



Education &
Communities

Public Schools NSW

8151

2012

Homebush Boys High School
Annual School Report



Our school at a glance

Students

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

Staff

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

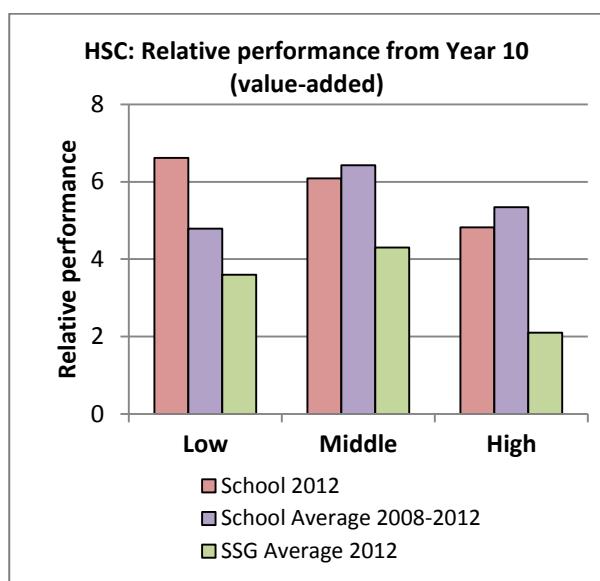
All teaching staff meet the professional requirements for teaching in NSW public schools.

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 2012

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



Messages

Principal's message

It is my pleasure to present this report. The school mission statement says that "Homebush Boys High School strives for excellence and equity in the education and development of young men."

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 parent body of Homebush Boys High School enjoyed a positive and harmonious year in 2012. Our energies focused on our purpose, in accordance with our constitution: to promote the interests of the school by bringing parents, citizens, students and teaching staff into close co-operation; and to assist in providing facilities and equipment for the school and in promoting the recreation and welfare of the students at the school.

Various activities were undertaken during the year to assist in meeting these aims: A new HBHS P&C Constitution was ratified, banking procedures improved and an information sheet for new and year 7 parents - from a parent's perspective created; school functions supported (year 7 welcome afternoon with sausage sizzle, Instrumental Music Program Evening supper); fund raising events implemented (catering for Strathfield Council Citizenship ceremonies, barefoot bowls, trivia night, Mother's Day stall, voluntary contribution appeal); two Saturday gardening working bees concentrating on improving the entrance to the school on Bridge Road were attended; donations to the School's literacy program including the purchase of ipads for learning and \$7000 to the Instrumental Music Program were given; parental input into the school's Anti Bullying Policy; and P&C representation at numerous functions and events (Iftar evening, Strathfield Rotary Dinner, Year 12 Graduation, Presentation Evening, selection panels, School Council)

The P&C of HBHS comprises of parents from many backgrounds contributing various abilities, talents, interests, passions and personalities. We are unified with a common commitment to Public Education and the Homebush Boys community.

Our meetings during 2012 covered the following topics: introduction to HBHS for year 7 parents, Instrumental Music Program, Record of School Achievement (RoSA), Anti Bullying Policy, NSWTF concerns and proposed changes to education funding, P&C conference reports, and NAPLAN results. The average number in attendance during 2012 was 20. All parents, interested citizens and staff are always welcome to attend our P&C meetings.

The P&C would like to thank the School Executive for creating an open, honest, and empowering atmosphere in which the parent body feels validated and encouraged to participate in the life of the school community. Thank you for having the confidence to know that we desire to be partners and supporters of education at HBHS. Your obvious commitment to developing a healthy and helpful relationship with the P&C demonstrates an understanding that a strong alliance brings positive benefits to community that is HBHS. Mr Jurd, Ms Dwyer and Mr Khurshed, thank you for your sacrifice of time, your patience and perseverance, your wisdom and your professionalism. You are very much appreciated by the P&C of HBHS!

Thank you to the Administration Staff who are always supportive and helpful. Thank you to the teaching, support and ancillary staff for the contribution each make to our boys education and life experience.

I personally wish to thank the P&C executive of 2012: to Nick Codd Miller and Simon Ford for holding the joint Vice President position. Both men are community minded and involved in other volunteer positions within their wider communities. Thank you to Anita Kumar for continuing as Treasurer and sharing your knowledge and expertise with us within the constraints of an extremely busy schedule. Thank you Fiona Murray, our Secretary, for using your talents, time, energy and passion to keep the P&C functioning efficiently. I'd also like to thank Cheryl Miller and Linda Tarasenko for your amazing efforts and results with fund raising for the school. To all parents who contributed in

many different ways to the success of the P&C in 2012, I say 'thank you'.

Ms Simone Burton (P and C President) and Mr Simon Ford (School Council President)

Student Representative's message

The 2012 Prefect body was actively engaged within the school and broader community. It played an integral role in not only upholding the values that embody Homebush Boys High School but supported the work that is done by the staff in bringing these students through their education. What was achieved by the body was remarkable. The body was involved in a number of community engagements including the traditional ANZAC Day marches in Sydney and Burwood, several citizenship ceremonies in Strathfield and a number of charitable fundraisers. Perhaps the greatest achievement of the Prefect body was the hosting of an Afternoon Tea at the school whereby the communication between our students and those of 20 other schools were enhanced to better the relationships between the schools for years to come.

Homebush's representative culture was not limited to just the Prefect body, but also included the Student Representative Council (SRC). The SRC was active throughout the year, primarily in fundraising for charity but also for improvements to the general school community, especially in regards to improving the school environment. The conjunction of these two bodies has had a positive impact on the school which has translated into the general community.

Phillip Siomos School Captain 2012

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.

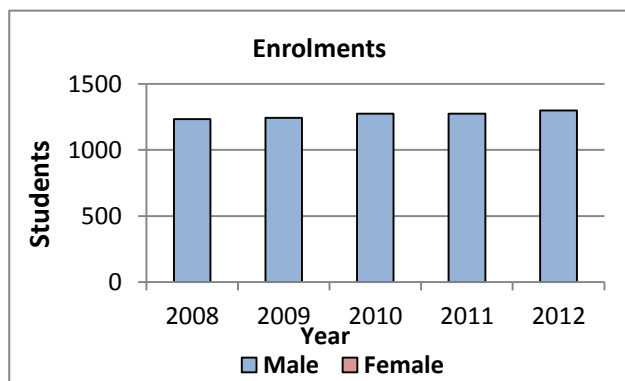
Student enrolment profile

Enrolments have increased by 65 since 2008. 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.

During 2012 new local area catchment boundaries were agreed upon for implementation in 2014 for Year 7 2015.

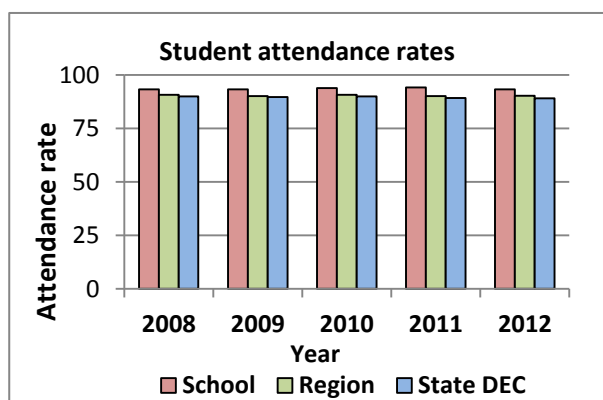
Gender	2008	2009	2010	2011	2012
Male	1234	1243	1275	1274	1299



Student attendance profile

Attendance rates in 2012 continued to be higher than regional and state trends. Improvement in attendance rates over the longer term still remains a school priority.

School	Year	2008	2009	2010	2011	2012
	7			95.6	95.5	95.8
8			94.2	95.5	94.3	93.7
9			92.9	94.1	95.4	92.8
10			92.1	93.2	93.6	94.4
11			93.1	92.9	93.7	91.6
12			91.5	92.7	92.2	91.7
Total		93.2	93.2	93.9	94.1	93.2



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

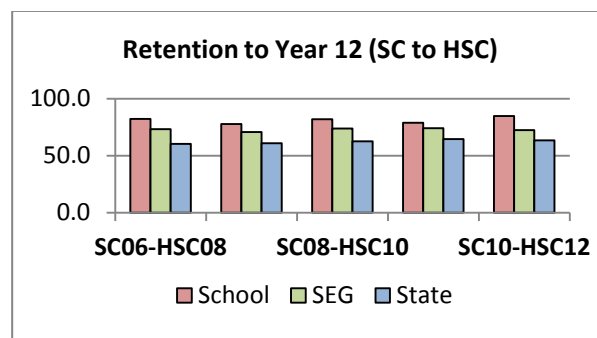
notifications. The school is to review and evaluate the attendance policy. In 2012 the school introduced electronic on-line home room roll marking to improve speed, accuracy and efficiency and in 2013 will implement electronic roll marking each lesson.

Retention to Year 12

Eighty-five percent of the 2010, Year 10 cohort completed Year 12 in 2012. This is twelve percent above the retention rate for our School Education Group and 21% above the rate for the State.

	SC06-HSC08	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12
School	82.4	77.8	82.0	78.9	85.0
SEG	73.3	70.7	73.9	74.1	72.4
State	60.3	61.0	62.7	64.7	63.4

Improvement in retention, although very pleasing, remains a school priority and we will seek to improve in 2013.



Post-school destinations

In 2013 we had 201 HSC Students (Completed HSC in 2012) who were able to be located and informed about their plans post HSC and once again our students excelled. The results are extremely impressive as 77% 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 of them have ventured interstate to do Medicine and Dentistry. Another two have decided to serve our country as they have been accepted into the Defence Force in Infantry. One student will be

rubbing shoulders with the rich and famous as he prepares meals for Jamie Packer.

In the HSC three students were awarded a Premiers All Rounder Award and 101 received Distinguished Awards. 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

Twenty three students completed Hospitality Operations while 9 completed Sport Coaching (4 achieving Certificate II, 5 achieving a Statement of Attainment). In addition to this 38 students completed VET qualification via TAFE colleges in the following courses: Information Technology, Fundamentals, Plumbing, Carpentry, Automotive, Computer Aided Drafting, Electro technology, Business Services, Financial Services, Human Services and Property Services.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2012 100% of 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.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	14
Classroom Teachers	67
Support Teacher Learning Assistance	1
Teacher Librarian	1
Teacher of ESL	5
Counsellor	1
School Administrative & Support Staff	14
Total	106

During 2012 there was no staff member who identified as being of Aboriginal or Torres Strait Islander background.

Staff retention

Staff retention continues to be high with the changes resulting from 2 retirements and 3 service transfers from the highly motivated staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. All members of staff have a degree and many have a postgraduate degree.

Qualifications	% of staff
Degree or Diploma	78
Postgraduate	22

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	30/11/2012
Income	\$
Balance brought forward	607811.46
Global funds	672485.85
Tied funds	287515.45
School & community sources	802728.46
Interest	25894.52
Trust receipts	85914.05
Canteen	297269.70
Total income	<u>2779619.49</u>
Expenditure	
Teaching & learning	
Key learning areas	523225.27
Excursions	221807.57
Extracurricular dissections	242740.90
Library	19592.84
Training & development	25610.52
Tied funds	333748.77
Casual relief teachers	202780.75
Administration & office	301106.81
School-operated canteen	228148.84
Utilities	136947.48
Maintenance	101796.68
Trust accounts	85289.90
Capital programs	43786.85
Total expenditure	<u>2466583.18</u>
Balance carried forward	<u>313036.31</u>

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

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

Achievements

Arts

Students and teachers in the Creative and Performing Arts faculty have again had some outstanding achievements in a very successful 2012. In Visual Arts, Yr 12 student Jonathon Cao had his Body of Work selected in the highly rated Artexpress exhibition at the Armoury Gallery in Sydney Olympic Park.

There was also success for some of our junior students with Jason Park, Baki Redzeposki and Daniel Choi having their artworks chosen from the Operation Art exhibition. The artworks were displayed at the Art Gallery of NSW. Jason Park was also selected to be part of a video conference to discuss his artwork to a selection of schools with the acclaimed Australian artist Ben Quilty.

Strathfield Council held its inaugural HSC Visual Arts exhibition at their hall adjoining the council chambers in mid-December. Several of our students took out the major awards with their artworks, which were highly acclaimed by the judges for their originality and technical accomplishment.

Another highlight saw eight of our Year 9 students selected for the four day gifted and talented Artsmart workshop at Campbelltown Art Gallery. The artwork created by the students in painting, sculpture and printing was exhibited at the regional Directors Choice Gala event in Homebush in term 4.

There was also success with Angus Jin, Aravindra and Jeremy Chung having their prints selected for the Silk Cut Awards in Melbourne as well as Anthony Lopes, Oscar Verrelli, Brian Yu and Ray Le having their artwork selected for printed coasters to publicize White Ribbon Day, bringing focus onto issues of violence against women.

A new initiative that was undertaken in Visual Arts in 2012 was 'The Archibull Prize'. This saw a group of Yr10 students paint a life size fiberglass cow with historical and cultural imagery that related to the Homebush local area.

This year also saw the introduction of the Instrumental Music Program, which is led by the talented Ms Tracy Burjan. There have been many performances during the year, but the highlight would have to be when our school orchestra was invited to perform at the Annual OTEN Awards night at 'Club Burwood'. The orchestra performed 6 pieces, with the Director of OTEN praising the band captain, Daniel Parkee and vocalist Rio Kang.

Daniel Parkee is a regular member of the Public Schools' Symphony Orchestra and we are pleased to recognise Hugh Black of Year 8 who was selected to play oboe in the NSW Public School Symphonic Wind Orchestra. Hugh also toured with the orchestra in Melbourne where they won the National Band Championships.

The annual Performing Arts Camp again demonstrated the high standard of musical talent that is fostered within the school. The Camp was held at the Naamaroo Conference Centre, Lane Cove and was again highly successful, with excellent tutors to guide and tutor the boys in their musical endeavors. The camp concluded with all students performing to an enthusiastic audience of parents, friends and teachers.

The Year 12 CAPA night that included Music and Visual Arts was again a very successful event that highlights the many talented students within the creative and performing arts in the school. Parents, friends, staff and teaching colleagues from our school region attended to see a fantastic selection of artworks from the Visual Arts students as well as some outstanding musical performances from the Music students. This year's students have again raised the bar as the standard in both areas was of the highest level, which was backed up by the many glowing comments from all in attendance.

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 2012, Homebush won the North West Metropolitan Zone Summer Sport Championship and placed 2nd in the overall champion school in the North West Metropolitan Zone for 2012.

In knockout competitions, Homebush reached the final four in the Shell Cup Opens Basketball after being narrowly defeated in the semi-final in overtime. We qualified for the quarter finals of the NSWCHS Dave Woods Shield Knockout Water Polo Competition and reached the final 16 of the NSWCHS under 15's Water Polo Knockout Competition and Opens Volleyball.

Basel Rana excelled in the field of weightlifting representing Australia at the 2012 Trans-Tasman Weightlifting Championships where he broke the national under 15's record in the snatch and total. He also represented Australia at youth and junior training camp at the Millennium Institute of Sport and was accepted into the NSWIS weightlifting program. Jonah Bolden dominated in Basketball and toured the USA with the AIS basketball team. Jonah was also presented with a Sydney North Regional Sport Blue in Basketball

In Swimming, Matthew Gu was the 15 years North West Metropolitan Zone Age Champion. The school U/15's relay team that Matthew was a part of finished in first place at the Sydney North Swimming carnival. Vincent Nguyen finished fifth at the NSWCHS Carnival in the 13 years 50m breaststroke a fantastic achievement.

In Athletics, Angus Armstrong was a North West Metropolitan Zone Age Champion. Angus won the Gold Medal in the 15 Years pole vault at the 2012 NSWCHS Athletics Championship and the Australian All Schools Athletics Carnival held in Hobart. He was also a recipient of a Zone Blue endorsement in the field of Athletics. The U15's relay team and U17's relay teams finished in first place at the Sydney North Regional Athletics carnival and Dylan Fuller won the 15 years 100m, with Dylan and the relay teams representing at the NSWCHS Carnival.

Isaac Noh and Sean Baek performed exceptionally well in the field of Golf. Together they won Homebush Boys HS the titles of North West Metropolitan Zone Golf Champions and Sydney North Regional Golf Champions. Both players were selected in the Sydney North Regional team after finishing in the top four at the regional tournament. Isaac was also the winner of the Zone Junior Golf Tournament.

Homebush Boys HS has several students represent at a CHS level, Soumil Chhiber (cricket), Jonah Bolden, (basketball), Angus Armstrong (athletics), Mitchell Taylor (15's waterpolo), Joshua Rogers (15's waterpolo), Willis Choi (volleyball) and Michael Napoli (trampolining). All of these boys were nominated for a Zone Sport Blue or Blue Endorsement and were successful in receiving their award.

Year 12 student Soumil Chhibber was selected in the NSW U/19's team to play at the Australian U/19's carnival and was the leading wicket taker for NSW. He was subsequently chosen in the Australian U19's team to tour overseas in 2013.

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.

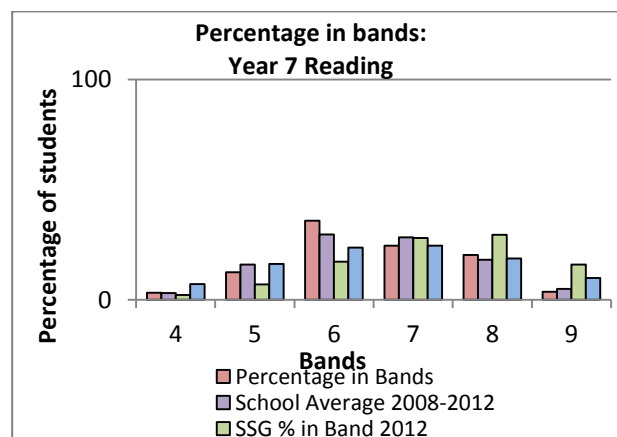
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

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

Reading – NAPLAN Year 7

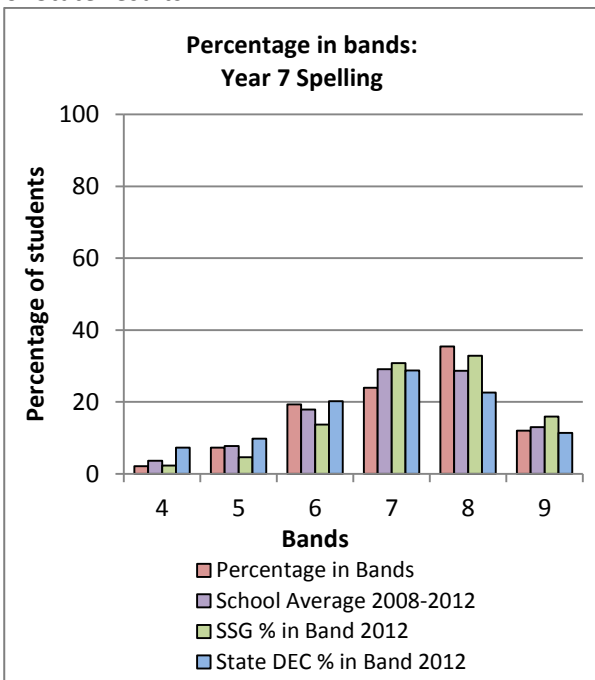
24% of Year 7 cohort received highest bands. Although slightly less than the state average, increasing the number of students achieving in the higher bands for reading is a significant target for 2013.



	School	SSG	State DEC			
Average score, 2012	532.6	568.7	535.2			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	6	24	69	47	39	7
Percentage in Bands	3.1	12.5	35.9	24.5	20.3	3.7
School Average 2008-2012	3.0	16.0	29.7	28.3	18.2	4.9
SSG % in Band 2012	2.2	7.0	17.3	28.1	29.5	15.9
State DEC % in Band 2012	7.1	16.3	23.6	24.5	18.7	9.8

Spelling- NAPLAN Year 7

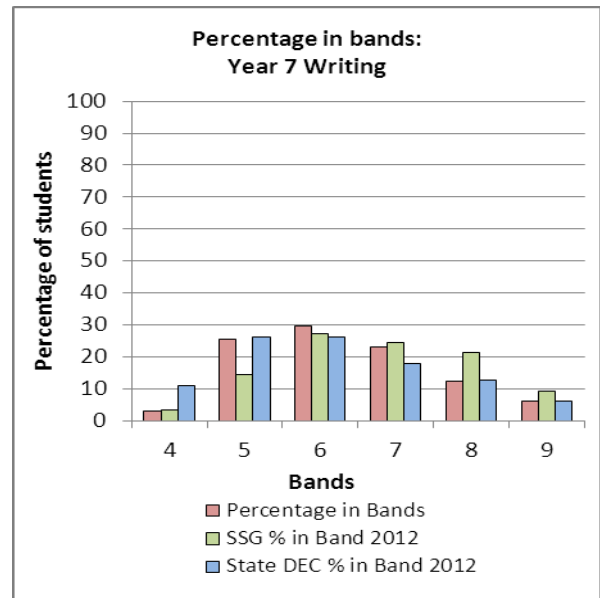
47.4% achieved highest bands compared to 37% of State results.



	School	SSG	State DEC			
Average score, 2012	567.1	575.8	548.2			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	4	14	37	46	68	23
Percentage in Bands	2.1	7.3	19.3	24.0	35.4	12.0
School Average 2008-2012	3.6	7.7	17.9	29.1	28.7	13.0
SSG % in Band 2012	2.3	4.6	13.7	30.8	32.8	15.9
State DEC % in Band 2012	7.3	9.8	20.2	28.7	22.6	11.4

Writing- NAPLAN Year 7

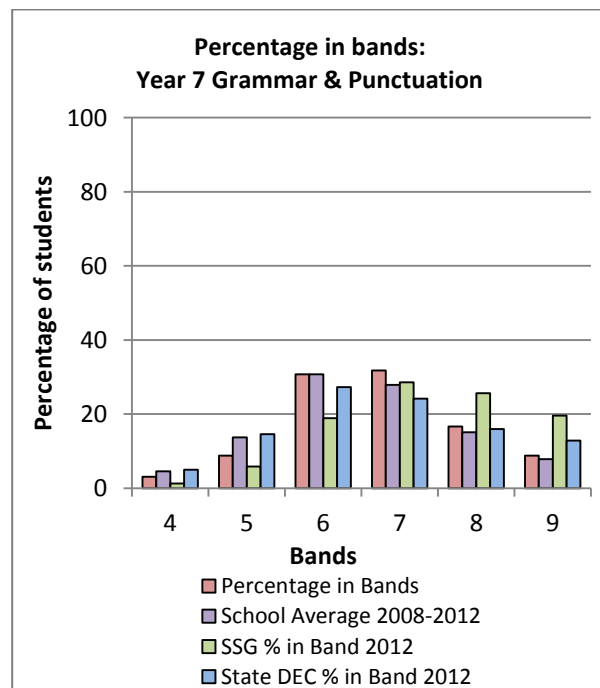
Boys writing in the highest band is equal to State average. More significant is the school performs better in lower bands.



	School	SSG	State DEC			
Average score, 2012	520.4	541.8	507.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	6	49	57	44	24	12
Percentage in Bands	3.1	25.5	29.7	22.9	12.5	6.3
SSG % in Band 2012	3.3	14.3	27.4	24.6	21.2	9.2
State DEC % in Band 2012	11.0	26.1	26.2	17.9	12.6	6.2

Grammar and Punctuation- NAPLAN Year 7

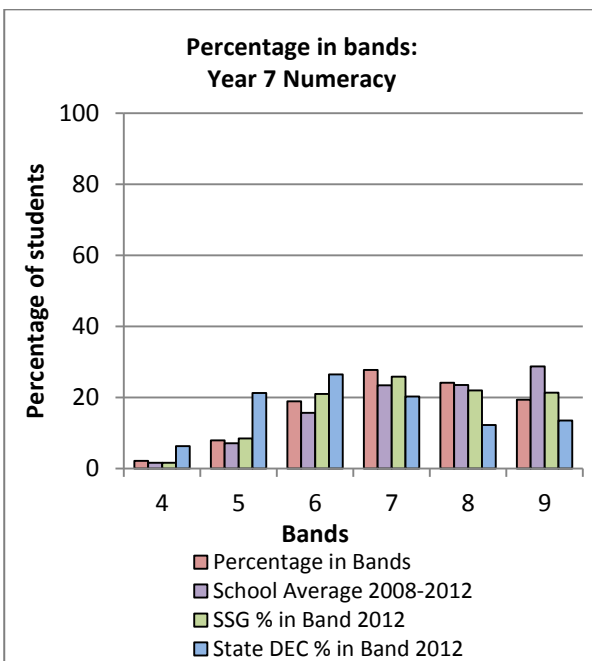
25.6% achieved the highest bands. This was narrowly below the state average percentile.



	School	SSG	State DEC			
Average score, 2012	543.6	574.4	541.6			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	6	17	59	61	32	17
Percentage in Bands	3.1	8.9	30.7	31.8	16.7	8.9
School Average 2008-2012	4.6	13.8	30.8	27.9	15.1	7.8
SSG % in Band 2012	1.3	5.9	18.9	28.6	25.7	19.6
State DEC % in Band 2012	5.0	14.6	27.3	24.2	16.0	12.9

Numeracy – NAPLAN Year 7

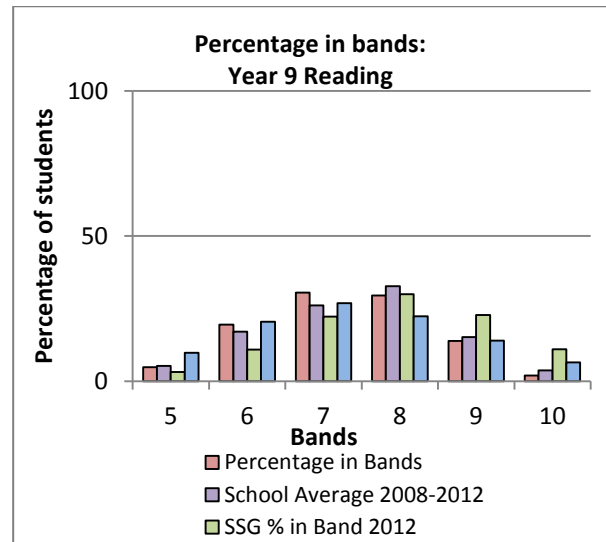
43.5% achieved highest bands compared to 25.8% State average.



	School	SSG	State DEC			
Average score, 2012	572.8	572.8	536.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	4	15	36	53	46	37
Percentage in Bands	2.1	7.9	18.9	27.8	24.1	19.4
School Average 2008-2012	1.6	7.1	15.7	23.4	23.5	28.7
SSG % in Band 2012	1.6	8.4	21.0	25.8	22.0	21.3
State DEC % in Band 2012	6.3	21.2	26.5	20.2	12.2	13.5

Reading – NAPLAN Year 9

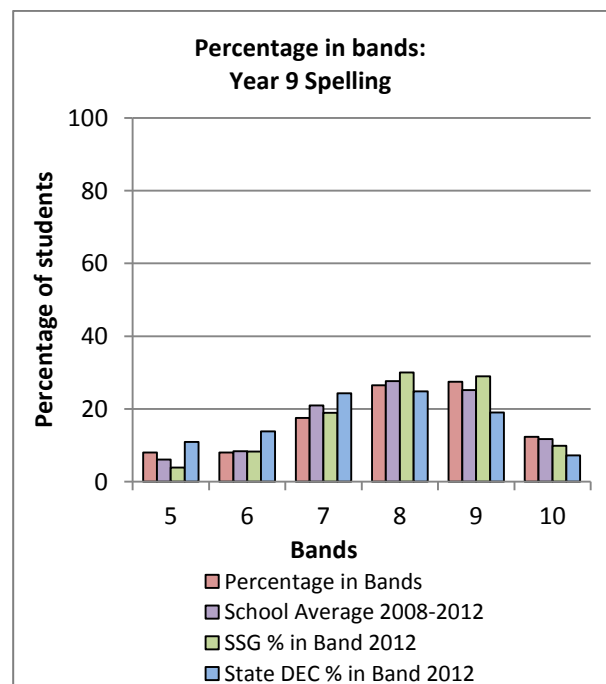
14.7% achieved in the highest bands compared to 20.5% of State average.



	School	SSG	State DEC			
Average score, 2012	571.8	601.9	568.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	10	41	64	62	29	4
Percentage in Bands	4.8	19.5	30.5	29.5	13.8	1.9
School Average 2008-2012	5.3	17.1	26.1	32.7	15.2	3.7
SSG % in Band 2012	3.1	10.9	22.2	30.0	22.8	11.0
State DEC % in Band 2012	9.8	20.5	26.9	22.3	14.0	6.5

Spelling- NAPLAN Year 9

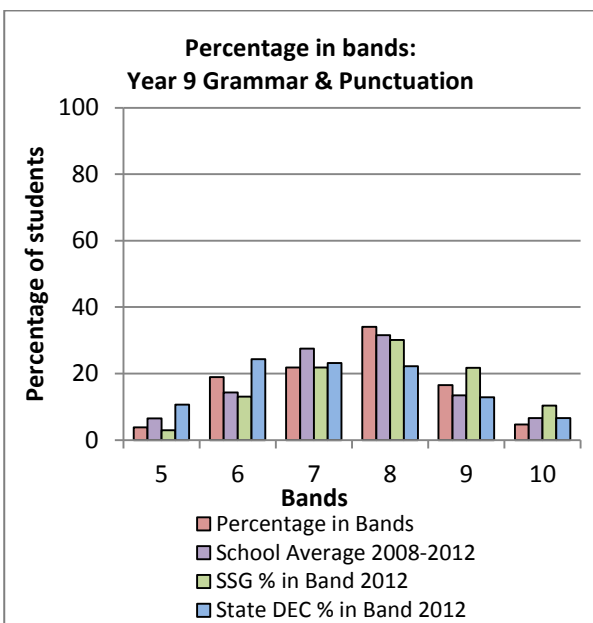
In spelling 39.5% of students achieved in the highest bands compared to 26.2% in the State average. This is a strong area of growth.



	School	SSG	State DEC			
Average score, 2012	602.1	607.0	577.3			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	17	17	37	56	58	26
Percentage in Bands	8.1	8.1	17.5	26.5	27.5	12.3
School Average 2008-2012	6.1	8.4	21.0	27.7	25.2	11.8
SSG % in Band 2012	3.9	8.3	18.9	30.0	29.0	9.9
State DEC % in Band 2012	10.9	13.8	24.3	24.8	19.0	7.2

Grammar and Punctuation- NAPLAN Year 9

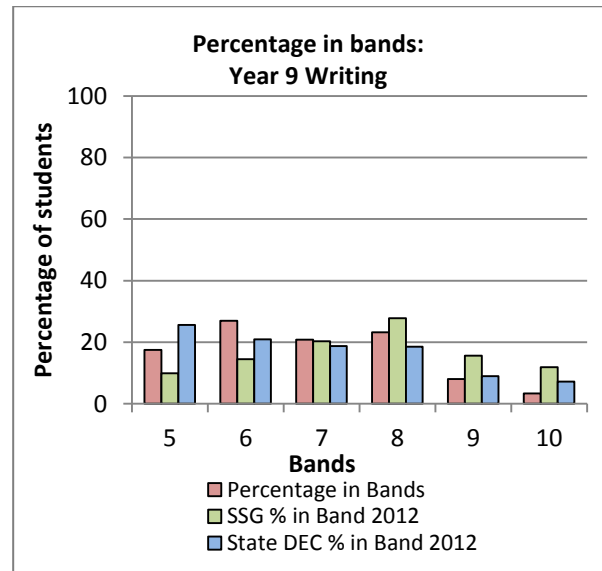
In this area 21.3% of students achieved in highest bands compared to the state average of 19.5%.



	School	SSG	State DEC			
Average score, 2012	585.1	603.0	567.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	8	40	46	72	35	10
Percentage in Bands	3.8	19.0	21.8	34.1	16.6	4.7
School Average 2008-2012	6.5	14.3	27.5	31.6	13.4	6.6
SSG % in Band 2012	3.0	13.1	21.8	30.1	21.7	10.4
State DEC % in Band 2012	10.7	24.3	23.2	22.2	12.9	6.6

Writing-- NAPLAN Year 9

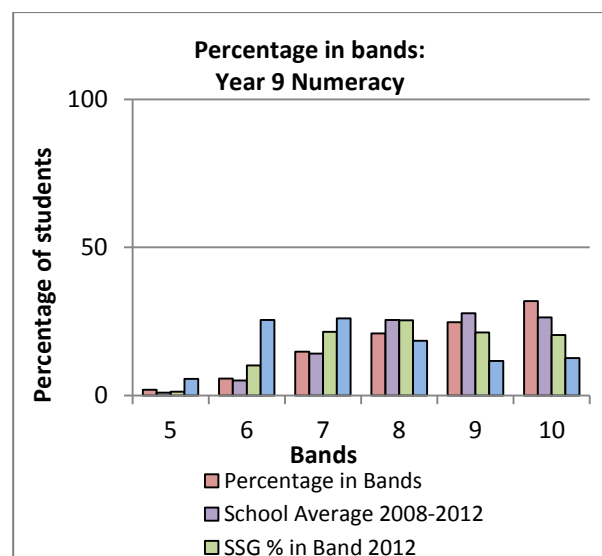
11.4% of students achieved in the highest bands compared to 16.2% for State averages. This is an area of development for our school.



	School	SSG	State DEC			
Average score, 2012	545.6	585.1	540.3			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	37	57	44	49	17	7
Percentage in Bands	17.5	27.0	20.9	23.2	8.1	3.3
SSG % in Band 2012	9.9	14.5	20.3	27.8	15.6	11.9
State DEC % in Band 2012	25.6	20.9	18.7	18.5	9.0	7.2

Numeracy- Year 9

56.7% achieved in the highest bands compared to the state average of 20.5%. These outstanding numeracy skills demonstrated at Homebush Boys High School shows that students start with strong numeracy skills and the schools initiatives add significant growth to student's strength in these areas.



	School	SSG	State DEC			
Average score, 2012	649.1	623.7	585.4			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	4	12	31	44	52	67
Percentage in Bands	1.9	5.7	14.8	21.0	24.8	31.9
School Average 2008-2012	1.0	5.1	14.2	25.5	27.8	26.3
SSG % in Band 2012	1.3	10.2	21.5	25.4	21.3	20.4
State DEC % in Band 2012	5.6	25.5	26.1	18.5	11.7	12.7

Progress in reading

School growth has been significant in this area as the Homebush students' average scaled score has increased by more than 10 standard scores compared to the State.

Average Scaled Score Growth in Reading	
State	29.1
NSW DEC	29.3
School	39.9

Students are expected to grow in reading scores and ability from year 7 to year 9. Average growth is measured and our students' results are very pleasing in that greater than 2 in 3 have achieved this target growth.

School Expected Growth in Reading	
Less than expected growth	32.4%
Greater than or equal to expected	67.6%

Progress in numeracy

School growth has been significant in this area as the Homebush students' average scaled score has increased by more than 20 standard scores compared to the State.

Average Scaled Score Growth in Numeracy	
State	40.6
NSW DEC	39.8
School	64.2

Average growth is outstanding as our students' results are extremely pleasing in that greater than 4 in 5 have achieved this target growth.

School Expected Growth in Numeracy	
Less than expected growth	17.5%
Greater than or equal to expected growth	82.5%

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

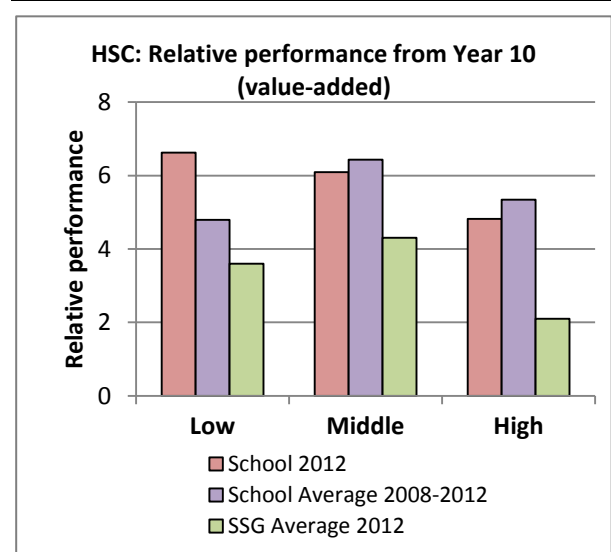
Record of School Achievement

The Record of School Achievement or RoSA was successfully implemented for the first year in 2012 with year 10. Continued professional learning will ensure the implementation of RoSA in year 11 2013 and year 12 2014.

Higher School Certificate

The average growth from Year 10 (2010) for the year 12 cohort of 2012 was much greater than that of the Statistically Similar Group, but below the School average for the past four years. More students achieved a lower increase in the relative performance than a higher increase in the relative performance compared to 2010 School Certificate results.

HSC: Relative performance from Year 10 (value-added)			
Performance Band	Low	Middle	High
School 2012	6.6	6.1	4.8
School Average 2008-2012	4.8	6.4	5.3
SSG Average 2012	3.6	4.3	2.1
Note: By definition, the State average relative performance is zero			



HSC: Course Summary Table

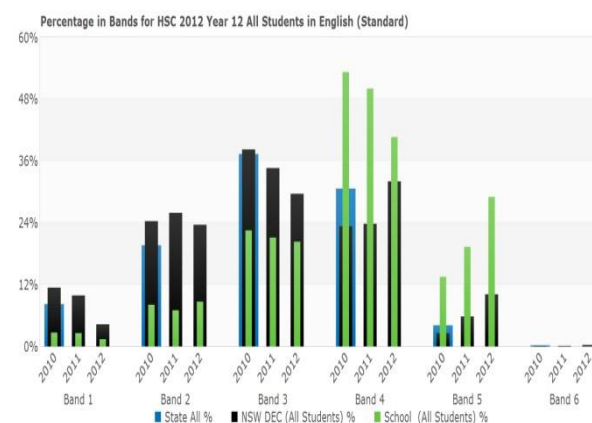
Course	School 2012	School Average 2008-2012	State DEC 2012
Ancient History	73.5	75.2	66.6
Biology	75.2	75.7	71.0
Business Studies	73.3	75.3	71.3
Chemistry	77.6	77.6	75.0
Earth and Environmental Science	69.5	77.0	7
Economics	71.9	72.8	74.4
Engineering Studies	71.7	73.6	74.7
English (Advanced)	83.5	84.2	79.0
English (Standard)	73.2	71.9	66.4
English as a Second Language	76.4	77.5	71.2
General Mathematics	71.0	73.0	66.2
Hospitality Examination	71.7	73.4	73.9
Industrial Technology	75.9	78.2	69.9
Information Processes and Technology	66.7	72.3	69.4
Legal Studies	77.9	78.4	72.2
Mathematics	78.6	76.6	76.6
Mathematics Extension 1	82.4	82.1	82.2
Mathematics Extension 2	84.3	82.6	83.4
Modern History	74.2	76.6	73.1
PDHPE	77.3	76.4	70.4
Physics	74.7	74.4	73.2

Senior Science	70.8	73.4	73.2
Software Design and Development	68.8	72.2	70.4
Visual Arts	82.5	80.7	77.7

Standard English

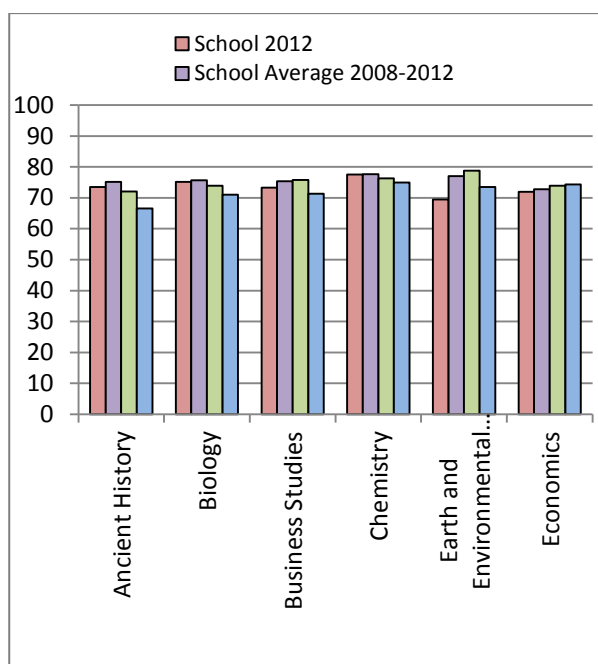
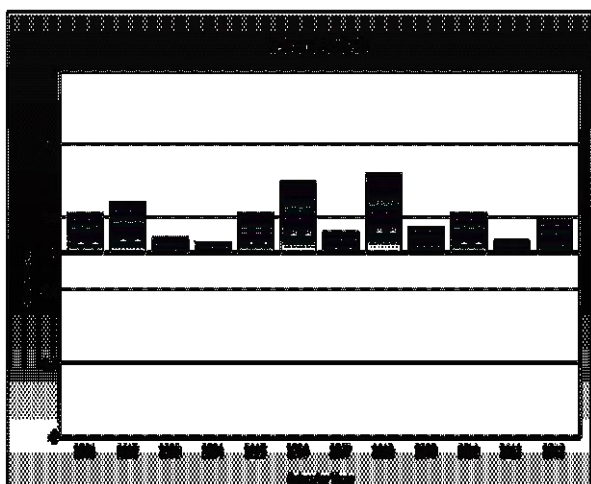
The 2012 Standard English results were very strong. A total of 138 students, in 7 classes, completed the Course with the Course Average being 4.48% above the State Average. This course has consistently performed some 6 or 7 % above the stage average for the past 5 years. A remarkably consistent achievement over a long period of time.

Only 166 students (or .051%) achieved Band 6 in the state. None were from this school. But 40 students achieved a band 5 (28.98% of the cohort) whilst the state average was 15.24, nearly twice the state average. This is also the highest number of band 5 the faculty has ever achieved in a single year.



English (ESL)

In English (ESL) 5 students achieved Band 6. This represents 12.19% of the school's course cohort – compared to 3.15% for the whole state. (9.04% above state) This compares well with last year when we did not receive any Band 6 results. The combined percentage of Bands 5 and 6 for 2012 was 41.43%, whereas the state's percentage was 24.67%. (Band 5 for 2011 represented 42.42% of the course cohort for the school, with the state's percentage being 26.54%). The z-score graph shows that there has been positive achievement above the state average for over a decade.



Biology

64 students from HBHS attempted the 2012 *Biology Examination*. (2) Students achieved Band 6 representing 3.12% of the candidature and a below State average of 6.26%. This was a similar to the 2011 results.

Afternoon tutorials and holiday classes have benefited the weaker candidates pushing them from Band 2 & 3 to Band 4 & 5s (3.12% in band 6 (State 6.26%) and 23.43% in band 5 (20.5%)).

Earth and Environmental Science

No students achieved a band 6 in 2012. In 2011, two students achieved Band 6 and in 2010, one student achieved a band 6. Overall, the results for 2012 were lower than previous years (Band 6; school 0%, state 7%. Band 5; school 22%, state 31%).

Chemistry

61 students from HBHS attempted the 2012 *Chemistry Examination*. (11) Students achieved Band 6 representing 18% of the candidature and an above State average of 5%. This was a big improvement from the 2011 results where only 2 band 6 were obtained

Afternoon tutorials and holiday classes have benefited the weaker candidates pushing them from Band 2 & 3 to Band 4 & 5s (in band 6 there were 18% (State 13%) and band 5 had 31% (30% State)).

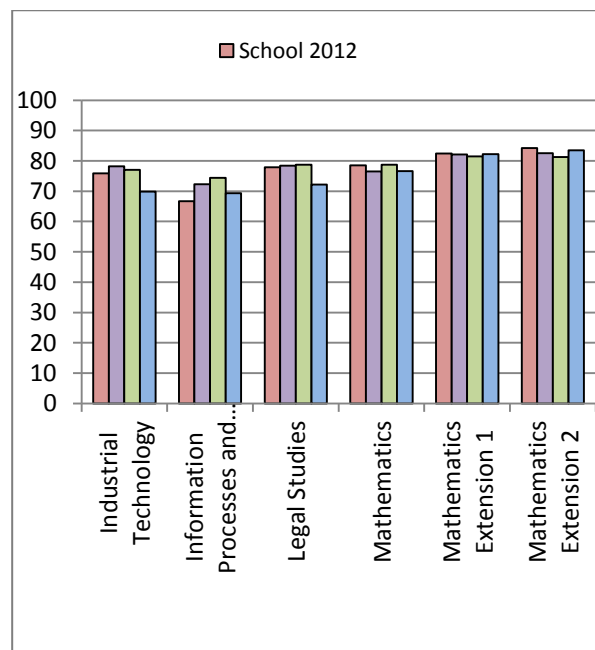
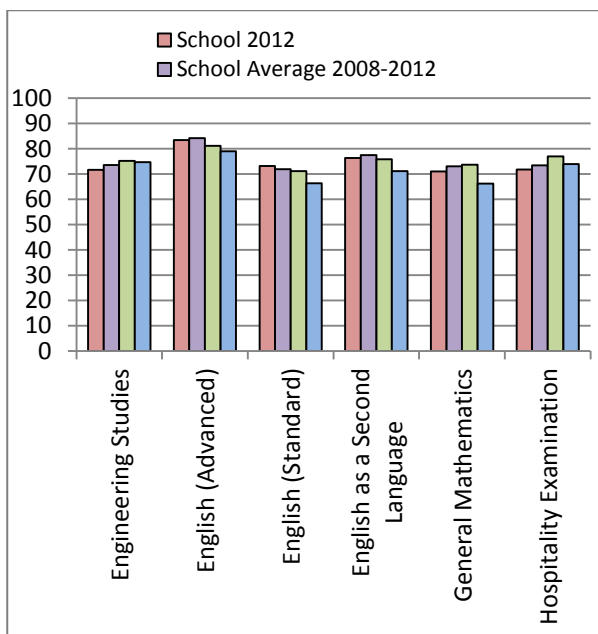
Senior Science

Senior Science results were not as good as previous years. No students achieved band 6 (as opposed to 8% of the state). Band 5 results matched state averages. The disappointing aspect of these results was the high number of band 2 results (23% compared to state average of 6%).

Physics

61 students from HBHS attempted the 2012 *Physics Examination*. (4) Students achieved Band 6 and the course average were up by +0.55% on the State average (74.37% School vs. 73.82% State). This is a significant positive improvement over the last (3) years which all fell below State mean.

Introduction of the Pearson Interactive software application "my e learning place" as well as much past HSC Exam papers review had much to do with this performance improvement. Students had more practise at problem solving questions through interactive exercises (in band 6 school had 6.56% (State 7.97%) and band 5 school had 26.23% (State 26.24%)).



Personal Development, Health and Physical Education

There is a higher percentage of top bands (5 and 6) compared to 2011 and the 2012 state average. This may be due to the improved teaching and learning programs that resulted from a comprehensive review in 2011.

Band	School	%	State	%
6	2	5.4	936	7.03
5	15	40.54	3467	26.05

Business Studies

In 2012 HBHS had a total candidature of 62 students sitting the HSC Business Studies examination. We had some pleasing results overall, with a total of 23 students achieving either Band 5 or 6. Business Studies achieved above state average in Band 4 and 5, but results below state average in Band 6. The results compared favourably with the State results in that Homebush 37.08% students received Band 5 & 6 (State 38.13%).

Economics

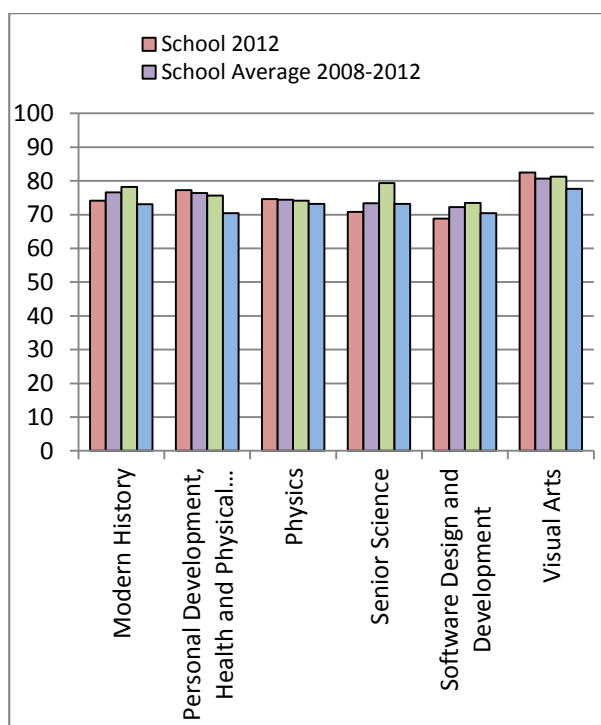
From reviewing the statistics from the BOS it must be noted that these grades were similar to previous years. The mean exam mark for HBHS Economics students was 71.26 with a standard deviation 18.82 while the state mean was 74.20 which was 2.94 above HBHS average, while the state standard deviation was as similar to HBHS. The Z – score analysis shows that HBHS Economics was -0.3 for 2012 & 2011. The Z – score analysis shows that Economics has usually been in the negative since 2001 except for 2006 & 2008. Greater than 50% of the Economics candidates at Homebush achieved either band 5 or 6.

Studies of Religion (1 unit)

There were only four students in Studies of Religion (1 unit) 2012. One student achieved a band 6, another student received a band 5, while the final two students received band 4.

Music

Results for 2013 HSC were pleasing with 1 student achieving a band 6, with the remaining students spread with band 5 and 4 results. Students commendable results with 14.29% in Band 6 (State 13.85%) and 71.43% Band 5 (State 44.83%).



Visual Arts

Results for Visual Arts in the 2013 HSC were excellent with three students gaining band 6 results and with one of those students also having his body of work selected for Artexpress. There were also several students that gained band 5 results which were in the high 80's. The class as a group also performed above the state average. The overall results for this year were a marked improvement on last year. Note in Band 6 there were 11.20% of the candidates and in Band 5 42.90%.

Chinese Background Speakers

Nine students sat for this exam. Three students received a Band 5; six students received a Band 4. Comparing to their English performance, eight out of nine students have achieved higher marks in the Chinese Background Speakers course and one obtained an equal mark as English. For four students, Chinese Background Speaking was the best result in their HSC. N.B. 33.33% of our students achieved a band 5 compared with 51.26% of the state.

Chinese Heritage (Mandarin)

2012 was the inaugural year for the Chinese Heritage (Mandarin) HSC course at Homebush Boys High School. Only one student sat for this exam and he achieved a Band 2. The fact that William Wu was a student with special needs

should be taken into consideration. It was his second best result. His moderated assessment result and HSC mark were both of similar magnitude.

Information, Processes and Technology

In Information Processes and Technology 2 students achieved band 5, 5 students band 5. These are consistent with state averages (Band 6 8.7% (State 8.74%) and Band 5 21.74% (22.88%).

Ancient History

The remarkable performances of students in Ancient History continued in 2012. 37.8% of students attained Bands 5 & 6 compared with 20.5% of the state.

Modern History

In 2012, 9 students (or 13.6 % of the candidates in Modern History) attained Band 6 results – our best “top band” statistics since 2008.

History Extension

Results in History Extension were very encouraging with all three candidates attaining band E3 grades in this challenging course. (Note that E4 is the highest band for a one-unit course)

At HBHS 100% of students attained a band 3/4 in History Extension compared to a state wide figure of 61.3%.

Geography

In HSC Geography students performed as expected based on internal assessment results. Homebush had no Band 6 students, but we received a Band 5 (12.5%). 3 students received Band 4 (37.5%), 3 students received a Band 3 (37.5%) and 1 student received Band 2 (12.5%). There were no students who received Band 1.

Students M.A Mean was 68.93 which were scaled up from the Assessment Mean of 67.38, with a Standard Deviation of 9.37. In the Exam students scored a mean score of 69.05 with a Standard Deviation of 10.52. This was slightly below the State Mean of 73.71 (-4.66).

Significant programs and initiatives

The school was involved in a range of significant initiatives that support students' educational needs, including values education.

Aboriginal education

Recognition of Aboriginal education occurred in curricular and extra-curricular aspects of school life. Acknowledgement of Country has been embedded in all relevant proceedings. NAIDOC Week is celebrated across the school. Initiatives which support the Indigenous Literacy Project have been further developed. Students who identify as having indigenous heritage (5 students) accessed additional educational support including through Norta Norta funding.

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 school was a key participant in the *Rethinking Multicultural Action Research Project* – a Commonwealth funded research project conducted in partnership between the University of Western Sydney, NSW Institute of Teachers and the NSW Department of Education and Communities. Research findings indicated a pre-existing positive attitude towards the experience of a multicultural school environment at Homebush Boys High School and the positive effects of direct instruction across KLAs on the nature of culture and intercultural contacts.

The equity team coordinated celebrations for Harmony Week during term 1, with a display of student portraits in the school foyer, promoting the wearing of orange ribbons and in a school assembly that included greetings in many languages spoken by the school community.

The roles of the ARCO and ARCO (Executive) positions have been promoted in the school and the few examples of racist language have been promptly and effectively addressed.

In 2012, 4.8 qualified ESL teachers worked to support students in several Key Learning Areas. ESL students in every year received support, including the Preliminary and HSC year where there were classes in the English (ESL) course as well as Fundamentals of English.

ESL teachers worked across the school to develop both the language skills of students as well as the understanding of their needs. This year two of the ESL teachers presented the TELL (Teaching English Language Learners) program to the whole school to further this aim. This regional initiative, enthusiastically supported by the school executive, raised the profile of the specific needs

of ESL and NESB learners and gave mainstream teachers skills to use in their classrooms. A representative from each faculty undertook extensive professional learning to develop their understanding of effective approaches to cultural inclusivity and expand their repertoire of teaching / learning strategies. Activities for the whole teaching staff (at faculty meetings, staff meetings and school development days) distributed the learning gained. Due to the success of this program, it will continue in 2013.

Other programs

Student welfare

A range of programs supporting student wellbeing were initiated along with the creation of a new executive position, Head Teacher Student Wellbeing.

Major achievements in this area included:

- Improved Year 6 to 7 transition processes
- Year 7 social skill development through the Tough Guise program
- Support for Stage 5 students at risk through external agency support including Youth Connections, Links to Learning, TAFE Outreach and individualised planning processes.

A review of the school's award system was undertaken which resulted in the creation of an additional level of commendation, the Head Teacher's Award for outstanding student achievement. The presentation of student commendations at school assemblies enhanced positivity.

Revision of Behaviour Management Procedures clarified expectations and streamlined referral processes promoting student discipline.

Programs for students with additional educational needs

The school's Head Teacher Learning Support led a team from across the school to manage various programs. These include the Integration program, the Disability Provisions program and the Learning and Support program. Student referrals were submitted to the team who made decisions regarding appropriate action and follow-up. Sub-committees from this team were responsible for aspects of school organisation, such as the

placement of Year 7 students into appropriate classes, as well as Disability Provisions students' access to entitlements.

Student Leadership Prefects

In 2012 the prefects were involved in numerous activities within the school and in the community. Firstly they mentored the incoming Year 7 at camp and then on their return to school. They also assisted at the Year 7 Parent Teacher Evening in Term 1. The prefects supported Strathfield Council citizenship ceremonies by serving hospitality and raising valuable funds for the school.

In collaboration with the SRC, the prefects organised several charitable fundraising activities within the school, including White Ribbon Day, Pink Ribbon Day and Chris O'Brien's Life House. They also organised and participated in fundraising events outside school.

The prefects led the school in donating blood, and participating in community events such as Clean Up Australia Day. They formed a committee to raise money for the school's Ugandan Appeal.

As leaders and role models the prefects represented the school at the Burwood and Strathfield Commemorative ANZAC Services as well as marching with the Homebush Boys Drum Corps in the city ANZAC march. They also assisted at Citizenship Ceremonies throughout the year.

In 2012, the prefect group forged stronger links with Strathfield Girls High School. Prefects from both schools met several times during the year to discuss their roles and leadership initiatives.

Anti-Bullying

The 2012 Anti-Bullying Policy review and recommendations has been due to the collaboration of the school community. The key groups included: Parents and Citizens Working party (Fiona Murray, Annette Bremner, Nick Miller, Shelly Cowan and Lisa Wong); forty students from 7-11; Student Wellbeing Team; School Executive and School Staff (through a staff meeting).

The policy needed to reflect the changing nature of bullying in our society especially in relation to forms of social media. The policy also needed to reflect the specific beliefs and attitudes of the school community. The document has enabled

the empowerment of these key groups in the process of decision making and formulating relevant school policy and consequently a wider range of views. The school would like to thank all those involved in an important aspect of enhancing school values.

The policy is available on the school's website, Student Wellbeing. There are also other links to aspects of bullying that may assist students and parents / caretakers. The new policy is constantly referred to as a support mechanism for the school's SLR (Safety, Learning, Respect) Matrix and utilised in counselling students in relation to bullying. It is anticipated that the policy is an ongoing document and will be reflected, where relevant, throughout the curriculum across the school.

The policy will be reviewed annually through updating information, analysis of school data from Sentral Welfare and school surveys.

Vocational education

Our school offered senior students Hospitality Operations, Sport Fitness and Recreation and for the first time Construction was offered (11 students). In addition to this, other VET courses were offered via TAFE Colleges including Information Technology, Design Fundamentals (2), Plumbing (2), Carpentry (4), Automotive (3), Computer Aided Drafting (1), Electro technology (3), Business Services (1), Financial Services (6), Human Services (4) and Property Services (1).

Drug education

The aim of drug education is to eliminate the harmful use of drugs by developing knowledge and skills such as connectedness and resilience. The cohesive nature of a strong school community and involved care-givers develops *connectedness* within the student. The second factor of *resilience* increases a student's ability to make positive decisions in relation to drug use.

The PDHPE 7-10 programs in particular, coupled with a variety of extra-curricular activities aim to increase both a student's connectedness with his community and his resilience. The Stage 4 units aim to develop the skills needed to help themselves, whereas the Stage 5 units emphasise the development of skills to begin to help others.

The year 7 PDHPE program includes a 10 week unit titled 'Healthy Lifestyles and Smoking'. The

unit focuses on the knowledge and skills needed to develop a healthy lifestyle. The concepts of connectedness and resilience are strongly involved here and are used as a basis for preventing the uptake of cigarette use.

The co-curricular, welfare based program- *Tough Guise* is delivered to the entire year 7 cohort. Coping strategies and resilience in particular are highlighted within the program due to the importance that they hold in students of this age. The program acts to complement the messages delivered in PDHPE.

In 2012, select year 8 students were involved in the CAP study.

“The aim of the CAP Study is to implement and evaluate a comprehensive school-based substance use prevention intervention, known as the CAP intervention. The CAP study combines the effective ‘universal’ Climate Schools and ‘targeted’ Preventure prevention programs with the aim of reducing substance use and associated harms in students. The CAP study is the first international trial of this comprehensive approach to prevention”. (CAP study website; www.capstudy.org.au; NDARC and UNSW; 2012).

Homebush Boys High School was approached by the National Drug and Alcohol Research Centre to be involved in the above study. Parents and caregivers gave consent for their sons to be involved in the study that was examining alternate methods of delivering *Alcohol and Cannabis* education. All year 8 students performed on-line lessons centred on information delivered through cartoons. Those given parental consent were asked to complete surveys in relation to their current knowledge of drug and alcohol use, mental health and social awareness. Our school was selected to be part of the ‘Preventure’ component of the study. This is a longitudinal study that has not yet produced final results on the effectiveness of the program, but preliminary data from surveys indicate that the program is presented in an engaging (90%) and enjoyable manner (93%), with the information being relevant to their lives (73%) and easy to understand (95%). (*The Climate Schools: Alcohol & Cannabis Course Summary of Student Feedback; NDARC and UNSW; 2012*)

The year 9 PDHPE course presented a unit on the effects of drug use; Cannabis and alcohol in

particular. The ‘Don’t turn a night out into a nightmare’ unit explored the consequences of drug use on all facets of their lives. Information on illicit and prescription drugs was also presented, again with the main objectives of developing resilience and connectedness within the students.

Our year 10 PDHPE course centres on the effects of drug use on relationships and on a person’s mental health. The unit begins by focusing on the effects on the individual, expanding to how the students can help others experiencing the short and long term effects of drug usage.

Throughout the school year, each year group, 7-10, plays audience to a stage play from the Brainstorm Production Company. The presentations vary in subject focus across year groups, including social networking, coping with bullying, mental health and resilience. The year 9 presentation- ‘Cheap Thrills’, deals directly with drug use issues. It is an engaging presentation on how drug use can affect more than just the user.

Stage 6 students are involved in the *Crossroads* program. This DEC developed program is based on the delivery of information on drug use and relationships. As highlighted previously, the development of positive relationships is a strong adversary to poor decisions around drug use. Year 11 are involved in the ‘Men of Honour’ presentation from The OxyGen Factory. This uplifting presentation surrounds the need for young men to be strong in all areas of their lives and to see the importance of relationships with male role models. The concepts of respect for women and integrity are strongly emphasised. The issue of drug use is given prominence as a poor coping mechanism. The presenter, Glen Gerreyn, offers further support through his website and Facebook page. Other motivational speakers, such as John Coutis aim to create awareness of the positives in life and the necessity to avoid poor decision making.

Homebush Boys High School considers the need to develop a sense of connectedness and to increase a student’s resilience as essential mechanisms in combating and coping with poor decision making in regards to drug use. These concepts are embedded within the formal curriculum through PDHPE 7-10, and also through co-curricular programs, such as *Tough Guise*,

Crossroads and Presentations from The OxyGen Factory, John Coutis and Brainstorm Productions.

Progress on 2012 targets

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

2012 Progress on these targets:

- Professional learning of all staff during 2012 in TELL has been extensive and ongoing
- The position of FLEAs (Faculty Leadership Experts and Advisers) has been consolidated in all faculty management plans

- Only 16% of year 9 students in Bands 9 and 10 Reading indicating that this target will continue in 2013
- 24% of Year 9 students at or below minimum standard in Reading justifying continued focus on explicit reading strategies
- Only 56% of year 9 students in Bands 7-1- which is well short of our target indicating our students did not adjust to the new persuasive argument text type
- Only 57% of year 9 students achieved proficiency in Numeracy indicating our Numeracy strategies need to continue
- 68% of year 9 students attain greater than expected growth in reading reflecting the need for Individual Learning Plans to be implemented for all students not meeting school determined benchmarks and receiving specialised literacy support by Semester 1, 2012

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 7 and 8); Engagement with My Community (Years 9 and 10); Engagement with My Future (Year 11 and 12). Establishment 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

2012 Progress on these targets:

- These key phases have been established as part of the structure of the welfare programs
- New method of issuing awards has resulted in a 50% increase in Principal's medals issued at presentation night
- Differentiating the curriculum still needs to be included in the targets for 2013
- Student engagement team has taken charge of the target and progress has been delayed until 2013
- Learning Support has examined templates for ILPs and implementation is scheduled for 2013
- Attendance in year 7 met the 95% target but overall the school average was 93% and in 2013 new software for on-line marking will enhance accuracy
- New daily structure devised for 5 period day and 2 week cycle for implementation in 2013
- Shared offerings with Strathfield GHS in 2014 when their school moves to a 5 period day structure

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

2012 Progress on these targets:

- All teams represented by staff from a variety of learning areas due to shift of team meetings to Thursday afternoon as opposed to lunch time
- Mentoring program moved to 2013
- Teacher Assessment Review Schedule (TARS) documents all use the professional standards
- Staff members have had preliminary meetings to determine the process of achievement of higher accreditation standards

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.

2012 Progress on these targets:

- Uniform assessment notice implemented
- A uniform process for feedback has not been implemented and strategies are to be implemented in 2013
- New assessment tasks will be developed for the Australian curriculum with the Quality Teaching framework as an overarching priority in 2013 and 2014
- Still working to develop guidelines and structures that allow for consistently effective feedback to students post-assessment
- Work on quality programming will start with executive in 2013

- Introduction of the RoSA to year 10 was successful but year 11 implementation in 2013 will be more of a challenge
- “Paperless classroom” units may be delayed due to a lack of long term support for the DER one to one laptop program
- Use of the Career Builder software facilitates the building of a School to Work plan for students in stages 5 and 6
- All KLAs prepared for implementation of the Australian Curriculum stages 4 and 5 by 2014
- Sharing of curriculum offerings with sister school Strathfield GHS delayed until 2014 when they run a parallel daily structure

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of curriculum approaches to multicultural education.

Background

The school is notable for the harmony within this cultural diversity. There are students that are representative of a full range of academic abilities, including students with learning difficulties and excellent academic performers. Students are drawn from diverse backgrounds with more than 85% from language backgrounds other than English (LBOTE). Prominent ethnic groups in the school include students with Indian, Sri Lankan, Chinese, Anglo-Celtic, Korean, Arabic, African and Polynesian heritages.

The school undertook an action research project that involved the explicit teaching of key issues and concepts surrounding multicultural diversity. The aim of the project was to measure the impacts of the explicit teaching of key issues and concepts surrounding multicultural diversity. We posed the question, ‘How can the explicit teaching of key issues, events and concepts surrounding culture and multiculturalism develop students’ critical capacities and understandings in relation to culture?’ The research plan was to embed within the curriculum lessons that stimulated discussion on issues of culture, ethnicity and multiculturalism and that the lessons would be delivered across various Key Learning Areas. Project content was taught to

students through English, History and Geography lessons.

The action research project involved a school-based team of five teachers over a period of 12 months engaging in professional learning, designing a project, producing resources, inservicing other staff members, delivering lessons, conducting surveys and focus groups and synthesising the results into this report. The research team was supported by Dr. Megan Watkins and Assoc. Prof. Greg Noble (UWS) and Julia Ray (Multicultural/ESL consultant – DEC).

Findings and conclusions

The ‘action’ in the action research involved lessons revolving around culture-based concepts such as the nature of culture, cultural diversity, intercultural dialogue, globalisation, immigration, racism and multiculturalism.

One of the initial findings of the project revealed itself whilst analysing the results of the pre-project survey and focus group sessions. The students at Homebush Boys are starting from a very strong base of cultural understanding. For instance, the survey question ‘What are the benefits of learning about culture and cultural diversity at school?’ yielded the comment from a student in a focus group that, “kids who are born into the country they attend their school at most likely did not have a different culture background. I think learning about other cultures while you are still in school, helps kids to understand how other cultures live.”

In response to the statement “Having an understanding of the concept of culture can increase harmony in the school and the community”, 91% of students responded ‘agree’ or ‘strongly agree’. Findings indicated that the experience of being immersed in a multicultural school and existing educational programs had developed high degrees of cultural literacy in the students.

Students targeted in the program did display a general movement towards more sophisticated understandings. In particular, the capacity of students to describe their own cultural heritage became much more reflective and analytical. One-third of targeted students pre-program claimed that they did not know what their cultural heritage was but all could describe their culture at the end of the program. The inclusion

of explicit lessons on culture and multiculturalism, drawing on the work of social researchers, appeared to be of value in providing the students with metalanguage, to aid them in their descriptions of the multicultural society in which they are engaged. Additionally, analysis of the Likert-scale responses on the survey indicated a shift in students’ opinions as a result of the project’s lessons. Generally, the number of students who “agreed” or “strongly agreed” with the statements posed increased slightly between the pre and post surveys, however, amongst these affirmative responses there was a significant shift in the number of students selecting “strongly agreed”. It appeared that explicit teaching in multiculturalism and cultural studies did result in many students strengthening their appreciation and commitment for the benefits of living and learning in a multicultural environment.

The research team recognised that assessing adolescents’ understanding of the term ‘Aussie’ is an area for further research, as responses pre and post program indicated a confused use of this term. Some students associated the expression with “Anglo-Celtic” or with stereotypical behaviours and recreational interests whereas others equated the term with citizenship. However, students did not feel that promoting multicultural understanding should be solely the responsibility of the school. Community groups, government agencies, the media and families also needed to play a role in preparing young people for active participation in a multicultural nation.

The most rewarding finding was that the attitude of students towards the experience of growing up in a multicultural school was overwhelmingly positive. A consistent theme was that attending a diverse school developed an appreciation for the multicultural nature of Australian society in general and that this would be beneficial in later life.

Future directions

The findings of this research on the benefits of the explicit teaching of cultural concepts to Year 10 students at Homebush Boys High School were essentially positive. Students seemed to develop an increasingly sophisticated understanding of culture and the nature of living in a multicultural world. A continued school priority on explicitly

addressing cultural literacy through the curriculum, complementing our extra-curricular multicultural approaches such as Harmony Day, NAIDOC week celebrations and Multicultural Day, will further embed into the school ethos the understandings gained through this project.

Additionally, the action research skills developed by the teachers involved will be utilised in other professional learning projects undertaken at the school.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

An exit survey was conducted to gain an understanding of student's perceptions and experiences of school. The areas surveyed were: Curriculum/Academic Program; Teacher Quality; Learning Outcomes; Personal Development/Leadership; Pastoral Care; Resources/ Co-Curricular Activities; Transaction and School Ethos/Values.

The total responses for each area above ranged from 750 to 959 responses. The general result is that students have found their schooling at HBHS to be a positive experience as reflected in percentages of Positive responses and comments. Students had to choose one of 4 domains: Definitely Agree/ Agree/ Disagree / Definitely Disagree.

The highest ranked positive areas of school life were:

1. Learning outcomes
2. Curriculum/ Academic Program
3. Teacher Quality

Students were positive about most aspects of school life, however, the following categories attracted the highest negative counts:

1. Transition
2. Personal Development/ Leadership
3. Pastoral Care

Students also identified "best aspects" of schooling through written responses. In relation to Teacher/ Staff, students stipulated Teacher

Quality and Staff Commitment and Support as the best aspect. Some students identified particular areas of interest such as: proactive teachers; less expenditure on excessive technology and invest in teacher quality; more independent learning and more teachers.

In other areas students identified the following best aspects - the range of sports provided; community services and support; interactive whiteboards. Concerns raised by students often related to facilities such as restricted playground areas; toilets; refurbishment of classrooms; poor learning environments such as demountables; no air conditioning.

Students also identified "best aspects" of welfare the school provided. These include friendships/relationships, leadership opportunities and personal development. Students were concerned about the number of student enrolments, perceptions about cyber bullying and evidence of student decision making.

These areas will assist in considering future directions. Some areas are also in the process of evaluating.

Professional learning

All 91 teaching staff have been involved in formal and informal professional learning activities aligned to school priorities, faculty / team management plans and individual Professional Learning Plans. Formal activities include participation in external conferences and workshops, school development days, professional networks, staff / executive and team meetings. Informal activities include mentoring, supervision of teacher practicums including internships, peer coaching, collaboration and relieving in higher positions. A significant aspect of professional learning over the past two years has been the connections built with local primary and high school through the Centre of Excellence project and the Strathfield principal's network. Two school development days in 2012 involved significant joint school professional learning.

Over 2012, expenditure on professional learning funds has amounted to \$128 000; \$77 000 from Teacher Professional Learning funds and \$51 000 in tied grants. Average expenditure per teacher was approximately \$1 400. Major professional

learning initiatives to address school priorities include:

Literacy – At least one representative from each faculty underwent year-long training through the Teaching English to Language Learners program, provided by two facilitators from the ESL staff. This learning was shared through staff and faculty workshops.

Numeracy – Numeracy consultant support was accessed to train mathematics staff in data analysis and engaging lower ability students. Whole staff attended a workshop on numeracy across KLAs.

Student engagement and attainment – significant DER funds were used to support professional learning in one-to-one laptop pedagogy; Action research in the Rethinking Multiculturalism Project, supported by UWS, was an important aspect of curriculum and student wellbeing.

Curriculum – significant funds were devoted to collegially programming in line with quality teaching; four KLAs (English, Maths, Science, History) began planning for the implementation of the new BOS syllabuses which incorporate the Australian Curriculum.

Assessment – quality assessment practices (assessment for learning) was a central focus for 2012. A combined high schools development day in Term 3 involved a series of presentations and workshops at ANZ stadium to develop teacher expertise in assessment for learning. A continued approach in Term 3 and 4 was learning activities related to quality feedback.

Induction Programs for new scheme teachers including both internal and external professional development activities (such as one-on-one support sessions) were implemented, utilising the NSW Institute of Teachers Standards of Professional Practice. Four teachers successfully achieved accreditation in 2012. Two teachers worked towards accreditation at professional competence level. Fourteen teachers worked towards maintaining professional competence. Interschool workshops supported teachers interested in accreditation at the higher levels. Panel training and CV writing training was undertaken by eight teachers interested in merit selection processes.

School development day activities undertaken by all teachers provided opportunities to develop

understanding in key areas of literacy (reading / writing strategies); assisting transition; leadership and management; compliance training – CPR; quality assessment; programming and backward mapping, incorporating enhancing student engagement; 21st Century learning – ICT focus. 74 teachers participated in at least one professional learning course through MyPL.

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

2013 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
- 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

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)

2013 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 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

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

2013 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.

2013 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.

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
- 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.

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.

Tim Jurd	Principal
Caitlin Dwyer	Deputy Principal
Kamie Khurshed	Deputy Principal
Jon 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
Pamela Vine	Head Teacher Administration
Pete Wilson	Head Teacher History
Kerry Meucci	Head Teacher Learning Support
Suzi Milovanovic	Head Teacher Teaching & Learning
Simone Burton	President P & C
Simon Ford	President School Council
Phillip Siomos	School Captain

School contact information

Homebush Boys High School

Bridge Rd, Homebush 2140

Ph: 02 9764 3611

Fax: 02 9746 3614

Email: homebushbo-h.school@det.nsw.edu.au

Web: www.homebushbo-h.schools.nsw.edu.au

School Code: 8151

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

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