2010 focused on the efficacy of Reading for Understanding strategies, which aid the development of deeper understanding of complex, factual texts, targeted at higher achieving readers. Data including NAPLAN and Support Teacher Learning Assistance comprehension analysis revealed a need to further support those students who do not meet minimum standards in reading. In 2011, reading strategies which support lower achieving students was the curriculum and programming focus.

Findings and conclusions

Members of the Literacy and Numeracy team undertook extended professional learning in

conjunction with primary school colleagues over the course of three terms. The project involved analysis of reading activities and resource; the collection of student reading results; and the collegial deconstruction of teaching and learning, through the videoing of lessons. While the initial program was targeted at primary teachers and students, the Focus on Reading team found that the remedial reading approaches were highly relevant to the high school setting, and most relevant to Year 7 students who were facing transition challenges. Six strategies were identified as successfully supporting all learners, and specifically less confident readers.

Future directions

The strategies identified in the 2011 curriculum evaluation have been the focus of whole staff professional learning. School development day workshops allowed teachers to develop appropriate resources to integrate into teaching and learning programs in Stage 4. The curriculum focus on literacy, specifically reading strategies, will continue in 2012.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

During 2011, the School Improvement Team conducted a comprehensive survey on the literacy and numeracy needs of our school. The Professional Learning and Leadership Development Directorate of the DEC developed the Literacy and Numeracy Analytical Framework that was applied to our school situation. Teachers were asked their perception on the current state of literacy and numeracy within Homebush Boys High School, with the main aim being to identify any strengths and weaknesses in order to improve areas of concern.

The Analytical Framework addressed five key areas, covering much of the school life: *Establishing goals and expectations, Ensuring an orderly and supportive environment, Effective partnerships with parents, carers and school community, Planning, coordinating, and evaluating teaching and the curriculum, Promoting and participating in teacher learning and development.*

The responses were analysed by the Directorate, producing some constructive results. Our strengths in literacy evaluated very highly across KLA's. However, the current opinion was a lesser focus on numeracy has occurred. Our school environment was viewed as supportive of literacy and numeracy strategies, with a majority of staff aware of the school's goals and expectations for literacy and numeracy.

We have a strong connection to the data derived from NAPLAN, but staff is concerned that this should not be the only evidence for future directions in Literacy and Numeracy. NAPLAN provided a good platform for communication with parents, with some staff expressing a possible need for greater parental involvement in Literacy and Numeracy strategies. However, when approached, the school's Parents and Citizens association did not appear to share this concern.

Most teachers responded that they believe themselves and colleagues to be adequately equipped to deliver the necessary Literacy and Numeracy strategies within their teaching and learning programs. However, many expressed a want to be involved in further professional development in particular literacy and numeracy strategies.

Overall, the results from the Literacy and Numeracy Analytical Framework indicated that the staff perceived the 2011 Literacy and Numeracy approaches to be positive.

March 2011, another survey was given to the staff in relation to overall school issues. It comprised of 25 questions on a Likert scale between '*Strongly agree and Strongly disagree*'. There were 5 areas addressed; Welfare and Discipline, Communication Systems, Support and opportunities, Staff welfare, Curriculum.

The survey yielded results that gave us clear direction for our planning. The school staff (teaching and non-teaching) believed that we have a stable and dedicated staff that maintains professionalism at all times. Our students are motivated and for the most part, focused on their education and have parents that are supportive and involved. There is strength of professional development in the school, particularly in the development of leadership capabilities.

However, the staff is concerned about the increasing size of the student population and the impact that this will have on teaching and learning programs. There is a fear that our high achieving students may see the option of a selective school more appealing than Homebush Boys High School.

The survey has given us direction in planning for areas such as technology integration, broader curriculum initiatives and discipline frameworks. The area of Professional Development was a strong focus throughout the survey and will continue to be so in the future plans of the school.

Mission Australia's National Survey of Young Australian's was conducted in September 2011. The survey was distributed to all secondary schools in Australia. There were over 45,000 respondents between the ages of 11 and 24. Homebush Boys High School conducted the survey to help Mission Australia develop a picture of what young people value, their issues of concern, where they turn for advice and support, their engagement in community activities and their feelings about the future. About 80 of our students undertook the survey, with representatives from all year groups involved.

The data shows that 48.4% of our students value the role the school plays in their lives. This was well above the state average of 36.5%. Interestingly, students aged 11-14 expressed greater satisfaction with their schooling (54.5%) than those in the age group of 15-19 years old (43.2%). The domain of highest value in the lives of our students was family relationships at 75.2%.

When surveyed in relation to the issues of concern for our students, school or study problems (48.7%) was of greater concern than coping with stress (34%) and family conflict (26.6%). The concern of school and study problems was significantly greater than the NSW average of 38.1%. Not surprisingly, the students in the older age bracket of 15-19 years old showed increased concern in school and study problems than those in the 11- 14 years old age bracket (54.2% and 42.6% respectively).

Students were questioned about where they turn for advice or support with issues of concern (School or study problems, Coping with stress, Bullying and emotional abuse, family conflict and body image). In respect to school or study

problems, a majority of students indicated that they would seek support and advice from friends (80.2%) before parents (72.6%), Relatives or family friends (44.3%), teachers (32.1%), the school counsellor (10.4%) or the internet (23.6%).

A final question was seeking data on young people's feelings about the future. The scale of Very negative- Negative- Neither positive nor negative- Positive-Very positive showed that 20.1% of our student respondents were very positive about the future, 40.7% positive about the future, 29.2% neither positive or negative and a small percentage seeing the future as negative or very negative (5.7% and 4.2%).

Professional learning

Our involvement in our local schools' Cluster for Excellence provided significant opportunities for extended professional learning with both feeder primary school and Strathfield Girls High School colleagues. Shared school development days and joint extended inter-school projects generated a range of outcomes: enhanced access to expertise (presenters and facilitator), improved collegial networks and a better understanding of transition issues. The focus of enhancing teacher quality was shared by all participant schools

Key aspects of professional learning involved an ongoing literacy focus (supporting lower achieving reader) and engaging boys through effective ICT use, specifically one-to-one laptop pedagogy. SWSR consultancy support was accessed in a Digital Education Revolution project in Mathematics and Geography to extend teachers' confidence and competence in subject-specific laptop software. The Science faculty accessed external expertise to develop extensive laptop pedagogy integration in Stage 5 programs. Australian Curriculum developments were a focus for shared workshops with Strathfield Girls High School.

Building leadership capacity underpinned professional learning in 2011. Eight staff members participated in workshops for accreditation at the NSW Institute of Teachers Professional Accomplishment and Leadership. Our executive staff have been actively involved in maintain healthy and productive inter-school faculty networks.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1: Literacy and Numeracy

Outcome for 2012–2014

- Improved reading and writing outcomes for Stage 4 and 5 students, with effective literacy strategies explicitly incorporated into programs in all KLAs
- Improved numeracy outcomes for Stage 4 and 5 students, with effective numeracy strategies in programs in all KLAs

2012 Targets to achieve this outcome include:

- Effective reading and writing strategies (FOR, RFU and TELL) integrated into programs in all faculties: Year 7 and 8 (2012), Year 9 and 10 (2013)
- Effective numeracy strategies integrated into programs in all faculties : Year 7 and 8 (2013), Year 9 and 10 (2014)
- 25% of Year 9 students Proficient (Band 9 and 10) in Reading in NAPLAN; 21% in 2012; 23% in 2013 and 25% in 2014
- No more than 18% of Year 9 students at or below minimum standard in Reading (Bands 5 and 6)
- 76% of Year 9 students in band 7 – 10 writing in NAPLAN by 2014 (72% in 2012; 74% in 2013)
- 65% of Year 9 students achieving proficiency (Bands 9 and 10) in numeracy in NAPLAN 2014
- 75% of year 9 students attain greater than expected growth in NAPLAN reading

Strategies to achieve these targets include:

- Professional learning opportunities for all staff in effective literacy and numeracy teaching and learning strategies
- Strengthen the position of FLEAs (Faculty Leadership Experts and Advisers) with increased professional learning

- Use the FLEAs to implement Focus on Reading (FOR), Reading for Understanding (RFU) and TELL (Teaching English to Language Learners) strategies in each KLA [Enter text here.]
- Explicit teaching of grammar and writing skills into all Year 7 and 8 English programs starting 2012 using action research project; used as a model and resource for other KLAs programming
- Implement common literacy tasks in Year 7 across KLAs including school wide data collection process
- Analysis of numeracy demands in Stage 4 and 5 programs
- Increased knowledge of Newman's Error Analysis to improve numeracy in Stage 4 and 5
- Individual Learning Plans implemented for all students not meeting school determined benchmarks and receiving specialised literacy support by Semester 1, 2012
- ESL scales used to track and report on the growth of high need NESB students

phase 2012; Development phase 2013; Maintenance phase 2014

- Increased number of recipients of Gold Awards and Principal's Medals: 2% increase in junior years each year, by 2014.
- All faculties analyse existing programs for curriculum to cater for individual needs to facilitate student engagement: Year 7 (2013), Year 8 (2014)
- Enrichment initiatives established in programs in all faculties in 2012; Cross curricular enrichment programs established and developed by 2013
- Evaluate and/or implement Individual Learning Plans for all ATSI students by 2013
- Improve attendance rates: 95% (2012), 96% by 2014
- Revised curriculum delivery structure to maximise engagement and student wellbeing (evaluated 2012 for implementation 2013)
- Increased the breadth of curriculum in 2013 with shared offerings with SGHS

School priority 2: Student Engagement and Attainment

Outcome for 2012–2014

- Effective range of welfare programs in place to enhance the wellbeing of all students
- Effective recognition of achievement in the full range of student endeavours
- Student engagement a focus for all teaching and learning activities
- Effective school structures in place to monitor and improve attendance (reduction in whole day and partial absences)

2012 Targets to achieve this outcome include:

- Establish and develop welfare programs for each stage under the themes Engagement with My School (Year 7and8); Engagement with My Community (Years 9and10); Engagement with My Future (Year 11and12). Establishment

Strategies to achieve these targets include:

- Implement effective wellbeing programs at key transition points (Year 7 Transition to High School and Tough Guise; Year 9 Students at Risk; Year 10 Transition (Students at Risk); Year 11 Educational Pathways and Crossroads) accessing parent and community resources
- Review PBIS and Fair Discipline Code as part of Student Welfare Policy updating with a particular focus on Anti-bullying Policy review (Semester 1 2012) in line with National Safe Schools policy
- Enhanced systems for recognition of students such as implementing the merit system at all levels and recording on RISC database, using Bush Bulletin and school website regularly, with each faculty webpage incorporating a 'Student Attainment' section
- Broad range of co-curricular experiences offered – Instrumental Music Program,

band, Duke of Edinburgh, debating, public speaking, robotics, Tournament of Minds, sport

- Professional learning support for developing faculty and cross- faculty enrichment programs
- Review attendance policy, streamlining procedures for **monitoring and supporting attendance including** implementing online roll marking procedures consistently across the school
- Develop ILPs for all ATSI students and continue to strengthen ATSI perspectives across the school curriculum
- Review daily period structure to enhance quality teaching, minimise student movement and maximise opportunities for sharing resources with Strathfield-Homebush Learning Community

School priority 3: Leadership and Management

Outcome for 2012–2014

- Strengthened leadership and management capacity of school staff and executive to drive school improvement
- Effective use of professional standards to guide learning and development

2012 Targets to achieve this outcome include:

- Increase involvement of staff in school leadership and management including all staff contributing to at least one team (2012)
- 100% of new scheme teachers and aspiring executives participate in mentoring by 2012; peer coaching established in a minimum of three key faculties (2012), six faculties (2013), all faculties (2014)
- All staff use professional standards to develop their professional learning plans (2013)
- 5% of staff gain accreditation at the higher levels (Professional Accomplishment and Leadership) by 2014

Strategies to achieve these targets include:

- Enhanced strategic use of TPL funds to support school priorities and mandatory requirements through budgeting and tracking of funds, moving towards longer term projects (eg action research, collaborative programming)
- Strategic professional development of all staff is based on their Individual Professional Learning Plans (linked to faculty management plans, school priorities and NSWIT standards)
- Continually Review TARS and EARS process to provide effective feedback and support including career development direction
- Continue to develop professional learning opportunities with cluster schools (C4E) and professional networks
- Continue to develop professional learning opportunities with cluster schools (C4E) and professional networks
- Maintain and develop structured within-school professional learning opportunities such as differentiated learning on school development days, enhanced participation in teams (twice per term after school, rotating chair and minutes) and all executive, faculty and staff meetings to have a significant professional learning component
- Formalise support for learning and leadership development of staff and executive through peer coaching, mentoring and shadowing approaches

School priority 4: Curriculum and Assessment

Outcome for 2012–2014

- Effective assessment and reporting and programming practices embedded in all teaching and learning programs.
- The implementation of a broad, inclusive and relevant curriculum.
- Clear alignment between the implementation of curriculum, professional learning and student learning needs.

2012 Targets to achieve this outcome include:

- Uniform assessment notification practices across all KLAs in all stages by Semester 2, 2012
- Uniform student feedback template using consistent guidelines implemented across all KLAs, Stage 5 and 6 (2012); all years 2013.
- Assessment tasks reflect quality teaching elements with a focus on student engagement : Stage 5 (2012), Stage 4 (2013), Stage 6 (2014)
- Consistent school wide quality assessment policies and practices by 2014 with care to avoid excessive workloads for students and clear standards for the awards of grades
- Implementation of consistent quality programming practices for all KLAs
- Coordinated implementation of the Board of Studies Record of School Assessment and of the Australian Curriculum by all faculties in 2014
- By 2013 each KLA one unit using the "paperless classroom"; by 2014 at least 2 units delivered via this method
- All stage 5, 6 students have an effective School to Work Transition Action Plan
- Partnerships developed for sharing curriculum offerings with Strathfield GHS stage 6 2013, stage 5 2014.
- Assessment tasks reviewed for student engagement using measures such as QA coding, student completion rates, surveys
- No more than 3 assessment tasks are due per week for any year group outside of exam periods
- Assessment standards are developed in line with BOS standards across all KLA's (Stage 5 - 2012, Stage 6 - 2013, Stage 4-2014)
- Consult with parent body through School Council and P and C regarding assessment practices
- Review of programming practices and implantation of a consistent set of school-wide standards
- All KLAs prepared for implementation of the Australian Curriculum stages 4 and 5 by 2014
- All faculty teaching and learning programs address the needs of 21st century learners (Including Bloom's digital taxonomy, Web 2.0 tools and especially the Melbourne Declaration on the Educational Goals for Young Australians).
- Build curriculum to facilitate sharing of offerings with Strathfield GHS
- All head teachers are active members of the Strathfield- Granville (or similar) teachers network by Term 2 2012.

Strategies to achieve these targets include:

- Collection, validation and evaluation of current faculty assessment practices.
- Develop and implement standardised notification templates
- Provide structures that deliver greater consistency in teacher judgment.
- Develop guidelines and structures that allow for consistently effective feedback to students post- assessment.
- Professional learning opportunities focused on quality, innovative assessment practices including effective feedback

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.

Timothy Jurd	Principal
Caitlin Dwyer	Deputy Principal
Bill Hilliard	Deputy Principal
Simon Ford	President P and C
Joanne Coverdale	President School Council

Jonothon Sculthorpe	Head Teacher PDHPE
Marie Reardon	School Administration Manager
Kerrie Ray	School Administration Officer
Audrey Juska	Head Teacher Student Wellbeing
Kim Attwood	Head Teacher CAPA
John Pearson	Head Teacher Social Science
Kerry Meucci	Head Teacher Learning Support
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School contact information

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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>