



Education &  
Communities

2014



Homebush Boys High School

8151

Annual School Report



## School context statement

Homebush Boys High School is a comprehensive community school for boys with a reputation for excellence in academic pursuits, a range of sports and many extra-curricular activities. Founded in 1936, it is located in the inner western suburbs of Sydney in a well established residential area.

We are highly multicultural in nature, with an enrolment of around 1150 students, comprising over 85% of students with a language background other than English. More than 50 cultural and language backgrounds are represented in our school population.

Our school staff of over 80 teachers is experienced and committed to engaging boys in meaningful learning experiences. Strong HSC results and outstanding growth rates in NAPLAN in reading and numeracy characterise academic outcomes. Student wellbeing initiatives focus on ensuring a safe and supportive learning environment and a sense of belonging to the school community and the wider community. Our students actively engage in

The school is an active partner in the Homebush-Strathfield Learning Community.

## Principal's Message

2014 has ended on a sad note for me as I farewell the school and move into the next phase of my life i.e. retirement. After 23 years of my 39 years of teaching at Homebush, I have developed a great affection and affinity for the students, staff, parents and community. It is with great pride that I compose my final Annual Report as outgoing Principal.

The 2014 student achievements have been wonderful. As you will read in this report, the NAPLAN Literacy growth has fulfilled and in some ways exceeded our expectations. Our staff has worked diligently to ensure the explicit teaching of writing and reading skills within their subject areas and support our boys' love of learning. This program has been possible by continued staff professional growth within the framework of continuous teacher improvement plans supported by the Deputy Principal Teaching and Learning, Ms Caitlin Dwyer.

The wonderful NAPLAN results create a foundation for success in the Higher School

Certificate, with the 2014 Year 12 achieving our strongest results for 5 years.

Homebush students have continued to excel at creative endeavours especially Music and Visual Arts. Our Instrumental Music Program grew under the leadership of Ms Tracy Burjan and in-school coordinator, Mr Andrew Smith. Twelve of our students travelled to China with the NSW Public Schools tour and the performance of these tourists was a great hit with all the audiences. Orchestra leader, Po Shen Wang of year 12 demonstrated extraordinary skill as a violinist and mentor for the younger students.

In Visual Arts, our students have performed outstandingly in the Higher School Certificate, Strathfield Art Show and Operation Art. Twelve students were shortlisted for the prestigious Higher School Certificate Art Express and from these students an unprecedented five bodies of work were selected for display.

2014 saw Deputy Principal, Mr Kamie Khurshed, lead a major review of the Anti-Bullying Policy, Student Leadership and School Camps. Mr Khurshed collaborated in these initiatives with Ms Lidia Budanovic (HT Student Wellbeing), Ms Jenelle Horiatopoulos (Prefects coordinator) and Ms Sathyaramanee Kumaralingam (SRC coordinator). It is with great pride to congratulate the outgoing student executive of Arjunasingam Abayasingam (SRC President), Deren Mehmet (Senior Prefect), Bassel Rana (Vice Captain) and the mercurial Vidhushan Paheerathan (Captain). I am extremely fortunate to have concluded my teaching career with such a talented and dedicated student leadership. My best wishes go to all the future leaders especially Craig Miller (Captain), Panayioti Constanti (Vice Captain), Martin Hossain (SRC President) and Haddi Taha (Senior Prefect).

The student leaders, i.e. our prefects and SRC members, had a brilliant year showing their strong school spirit, social conscience and imagination. The Interact Club went from strength to strength under the mentoring of Mr Peter Smith of Rotary.

In school sport 2014 continued the remarkable tradition of previous years ensuring that students are given the opportunity to participate, do their best and experience the joy of healthy competition. This is largely due to the hard work of Mr Scott Belgre, Sports Coordinator, and Ms Caitlin Dwyer, Deputy Principal responsible for

sport. Highlights were numerous but three are worth mentioning here with Angus Armstrong, National Schools Pole Vault champion; Isaac Noh Australian School Boy Golf Champion and Michael Napoli School Boy Champion in Trampolining. All boys have received Regional and State Blues in their individual disciplines.

Our students' achievements are only possible because of the strong partnership of parents and staff. Our parents are represented by the Parents and Citizen Committee, ably led by the President Ms Cathy Totidis. Ms Totidis has been an outstanding leader always seeking ways to make the P & C more inclusive and informative. Ms Totidis facilitated fund raisers, panels at open days, fun nights and focus groups. Ms Totidis and the entire P & C are wonderful to work with and they have made my work as principal so much easier and enjoyable. As well as the P & C our school has an active and informed School Council that receives and evaluates reports from parents, staff and students to ensure that school policies and procedures are reviewed to assist implementation. The President of the School Council is Ms Cathy Scanlan, who is an excellent chair of this important team.

### P&C Contribution to HBHS Annual report

In 2014 P&C members and school staff continued to work in partnership to strengthen the links with the "Bushy Boys" community. P&C representation at key school and community events included: Year 7 orientation and open days, Iftar, Multicultural Day, Year 12 Graduation, school presentation ceremonies, staff selection panels and a grants writing workshop. The P&C also became incorporated on 17 April, 2014. This enabled the P&C to have a "legal personality" for potential grant opportunities in the future.

The P&C contributed to the review of the school's 2015-17 Management Plan and had input into the faculties' learning, teaching and school culture survey.

P&C worked collaboratively with school executive and staff to present question and answer forums at the monthly meetings on a range of educational issues. These included: mathematics, English and cross-curricular overviews, career pathways, anti-bullying campaigns and transition support for Year 7 students into secondary education. The P&C had an active role on the

School Council and endeavoured to be mindful of how to best engage with the school community.

Fundraising for 2014 targeted the school environment. \$20,000 was allocated for the rejuvenation of the old school gymnasium and seating in the playground. P&C fundraisers for 2014 included catering for Strathfield Council's citizenship ceremonies, mother and fathers' day stalls, a trivia evening, a Bunnings BBQ and P&C endorsement of the school's special contribution letter.

On behalf of the P&C it has been a privilege to support Homebush Boys high School in 2014 and I wish the boys and their families all the very best in the years ahead.

Ms Kathy Totidis, President P&C

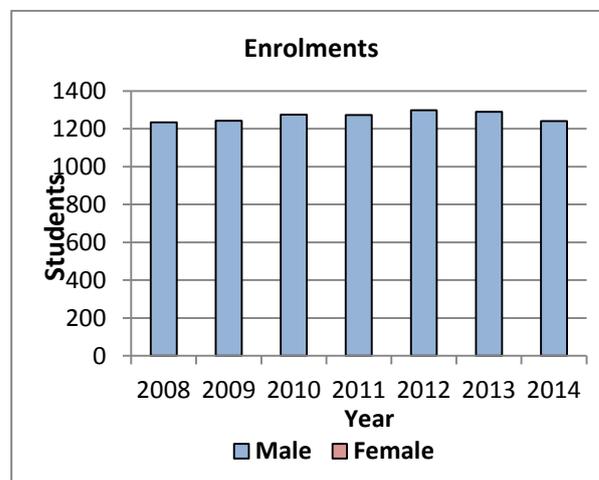
### Student information

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

### Student enrolment profile

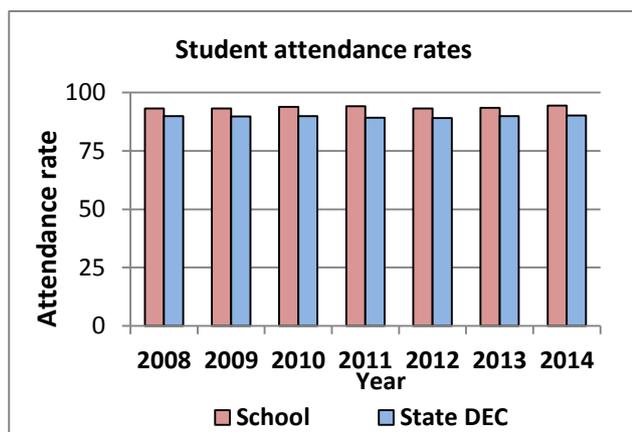
There has been some decrease in total student enrolment in 2014, in line with departmental policy.

Gender	2008	2009	2010	2011	2012	2013	2014
Male	1234	1243	1275	1274	1299	1290	1240
Female	0	0	0	0	0	0	0



## Student attendance profile

Attendance rates continue to be stable and above state average.

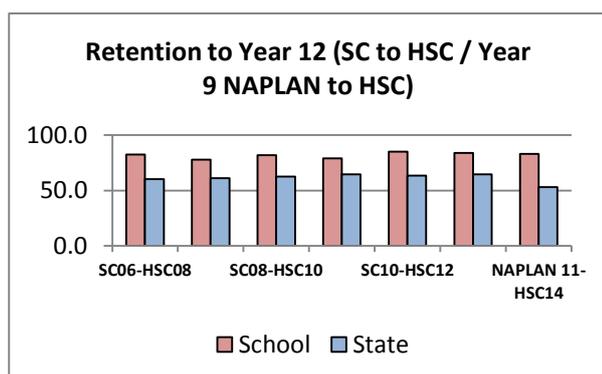


## Management of non-attendance

Homebush utilised SMS or text message software solution to notify parents of unexplained absences. Period by period electronic roll marking was employed to ensure the safe monitoring and prompt notification of student non-attendance. This has supported the school's attendance program and has been well received by the community.

## Student Retention Year 10 to Year 12

	SC06 - HSC 08	SC07 - HSC 09	SC08 - HSC 10	SC09 - HSC 11	SC10 - HSC 12	SC11 - HSC 13	NAPLAN 11 - HSC 14
School	82.4	77.8	82.0	78.9	85.0	83.9	83.0
State	60.3	61.0	62.7	64.7	63.4	64.5	53.2
Previous Methodology (SC to HSC apparent retention)							



## Post-school destinations

Most school leavers chose to pursue a pathway which involved further training and education as the table following indicates.

Pathway	Number of students
Degree (university)	171
Diploma (TAFE)	6
Apprenticeship	4
Working	5
Gap year	6
Repeat HSC	4
<b>Total returned</b>	<b>196</b>

## Year 12 students undertaking vocational or trade training

Ninety one (91) Year 12 students undertook vocational or trade training. The number and diversity of courses was considerable. They included Sport, Fitness and Recreation (16), Financial Services (6), Human Services (2), Retail Services (4), Information Technology (9), Hospitality (41), Electrotechnology (1), Construction (8), and Automotive (3) and these students comprised ??% of the cohort.

## Year 12 students attaining HSC or equivalent Vocational educational qualification

Of the year 12 students who sought to complete their HSC, 97% were successful. Two students chose to complete the HSC by pathways and aim to finish in 2015.

Over 90% of our 2014 Year 12 cohort articulated into a university. Some of our highlights for 2014 are: Paul Habashy who achieved an outstanding ATAR of 99.8 who also happened to be our dux for 2014. He is currently studying a combined degree of Commerce and Law at UNSW Australia.

Renith Thettayil was very successful in getting himself an Accounting Co-op Scholarship at UTS, coupled with 4th in the state for Financial Services. This is a huge achievement for someone who has only been in the country for a short

period of time. Whilst Sahil Bhandula was offered an Early Entry into Macquarie University to do a combined Law Degree which is based on Academic Merits and Community and Leadership Involvement. This also ties in nicely with Sahil's receipt of the Young Australian of the Year awarded to him from Strathfield Council.

Other boys who deserve a mention include Angus Armstrong, Rafid Sarker, Zhiyuan (Ian) Zhou and once again Paul Habashy for being on the Merit List.

Our outgoing school Captain is currently studying Physiotherapy at James Cook University as he saw this as an opportunity to engage with the Indigenous Community.

These boys and many others have excelled in all aspects of their school life and have done themselves, their family and their school very proud. Well done boys and we know that you've set a very high benchmark for future Bushy boys to follow!

From our 2014 cohort, students pursued degrees in a broad range of areas, however it seems as though the majority have gone into the following areas: Health / Medical Science, Engineering, Construction and Business or Economics.

Others are studying at TAFE or Private Colleges and are mainly in the IT or Business fields and some are planning to do further study at a university in 2016.

A few of our students have been successful in gaining employment in various industries, predominantly of an apprenticeship style nature.

A handful of our students have decided to defer from their studies and experience the life – long journey which travel has to offer, and will continue with their academic studies at a later date.

Overall, the results of our 2014 Year 12 cohort were outstanding, exceeding above and beyond the performance of other state comprehensive high schools. This is a fantastic outcome for the boys, their families and the school.

Congratulations to our class of 2014 and best wishes with your future endeavours.

Georgia Anton  
Career Adviser

## Workforce 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 15 school administration and learning support staff.

## Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teachers	14
Classroom Teacher(s)	60
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	4
Careers Adviser	1
School Counsellor	1
School Administrative & Support Staff	14
<b>Total</b>	<b>99</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

During 2014 there was 1 staff member of Aboriginal or Torres Strait Islander background.

## Staff Retention

Homebush Boys High School has a diverse teaching staff consisting of highly experienced teachers and those who are new to the profession. Staff retention continues to be high with the only changes resulting from 1 promotion, 4 retirements and 1 resignation from the highly motivated staff.

## Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW public schools. Teaching staff have at least a degree or diploma level qualifications and some have undertaken subsequent formal post graduate courses. Staff members participate in ongoing professional learning to maintain and improve their skills.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	26

## Professional learning and teacher accreditation

Professional learning is guided by the school's professional learning plan and is reflective of the school's three year strategic plan, and Department of Education and Communities regional and state plans.

During 2014, staff participated in a variety of professional learning activities, which was provided both internally and by courses delivered by the DEC and external providers. Opportunities were accessed by each key learning area, and strategies and information gained was shared on a faculty and whole school level.

Every teacher has formulated a Professional Learning Plan, in consultation with their supervisor, which is linked to school plan targets and Australian Professional Standards for Teachers. School-based avenues for professional learning activities include school development days, staff and team meetings twice per term, and faculty meetings six times per term. All executive teachers engage in professional learning at weekly executive meetings. Every teacher is a member of a school team, which focuses on a particular aspect of the school plan. Many teachers have also accessed external sources of professional development such as conferences and workshops provided by the DEC and the BOSTES.

A range of professional development strategies built teacher capability across the school: workshop facilitation (in faculty, cross faculty and whole school); mentoring; relieving in higher positions; involvement in professional and inter-school networks; supervision of practicums; cross-faculty projects.

2014 professional learning threads which formed the basis of development activities include:

### *Curriculum and Assessment*

- Australian curriculum and new syllabuses - program development for English, maths, science and history, including networking with other schools

- Program / assessment reviews to address diverse student needs including English as an Additional Language / Dialect students, students with learning difficulties and high achieving students.
- Grading practices review to enhance consistency across faculties.

### *Student engagement and attainment*

- Curriculum differentiation strategies for all learners with an emphasis on enrichment and extension for high achievers
- Data analysis – NAPLAN, HSC using SMART and RAP.

### *Literacy and Numeracy*

- Teaching English Language Learners Phase 2 – third year of training involving one teacher from each KLA
- Further supporting writing development, with an emphasis on enhancing growth rates of high achieving students.

### *Leadership and Management*

- Compliance training for all staff – child protection, emergency care, CPR, anaphylaxis training.

Total school expenditure on professional learning during 2014 amounted to \$110 000,

Including \$46,000 from tied funds. Average expenditure per teacher on professional learning, at the school level was approximately \$1,275. Funding preference is given to professional development which is collaborative and involves longer term projects. 100% of teaching staff registered and completed at least one professional learning activity via MyPL@DET.

### **Beginning Teachers**

Two beginning teachers, and their mentors, received support through additional funding for professional learning in the first year of permanent teaching. This enabled a wide range of development activities, including lesson observations, collaborative programming and professional dialogue. In addition, support was received from the Aboriginal Teacher Mentoring program.

New scheme and early career teachers participated in professional development

activities both internally and externally, utilising the NSW Institute of Teachers Standards of Professional Practice and newly developed Australian Professional Standards for teachers. In addition to traditional forms of professional learning, activities through MyPL, and online modules, were offered. One-on-one support sessions were also provided through the school's structured Teacher Mentor Program.

Two teachers successfully achieved accreditation in 2014. Three teachers worked towards accreditation at professional competence level. Seventeen teachers worked towards maintaining professional competence. Workshops and interschool communication supported teachers wishing to complete accreditation at other levels. Success has been measured by all staff being awarded accreditation report certificates.

## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	300231.64
Global funds	727511.71
Tied funds	347459.00
School & community sources	1080561.41
Interest	12742.77
Trust receipts	63152.98
Canteen	327363.60
<b>Total income</b>	<b>2859023.11</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	398403.014
Excursions	400039.21
Extracurricular dissections	338055.98
Library	9811.82
Training & development	24330.26
Tied funds	306503.64
Casual relief teachers	253888.82
Administration & office	230843.31
School-operated canteen	269233.17
Utilities	155236.93
Maintenance	80134.42
Trust accounts	71108.51
Capital programs	41032.83
<b>Total expenditure</b>	<b>2578621.91</b>
<b>Balance carried forward</b>	<b>280401.20</b>

A full copy of the school's 2014 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.

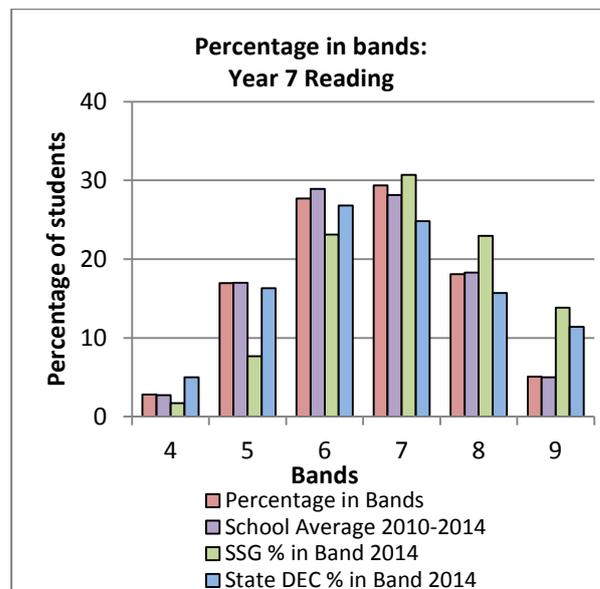
## School performance 2014

### Academic achievements

#### NAPLAN

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.

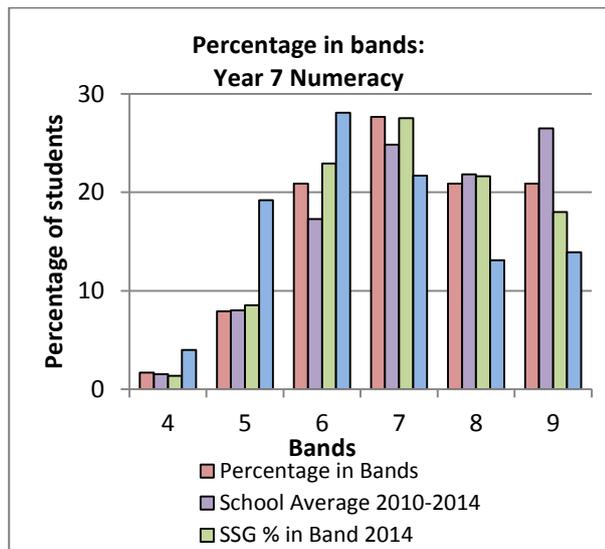


**Year 7 Reading:** The school cohort achieved 23.2% in the top two bands compared to 31.4% for the State achievement. The school average score was 533.7, the State 538.9.

#### Year 7 NAPLAN Reading

	School	SSG	State DEC			
<b>Average score, 2014</b>	533.7	561.6	538.9			
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in Band	5	30	49	52	32	9
Percentage in Bands	2.8	17.0	27.7	29.4	18.1	5.1
School Average 2010-2014	2.7	17.0	28.9	28.1	18.3	5.0
SSG % in Band 2014	1.7	7.7	23.1	30.7	23.0	13.8
State DEC % in Band 2014	5.0	16.3	26.8	24.8	15.7	11.4

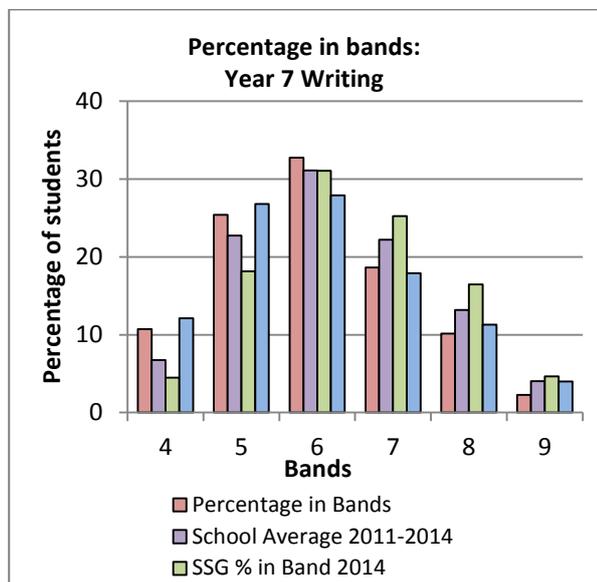
**Year 7 Numeracy:** The school cohort achieved 41.8% in the top two bands compared to 39.3% for the State achievement. The school average score was 574.5, the State 542.9.



**Year 7 NAPLAN Numeracy**

	School	SSG	State DEC			
<b>Average score, 2014</b>	574.5	568.2	542.9			
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in Band	3	14	37	49	37	37
Percentage in Bands	1.7	7.9	20.9	27.7	20.9	20.9
School Average 2010-2014	1.5	8.0	17.3	24.9	21.8	26.5
SSG % in Band 2014	1.4	8.5	22.9	27.5	21.6	18.0
State DEC % in Band 2014	4.0	19.2	28.1	21.7	13.1	13.9

**Year 7 Spelling:** The school cohort achieved 36.1% in the top two bands compared to 38.1% for the State achievement. The school average score was 547, the State 545.1.



**Year 7 NAPLAN Spelling**

	School	SSG	State DEC			
<b>Average score, 2014</b>	547.0	566.4	545.1			
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in Band	10	26	31	46	42	22
Percentage in Bands	5.7	14.7	17.5	26.0	23.7	12.4
School Average 2010-2014	4.2	9.4	17.2	27.7	27.4	14.2
SSG % in Band 2014	2.8	7.7	16.9	27.3	28.2	17.0
State DEC % in Band 2014	7.4	13.1	19.8	25.0	20.7	14.1

**Year 7 Writing:** The school cohort achieved 12.5% in the top two bands compared to 18.8% for the State achievement. The school average score was 502.6, the State 499.

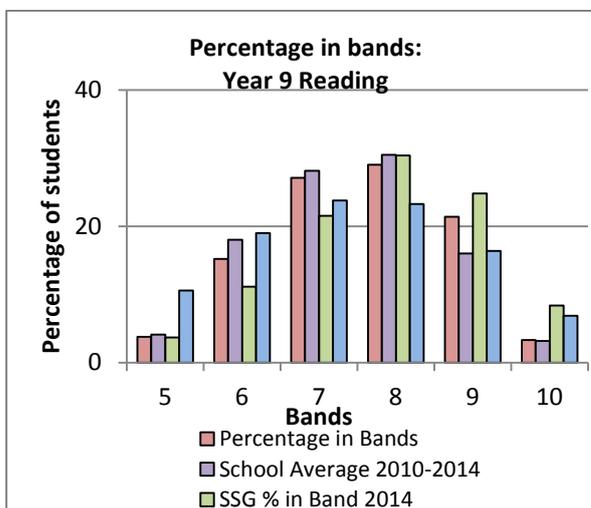
**Year 7 NAPLAN Writing**

	School	SSG	State DEC			
<b>Average score, 2014</b>	502.6	525.4	499.0			
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in Band	19	45	58	33	18	4
Percentage in Bands	10.7	25.4	32.8	18.6	10.2	2.3
School Average 2011-2014	6.7	22.8	31.1	22.2	13.2	4.0
SSG % in Band 2014	4.5	18.1	31.1	25.2	16.5	4.6
State DEC % in Band 2014	12.1	26.8	27.9	17.9	11.3	4.0

**Year 7 Grammar and Punctuation:** The school cohort achieved 26.6% in the top two bands compared to 33.6% for the State achievement. The school average score was 542, the State 538.5.

**Year 7 NAPLAN Grammar and Punctuation**

	School	SSG	State DEC			
<b>Average score, 2014</b>	542.0	565.8	538.5			
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in Band	11	26	31	62	26	21
Percentage in Bands	6.2	14.7	17.5	35.0	14.7	11.9
School Average 2010-2014	5.6	11.7	26.7	31.0	15.2	9.7
SSG % in Band 2014	2.8	10.6	16.3	29.8	23.3	17.2
State DEC % in Band 2014	8.5	18.7	18.3	25.3	16.0	13.2

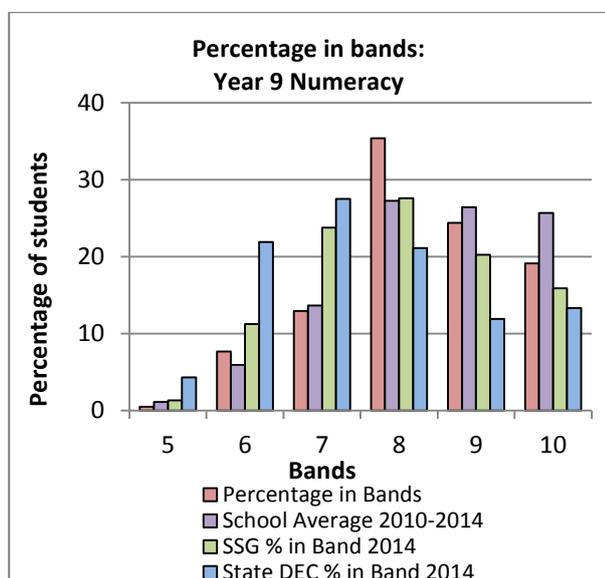


**Year 9 Reading:** The school cohort achieved 24.7% in the top two bands compared to 27.2% for the State achievement. The school average score was 586.8, the State 575.

ACARA research identified our school's reading growth in the top 50 NSW schools.

**Year 9 NAPLAN Reading**

	School	SSG	State DEC			
<b>Average score, 2014</b>	586.8	601.3	575.0			
<b>Skill Band Distribution</b>						
Band	5	6	7	8	9	10
Number in Band	8	32	57	61	45	7
Percentage in Bands	3.8	15.2	27.1	29.1	21.4	3.3
School Average 2010-2014	4.1	18.1	28.2	30.5	16.0	3.2
SSG % in Band 2014	3.7	11.1	21.6	30.4	24.8	8.4
State DEC % in Band 2014	10.6	19.0	23.8	23.3	16.4	6.9



**Year 9 Numeracy:** The school cohort achieved 43.5% in the top two bands compared to 29.2% for the State achievement. The school average score was 628.2, the State 587.8.

**Year 9 NAPLAN Numeracy**

	School	SSG	State DEC			
<b>Average score, 2014</b>	628.2	610.9	587.8			
<b>Skill Band Distribution</b>						
Band	5	6	7	8	9	10
Number in Band	1	16	27	74	51	40
Percentage in Bands	0.5	7.7	12.9	35.4	24.4	19.1
School Average 2010-2014	1.1	5.9	13.6	27.3	26.4	25.7
SSG % in Band 2014	1.3	11.2	23.8	27.6	20.2	15.9
State DEC % in Band 2014	4.3	21.9	27.5	21.1	11.9	13.3

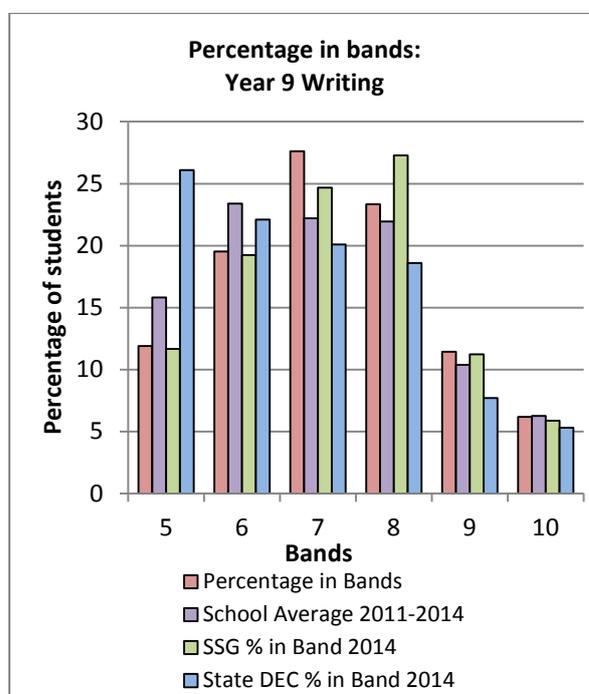
**Year 9 Spelling:** The school cohort achieved 26.1% in the top two bands compared to 26.5% for the State achievement. The school average score was 608.8, the State 582.1.

for the State achievement. The school average score was 608.8, the State 582.1.

**Year 9 NAPLAN Spelling**

	School	SSG	State DEC			
<b>Average score, 2014</b>	608.8	605.6	582.1			
<b>Skill Band Distribution</b>						
Band	5	6	7	8	9	10
Number in Band	10	26	40	58	36	40
Percentage in Bands	4.8	12.4	19.1	27.6	17.1	19.1
School Average 2010-2014	5.1	9.4	20.0	30.7	23.2	11.7
SSG % in Band 2014	4.1	9.0	23.5	31.3	17.5	14.6
State DEC % in Band 2014	10.2	13.5	26.1	25.4	12.6	12.2

**Year 9 Grammar and Punctuation:** The school cohort achieved 21.9% in the top two bands compared to 26.2% for the State achievement. The school average score was 581.6, the State 566.5.



**Year 9 NAPLAN Grammar and Punctuation**

	School	SSG	State DEC			
<b>Average score, 2014</b>	581.6	594.5	566.5			
<b>Skill Band Distribution</b>						
Band	5	6	7	8	9	10
Number in Band	21	30	64	49	28	18
Percentage in Bands	10.0	14.3	30.5	23.3	13.3	8.6
School Average 2010-2014	7.1	14.6	27.8	31.0	14.1	5.4
SSG % in Band 2014	5.7	14.7	26.3	23.8	21.4	8.1
State DEC % in Band 2014	14.4	22.3	25.4	17.2	14.0	6.8

**Year 9 Writing:** The school cohort achieved 17.6% in the top two bands compared to 16.2% for the State achievement. The school average score was 581.6, the State 566.5.

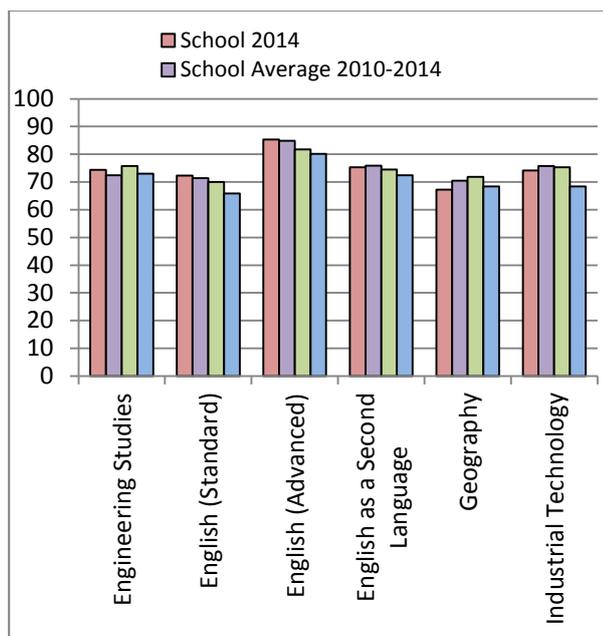
566.6, the State 530.2. This is an excellent result and a reflection of the explicit writing initiatives used across faculties.

#### Year 9 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2014	566.8	564.7	530.2			
<b>Skill Band Distribution</b>						
Band	5	6	7	8	9	10
Number in Band	25	41	58	49	24	13
Percentage in Bands	11.9	19.5	27.6	23.3	11.4	6.2
School Average 2011-2014	15.8	23.4	22.2	22.0	10.4	6.3
SSG % in Band 2014	11.7	19.3	24.7	27.3	11.2	5.9
State DEC % in Band 2014	26.1	22.1	20.1	18.6	7.7	5.3

### Higher School Certificate (HSC)

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).



### English

The 2014 Standard English results were excellent. A total of 133 students, in 7 classes, completed the Course with the Course Average being 3.81% above the State Average. 34 students achieved a Band 5, which is well over 25% of the cohort – the state average was 7.9%. And nearly 68% of the students achieved a Band 4 or better. These are wonderful results and big improvements on the 2013 results.

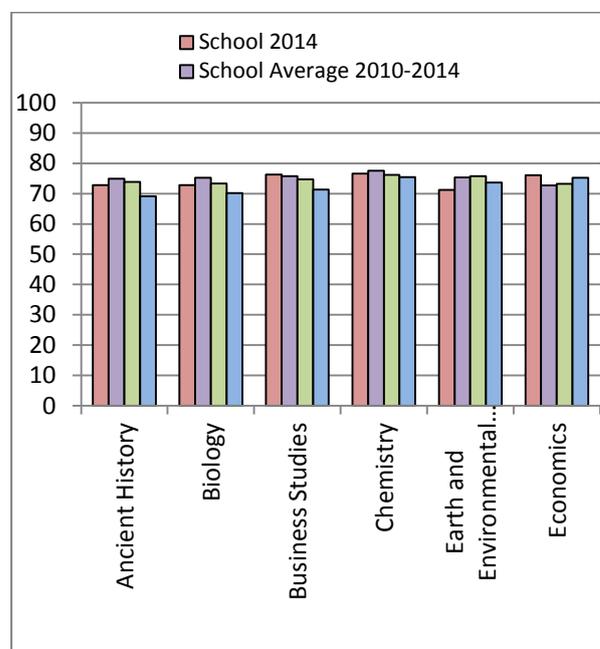
The Advanced English had 40 candidates and 8 students achieved Band 6, 27 Band 5 and 5 Band 4. The Course average was 4.47% above the

State average. Overall, 87% of the students were placed in either band 5 or 6; more than 37% above the state average. These results are better than the 2013 results as most of the students who attempted the demanding course were strong candidates. As well, we aim to have all the students achieve a band 5 level – we nearly reached our goal.

In Extension 1 English course comprised of 3 students; all students achieved marks in the E3 band. The Course average was 1.5% below the State average. This was a little disappointing as the trend in recent years was for a much better average in comparison to the state. State average for E3 was 62.47%.

### English ESL

In English (ESL) 3 students achieved Band 6 and 16 students received a Band 5. Of the 16 Band 5 results, 5 were 89% and 2 were 88%. This compares very favourably with last year's results where there were not any Band 6s but there were 12 Band 5s. The English (ESL) paper was both as challenging and accessible as the 2013 paper, so the difference in results could be attributed to a more motivated cohort. As in all previous years, the cohort performed above the state mean in Bands 5 and 6.



### PDHPE

In PDHPE, out of a cohort of 33 students, 5 achieved a Band 6, 11 Band 5, 11 Band 4, 1 Band 3, 2 Band 2, 2 Band 1 and 1 student not attaining an HSC result. The top 2 bands were well above

the State average (average 18% above), with Band 4 students being on the State average.

### Science

Physics results were marginally higher than last year and within similar range of the preceding 5 years performances. There is still much room for improvement. In Physics, 4 students achieved Band 6. Course average was -3.28% below State. 16 students achieved Band 5 @ - 1.5% below State.

In Chemistry, out of 84 students, 13 students achieved Band 6 (15% school versus 12% state), 30 Band 5 (36% school versus 34% state) and 19 Band 4. Three students missed out on Band 6 by one mark. The cohort was below the state average for Bands 4, 3 and 2. However, 5 students fell in the Band one achievement grouping. Some of these students were poor attendees.

In Biology, the students' achievement this year is higher than the previous year. Compared to state results we have higher band 6 (9.37% compared to 5.75%). The results are generally better than 2013, this may be due to the different abilities of the students.

The HSC Earth and Environmental Science cohort of 11 students in 2014 did not achieve a Band 6 this year, but did excel in the Band 5 grouping (63.63% school versus 33.57% state). Our 2014 cohort were above the state average for Band 1 (school 27.27% versus 2.11% state). This is a concern to be addressed.

### Social Sciences

In 2014 HBHS had a total candidature of 41 students sitting the HSC Business Studies examination. The overall results were excellent with 5 students receiving a Band 6 and 16 students received a Band 5, which means more than 50% of the candidature received a Band 5 or 6 in this course, compared to the state average of 36.95% of the state candidature receiving a Band 5 or 6.

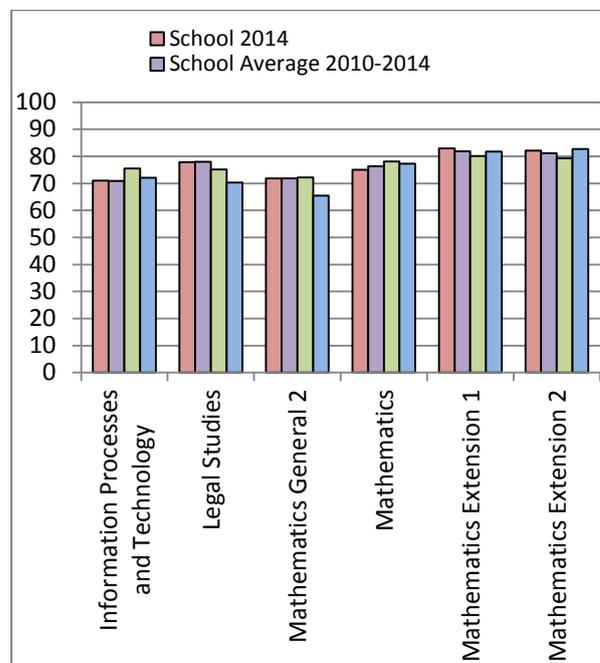
A total of 49 students sat the Economics course. Overall student results were good compared to last year and the school average over the last 10 years. Students achieving band 4 and above was higher than usual and students in the band 1 and 2 range was lower than previous years. Overall using z score analysis the school was 0.01 above state average.

In 2014 14 students completed the HSC Geography course. 4 students achieved Band 5 in Geography and 3 students achieved a Band 4. Overall, there were some disappointing results also with 3 students achieving a Band 1. Results in Geography for 2014 were consistent with previous years.

In Legal Studies classes of 2014, out of a cohort of 38 students, 7 students achieved Band 6 with the course average being 5.93% above state level. All students moved away from lower bands into middle bands and from middle bands into higher bands. The 2014 cohort performed much better than the cohort of 2013 as proven by the outstanding results in higher bands, whereby 17 students received band 5 which is 17.59% above state level.

In 2014 HBHS had a cohort of 10 students sitting the Studies of Religion 2 unit exam. There were 4 students who received a Band 5 (5% above state result) and 5 students who received a band 4. One student received a Band 2.

In Studies of Religion 1 unit, 2 students achieved Band 5. The course average was 3.34% below the state result. 3 students achieved Band 4. The course average was 22.79% above state result. 1 student achieved achieved Band 2. The course average was 11.89% above state result.

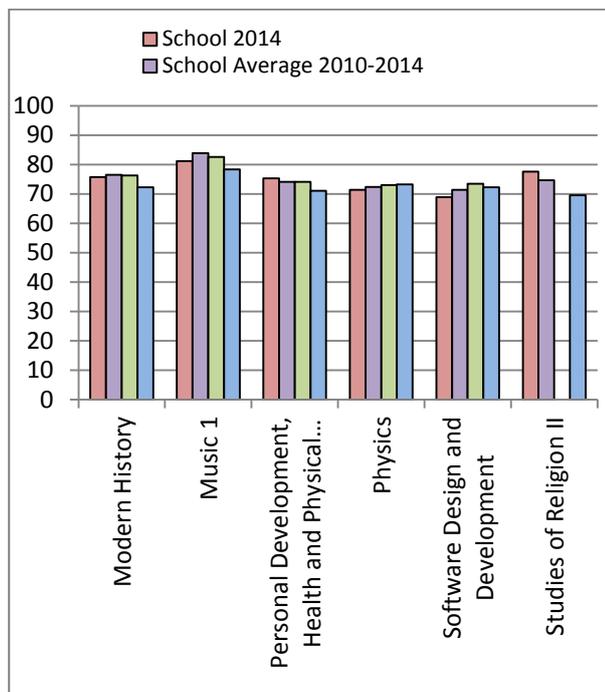


### LOTE

The Chinese Background Speakers course had 12 students. Six students received a Band 5. Six students received a Band 4; and no students

received a Band 3. Comparing these results to their English (ESL) performance, eight students have achieved higher marks in the Chinese Background Speakers course. For seven students, CBS was their best result in their HSC.

The Korean Heritage course had five students. Two students received a **Band 6**; one student received a **Band 5**. For three students out of five, Heritage Korean was the best result in their HSC.



### History

In Ancient History, out of a cohort of 42 students, 16 achieved a band 5, 11 students achieved a band 4, 9 a band 3, 4 band 2's and 1 band 1. The band 5 results were well above the state average. There were no band 6 results. Although it is to be noted that 2 students received an exam mark above 90%, with both being scaled down to 89%. Of the 16 students who achieved a band 5, 7 achieved a mark above 85%. The 2014 Z-score analysis showed an upward trend of 1% above the state average, in comparison to 2013, where the results were below state average.

A total of 48 students completed the Modern History course. Of this, 5 students achieved a band 6 and 19 students a band 5. These two bands were well above the state average. 15 students achieved a band 4, slightly below state average, with 3 students achieving band 3, 2 students achieving band 2, and 3 students achieving band 1. These results are excellent and are an improvement on 2013, where there were no band 6 results, and the results were even with

the state average. In 2014, Z-score analysis reveals that the cohort performed 0.08 above the state, thus demonstrating an upward trend. A Possible reason for this is the nature of the cohort and the teacher differentiation of course content.

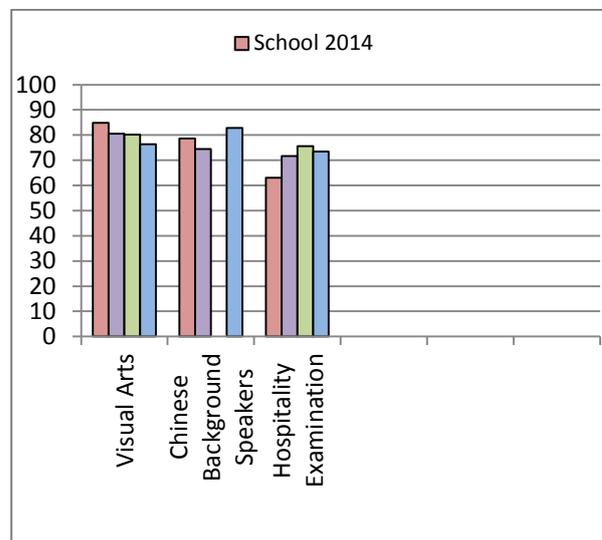
In Extension History, 4 students completed the exam. There was 1 band E4, 2 E3's and 1 E2. One student was one mark off achieving the E4. The cohort achieved results of 0.31 above the state average. This is an improvement on the results of 2013, which was 0.22 below the state average. These results are very encouraging (note: E4 is the highest band for a one unit course)

### Technical and Applied Studies

For Engineering Studies 4 students achieved band 5, 4 students achieved band 4, 4 students achieved band 3. In 2014 more students achieved a band 5 compared to the state average and previous years at HBHS. No student achieved a band 1 or 2. 2013 Z score was -0.3, in 2014 Z score was 0.

In Hospitality, 0 students achieved a Band 6, 1 student achieved a Band 5, 4 students achieved a Band 4, 3 students achieved a Band 3, 2 students achieved a Band 2 and 1 student achieved a Band 1. The cohort's average score was 12.11 above the State average. This is much higher than for the 2013 cohort.

In Industrial Technology Multimedia, 1 student achieved a Band 6 while 8 achieved Band 5. The course average was 2.6% above stage average. The 2014 class average was higher than the 2013 cohort due to healthy competition amongst students and more targeted assessment tasks and HSC exam strategies.



## Computing

In the Information Processes and Technology (IPT) course, there was 1 Band 6 student and 3 band 5 students, a little lower than state, but lower bands were consistent with state averages. No band 1 students, with a number of EALD students in the cohort. Band 6 results were better than 2013, 5.26%: 4.54 % band 5.

In the Software Design and Development course, no student achieved a band 6 this year. There were 4 band 5 students and the school average was just below the state average. Five students achieved a band 4, and this is below the state average.

## CAPA

Visual Arts in the 2014 HSC saw four students gaining band 6 results and four students also having their body of work selected for Artexpress. Nine students gained band 5 results (three that were given 89) which were in the mid to high 80's. The cohort as a group also performed above the state average. The overall results for this year were a marked improvement on last year.

The Music results for this year were generally very good with most students gaining a band 5 (out of a class size of 12). 9 students gained band 5, one band 4 and 2 band 3. In most instances students gained their best HSC result in the subject of Music.

## Mathematics

In the Mathematics General course the results were above state average for band 6, 5, 4, and 3 which contained the majority of the students. The Mathematics course results were above state average for bands 5, 4, and 3. This was slightly below state average for band 6.

Mathematics Extension 1 course the results were above state average for band 6 and 5.

The Mathematics Extension 2 results were well above state average (11% above). When you consider that the majority of students from across the state that attempt this course are from selective high Schools, then this was an outstanding achievement and a credit to the teachers Mr Ha and Ms Gobel.

## Other Achievements

### The Arts

Students in the Creative and Performing Arts have again recorded some outstanding achievements in a very successful Year. In Visual Arts we had four of our Yr12 Visual Arts students having their Body of Work selected for the 2014 Artexpress, which is a fantastic achievement from the students. Otis Burian-Hodge, Zheng Chen, Anuraj Talati and Akul Pandya have their artworks on display at various gallery venues including the Art Gallery of NSW. There was also success with three of the Yr12 Visual Arts students picking up awards at the Strathfield Council HSC Visual Arts exhibition last week. Tao Wei, Joshua Lee and Aravind Jacob-Abraham were at the opening night to receive their awards and prizes.

There was also success for Vince Lam who has been selected as a finalist in the 2014 Moran Contemporary Photographic Prize – Student Section. This is a fantastic effort by Vince who has a keen eye for this medium. We were again represented at the annual Operation Art exhibition with four students having their artworks exhibited at the Armoury Gallery in Newington. There was also success with Ren Hong having his lino print selected for the Silk Cut Awards exhibition in Melbourne.

The Instrumental Music Program continues to build a strong reputation, which is led by the talented Ms Tracy Burjan. There have been many performances during the year, but the highlight would have to be the tour of China. The 12 Homebush BHS student musicians worked hard to make the tour a success. A big thank you also to Ms Tracy Burjan (Orchestra Leader) who worked tirelessly to ensure the orchestra was prepared perfectly and performed magnificently. The boys were excellent ambassadors for the school and their country.

The annual Performing Arts Camp again demonstrated the high standard of musical talent that is fostered within the school. The Camp was again held at the Naamaroo Conference Centre and included students and teachers from both our school, Strathfield GHS and also for the first time students from Concord HS. 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**

2014 was a successful year for Homebush Boys High School in the sporting arena with notable team and individual achievements attained at the highest level of school sport. Homebush placed 2<sup>nd</sup> in the overall champion school for the North West Metropolitan Zone, narrowly defeated by Epping Boys. We won 8 Grade Sport Summer Grand-Finals and 7 Winter Grand-Finals in another successful grade sporting year. Thank you to all the teachers who take their time to coach on a Wednesday afternoon. Your commitment and efforts do not go unnoticed and on behalf of the whole school community I applaud you on the time you spend with the boys.

Our knockout teams performed strongly with water polo and volleyball making it to the final 8 championships. Both teams finished a respective 4<sup>th</sup> in the state. Well done to these boys and their coaches Mr Pearson and Ms Cuneen. The 1<sup>st</sup> Grade Football team reached the final 16 stage but could not match their 2013 feats.

The Senior Sportsmen of the year was Jai Ivelja and the Junior Sportsmen was David Chen. Both students are well deserving of these prestigious school awards. It was a memorable year for individual sports with students excelling in the fields of Golf, Trampoline and Athletics. Isaac Noh has created a piece of Homebush history by being the first Homebush student to win the Australian School Boys Golf Championships. Isaac's name now sits proudly on a trophy that includes names such as Geoff Olgilvy and Jason Day. Undefeated throughout the Australian Schoolboys Interstate Series, Isaac was part of the winning NSW interstate team and named on the Australian CHS Honours team.

Congratulations Isaac. Angus Armstrong is a highly talented young pole vaulter. Angus has won All School Gold and medals at Australian School Boys level. He participated in the Commonwealth Games Qualifying Championships in Melbourne. Angus finished 5<sup>th</sup> with a jump of 5.05m. Angus is currently ranked equal second in the world for his age group in the pole vault. Well done Angus. Michael Napoli is a successful gymnast in the field of trampolining. Michael won Gold in the double and single mini and silver in the tumbling at CHS Trampoline Championships. Michael was the highest point scorer combined over the four disciplines and went on to compete at the Champions of Champions which is an open aged title, where he also won gold.

Several students represented at a CHS level with wonderful success, Mitchell Taylor (Water polo), Joshua Rogers (Water polo), Michael Napoli (Trampoline), Angus Armstrong (Athletics) and Isaac Noh (golf). In Swimming, the 12 year old 4 x 50m relay team finished 1<sup>st</sup> at the Sydney North Regional Swimming Carnival and got a silver medal at the CHS Swimming Carnival. Team: Adam Manna, Hamze Taha, Kennu Challenger, Vrishank Pendyala. Adam Manna was also the Zone Age Champion for the 12 years. The 6x50m relay also represented at CHS and finished 3<sup>rd</sup> at the Sydney North regional Swimming Carnival. Team: Joshua Rogers, Igor Gainulin, Vincent Nguyen, Liam Murray, Daniel Sun, Adam Manna. In Athletics, there were some fantastic individual achievements, in particular David Chen who was named 15 years Sydney North Age Champion. David finished 1<sup>st</sup> in the triple jump and 2<sup>nd</sup> in the long jump at the Regional Carnival and a respectable 4<sup>th</sup> and 5<sup>th</sup> in the triple and long jumps at the CHS carnival. The 13 years relay team qualified to the CHS carnival for the second year in a row by finishing 2<sup>nd</sup> at the Regional Carnival. Congratulations to Sorie Musa, Korhan Sozen, Gaurav Bagale, and Sean Le.

Yours in Sport,

Scott Belgre

## **Significant programs and initiatives – Policy and equity funding**

Resource Allocation Model funding was directed towards whole school wellbeing initiatives and professional learning to support EAL/D students.

### **Aboriginal education**

The school, supported by the Equity Team, generated individualised learning plans for our small number of indigenous students. The plans focused on completing assessment tasks, time management and study support. The plans are subject to ongoing review and evaluation.

### **Multicultural education and anti-racism**

Around 85% of our students come from a background where English is an Additional language or dialect. Comprehensive support is provided by the ESL teachers through team teaching, assessment / program support and professional learning.

Multicultural Day and Harmony Day events focus on building values of inclusivity and cultural understanding. Multicultural Day is organised by our SRC body.

### **Aboriginal background**

Four students identify as being from Aboriginal background and attract an equity funding allocation.

### **Socio-economic background**

The school FOEI (Family Occupation and Education Index) value was 52, with 100 being the state average. Higher values indicate greater disadvantage.

31% of students are placed the lowest two quartiles, attracting commensurate equity funding.

### **Other significant initiatives**

#### **Curriculum differentiation Year 7 project**

##### **Background**

Students are selected for inclusion in the high achievers' class, 7A, based on information on achievement from the transition to high school process. This includes information provided by

primary schools and from HBHS assessments. This cross-curriculum pilot project, run by Mr Kamie Khurshed, Deputy Principal Curriculum and Welfare, was implemented to provide enrichment and extension for these students. It was a two-term multi-disciplinary activity, with students working on their project for one period per cycle.

##### **Findings**

The cross-curriculum project provided a vehicle for students to engage in higher order thinking, making links between academic domains. They developed teamwork skills, with almost all students working in groups of three or four. Problem solving and decision making skills were targeted. Students engaged in deep research, presenting their final product in a form of their own choosing. Student presentations were made in class and to the executive team.

#### **Assessment and grading practices review**

##### **Background**

BOSTES development of the Record of School Achievement has required a change to school assessment practices, including the implementation of grading in Year 11. These grades are reported on at school level and on students' ROSA certificates, if they leave school prior to the HSC. Year 11 grades are included on students' HSC testamur.

Professional learning on grading processes, specifically Year 11 grading processes, was undertaken on 2013. This process was extended in 2014.

The executive leadership team, led by Ms Caitlin Dwyer, Deputy Principal Teaching & Learning, undertook an analysis of in-school grade allocations across faculties. Head teachers then provided their faculty's reporting and grading practices to the team.

##### **Findings**

Discussion at executive level involved increased familiarity of BOSTES guidelines, using Assessment Resource Centre material, and assessment workshops that two head teachers had attended.

Analysis of faculty grading practices indicated some variance and inconsistencies, particularly in

the use of Course Performance Descriptors and BOSTES work samples. Similar approaches to grade allocation included the use of teacher professional judgement when determining grade cut-offs.

The differences in patterns of grade allocations led to discussion of assessment practices, including formative assessment. Assessment practices, including backward mapping approaches and explicit scaffolding for low achievers, were implemented in some faculties. These faculties reported improved submission rates and an overall higher standard of achievement. This was particularly noted in the low-achieving group.

Consistent, quality assessment practices will remain a focus in 2015.

## **School planning and evaluation 2012—2014**

### **School evaluation processes**

- NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
- Staff evaluation through faculty and team reviews of targets each term
- Involvement of parents through School Council and P&C in reviews

### **School planning 2012-2014:**

### **School priority 1 Literacy and Numeracy**

#### **Outcomes from 2012–2014**

- Improved reading and writing outcomes for Stage 4 & 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

#### **Evidence of achievement of outcomes in 2014:**

- Strong growth in writing Year 9 NAPLAN. Additionally, the school cohort achieved 17.6% in the top two bands compared to

16.2% for the State achievement. The school average score was 566.6, the State 530.2

- Strong growth in reading Year 9 NAPLAN. Identified in the top 50 NSW schools for above expected progress in reading by ACARA research
- Strong growth in numeracy Year 9 NAPLAN. The school cohort achieved 43.5% in the top two bands compared to 29.2% for the State achievement. The school average score was 628.2, the State 587.8

#### **Strategies to achieve these outcomes:**

- Professional learning opportunities for staff in effective literacy teaching and learning strategies (TELL training in its third year of implementation) and in particular with the programming of extended writing strategies for high achieving students
- Review of assessment strategies and structured opportunities for students to engage in substantial writing activities

## **School priority 2 Student Engagement and Attainment**

### **Outcomes from 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)

#### **Evidence of achievement of outcomes in 2014:**

- Student wellbeing programs implemented, monitored and refined, at key transition points (Year 7 Transition to High School / Tough Guise; Year 9 Students at Risk; Year 10 Transition (Students at Risk); Year 11 Educational Pathways/Crossroads)

- Enhanced systems for recognition of students implemented including student commendations at whole school assembly; increased recording of positive behaviours on wellbeing database
- High student involvement in a broad range of co-curricular experiences offered – Instrumental Music Program, band, Duke of Edinburgh, debating, public speaking, robotics, Tournament of Minds, sport (both recreational and competitive) and student volunteering

#### **Strategies to achieve these outcomes:**

- Additional student wellbeing program implemented for targeted Years 8 and 9 (U Turn- Watch program). SenseAbility program developed for implementation effective use of technology for Year 8 and 9 cohorts in 2015.
- Promotion of explicit positive behaviour strategies across the school, with executive commendation system and year adviser achievement ceremonies implemented.
- Review and refinement of online roll marking procedures for earlier, more accurate notification of partial absences to parents.

### **School priority 3 Leadership and Management**

#### **Outcomes from 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

#### **Evidence of achievement of outcomes in 2014:**

- Teacher professional learning funds monitoring and tracking, linked to individual, faculty, team and school priorities
- TARS and EARS processes further refined, aligned with National Standards, to enhance effective feedback and support career development direction.

- Improved faculty representation on cross-school teams to provide professional development and build teacher capacity

#### **Strategies to achieve these outcomes in 2014:**

- Strategic professional development of all staff is based on their Individual Professional Learning Plans linked to faculty management plans, school priorities and professional standards
- 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/minutes) and all executive, faculty and staff meetings to have a significant professional learning component.
- Support for learning and leadership development of early career teachers and aspiring / executive through more structured mentoring approaches

### **School priority 4 Curriculum and Assessment**

- 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

#### **Evidence of progress towards outcomes in 2013:**

- Consistent school wide quality assessment policies and practices including standardised notification templates
- Coordinated implementation of the Board of Studies Record of School Achievement and of the Australian Curriculum
- Professional learning opportunities focused on assessment practices including backward mapping, effective feedback and grading

### **Strategies to achieve these outcomes in 2014:**

- Collection, validation and evaluation of current faculty assessment practices
- Review of programming practices and implementation of a consistent set of school-wide standards
- Implementation of Bring Your Own Device (BYOD) for Year 7 (semester 1) and year 9 then 8 (semester 2)
- Increased the breadth of curriculum including 2014 - 2015 with shared offerings with SGHS

### **Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school as part of the new school planning processes.

### **School planning processes**

The School Improvement Team coordinates the school planning process. The team conducted a comprehensive situational analysis in Term 4, 2014, systematically gathering data based on a wide range of elements of school life: academic, extra-curricular and wellbeing aspects. This data formed the basis of a process of consultation with staff, students and parents to determine school directions. The planning process undertaken included:

#### **DATA COLLECTION**

- Faculty evaluations
- Team evaluations
- Students surveys – ‘Tell Them From Me’ and Year 12 exit surveys
- Student achievement data including NAPLAN and HSC trends using SMART and RAP software, and school assessment data including grade allocation trends
- Student wellbeing, enrolment and attendance data
- Teachers ‘Focus on Learning’ survey
- Professional learning funds allocation
- Parent survey and discussion group
- Whole school staff planning workshops led by head teachers

- School Council focus group discussion

### **Focus on Learning teacher survey**

34 teachers completed the standardised Learning Bar survey, which is a planning tool for school communities, focusing on eight drivers of student learning and four dimensions of classroom and school practices.

Results indicated that major areas of strength were:

- Learning culture and teaching strategies
- Inclusive school and
- Using data to inform practice

Areas for further development include:

- Leadership practices across the school
- Improving parental involvement and
- More effective use of technology

Strategies to support these aspects of school life are included in the School Plan 2015-2017.

### **Year 12 Exit survey**

The annual student survey indicated high levels of satisfaction with all areas of school life.

#### **Highest ranked aspects related to:**

- School ethos and values, such as positive relationships with other students and equality
- Pastoral care / student wellbeing such as positive relationships with staff
- Curriculum / academic program such as the standard of schoolwork expectations and learning programs

#### **Lowest ranked aspects related to:**

- Resources and co-curricular activities such as appropriate use of computers
- Learning outcomes such as motivation to learn
- Personal development and leadership such as the development of special interests and talents.

Strategies to support these aspects of school life are included in the School Plan 2015-2017.

## **Future Directions 2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

### **DEVELOPMENT OF SCHOOL DIRECTIONS**

Strategic directions were developed using the following process:

- Faculty and team 2015 management plans
- Executive team review of whole school commonalities
- Executive review of draft strategic directions
- Whole school staff planning workshops led by head teachers
- School Council focus group discussion

The school's strategic directions are:

- Creating learning partnerships within and beyond the school
- Ensuring dynamic, effective teaching for every student in every setting
- Embedding a school culture of inclusivity and excellence

The School Improvement Team collated and synthesised the information collected, presenting a draft school plan to staff via the executive team. Parents, student representatives and staff were involved in the formulation of improvement measures and milestones.

## **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 2014
- John Kennedy, Principal 2015
- Caitlin Dwyer, Deputy Principal
- Kamie Khurshed, Deputy Principal
- Jonothon Sculthorpe, Head Teacher PDHPE, coordinating executive team submissions
- Kim Attwood, Head Teacher CAPA
- Audrey Juska, Head Teacher Student Wellbeing
- Scott Belgre, Sports Organiser
- Marie Reardon, SAM
- Georgia Anton, Careers Adviser
- Kathy Totidis, P&C President
- Kerrie Ray, SAO

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School Code: 8151

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>