Introduction

The Annual Report for 2015 is provided to the community of Homebush Boys High School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

John G Kennedy
Principal

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Message from the Principal

Homebush Boys High School is committed to personal and academic achievement and offers a broad academic and vocational curriculum. There is a strong emphasis on effective leadership at all levels including the classroom. Training and development of all staff is seen as integral to delivering high quality lessons to all students.

The school fosters a strong sense of personal best in the classroom, on the sporting field and in the cultural and performing arts. It is just over a year now since it was announced to the school that I would be the new Principal of Homebush Boys High School. It has been an incredible year for me but if I am honest with you and I always try to be so it has been a very challenging year.

This is an enormous school with an enormous community and most importantly Homebush Boys High School is a school with an incredible reputation. What has struck me most in my first 12 months is that our wider community expects so much of and from its’ students. It is not just our immediate parents that expect the best but our past student alumni, our local community and indeed the state.

As we enter our 80th year next year I set myself and our young men the goal of achieving these community expectations once again.

It is wonderful to have the opportunity to contribute to and reflect and recognise the academic, sporting and citizenship achievements of our talented young men in this Annual Report.

Homebush Boys High School is a truly comprehensive high school. It is one of our greatest strengths and one of the most important factors as to why our school is such a success. If you walk around our playground and into our classrooms or onto our sporting fields you will recognise immediately that we all wear the same uniform and that everyone is treated the same and given the same opportunities.

At this point in the Annual Report it is appropriate for me to farewell members of staff who left us at the end of 2015. Andrew Lai is a talented but sadly for us a temporary teacher of Digital Media and many other subjects at HBHS. Most notably Andrew has produced some tremendous Digital Media items which many of you would have seen on our webpage and other avenues. We are sad to lose Andrew but we are thrilled that he has secured a permanent and substantive position with the Department of Education at Freshwater High on the Northern Beaches.

Ms Leisa Lutak from Social Sciences also left us at the end of the year. Leisa has decided to try life in the country and will take up a new appointment near my home town of Crookwell at Mulwaree High School in Goulburn.

To every noted student in this year’s honour roll I congratulate you on your achievements this year.

I congratulate you and challenge you to be even better in the year ahead.
To the teaching and ancillary staff and especially the school executive team, I thank you sincerely for your amazing dedication throughout 2015 and ask only this of each of you that which we ask of our students – to continue to deliver your personal best throughout 2016.

To Ms Dwyer and Mr Khurshed I thank them for their outstanding work as Deputy Principals this year. I congratulate and thank both of you for your endless energy and superb professionalism. Your support of me and transitioning of me into this role has been smooth and seamless.

You both have risen to the challenges with ease and have demonstrated the sort of professionalism and intelligence that will continue to see this school forge ahead in the future.

My special thanks go to our parents and to our wonderful staff for the role you have played in the development of our students.

One last thing I would like to reflect upon.

Over the last few months I have signed out the vast majority of our outgoing Year 12 boys/men. I have made a point to personally sign them out and have a chat about their future.

At the conclusion of each of these meetings I have shaken this young man’s hand and said farewell I hope you have enjoyed your time at Homebush Boys High School.

The overwhelming majority of these boys has responded to me “It has been the best six years sir...I really mean that!”

I will be honest with you all once again. I have now led in 3 different schools and I have never seen such an overwhelming and sincere gratitude from a student about their school.

This is a very special school and place of learning.

Congratulations everyone who has contributed to this positive fervour.

It’s been a great year, and as a school we have set new benchmarks in terms of what school improvement is all about .... but I know we can do even better in 2016.

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.

John G Kennedy
Principal

School background (Courtesy of Mr Timothy Jurd, former Principal)

The school is steeped in history.

Homebush Boys High School was established in 1936 and we celebrate 80 years of educating young men in 2016. Homebush Boys High School has benefited from the expansion of Sydney, migration and the education policies of the NSW Department of Education. It is nestled between two thriving suburban communities (Homebush and Homebush West) the site chosen for Homebush BHS was perfect. Equidistant from 2 stations the school was a hub for students from both the local community and the suburbs on the western train line.

Post Second World War the student population grew with academic and sporting achievements sharing the limelight in this bustling school.

In the 1960s the school became part of the selective school system and remained so until the early 1970s. The pattern of high academic expectations was established and this has remained even though the school was now a community comprehensive.

The pluralistic nature of the school population was enhanced with post second world war migration patterns. The Italians and Greeks had great expectations for the chosen country and were deeply involved in the school lifestyle.

Year books show a pattern of European family names joining the many Anglo-Celts and sharing the honours when the awards were issued for achievements in all fields.
The late 1970s saw waves of Vietnamese students arrive in the community and these students showed a desire for learning that was well entrenched in HBHS and this community thrived.

The rich diversity of Homebush continued with waves of immigrants leaving the Balkans, Middle East, Sri Lanka and so on. 90% of my students are from a non English Speaking Background. The result was a truly multicultural high school and a truly multicultural P and C

Homebush staff has always recognised the unique circumstances that make the school successful. Student leadership is valued and the regular achievement assemblies reinforce the cultural values of 'doing your best'.

Moreover the student leaders are chosen by their contribution to community endeavours rather than the excellence in the classroom, sporting field or creative and performing arts.

Homebush BHS has established strong bonds with feeder schools, other high schools and local authorities all leading to greater opportunities for the students.

In summary, Homebush Boys High School is a true community school which values achievement and is well supported by the broad population. Its facilities are modest but real heart is in its authentic multicultural nature. There is a real connection between all levels of the community including students, parents, staff, alumni, other schools and local community.

**School vision statement**

Homebush Boys High School strives for excellence and equity in the education and development of young men. This ethos is reflected in the school motto, Recte et Fortiter-Upright and strong.

**School context**

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.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

In 2016, our school will participate in an external validation.

Our self-assessment and the external validation process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

School Excellence Framework - Self-assessment survey

The School Excellence Framework supports all NSW public schools in their pursuit of school excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading.

This School Excellence Framework Self-assessment Survey has been designed to support schools to capture the “point-in-time” judgement that has been informed by their ongoing self-assessment processes using the School Excellence Framework.

Create Learning Partnership within and beyond the School

Delivering

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Sustaining and Growing

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Excelling

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Delivering

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Sustaining and Growing

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are
relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

**Excelling**

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

**Sustaining and Growing**

**Delivering**

Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

**Sustaining and Growing**

The school actively collects and uses information to support students’ successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

**Excelling**

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

**Sustaining and Growing**

**Delivering**

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student’s strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children.

**Sustaining and Growing**

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

**Sustaining and Growing**

**Delivering**

The school achieves value-added results. Students are at or above national minimum standards on external performance measures. Students are showing expected growth on internal school performance measures.

**Excelling**

Performance for equity groups within a school is comparable to the performance of all students in the school.
Ensure dynamic effective teaching for every student in every setting

Delivering
Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Sustaining and Growing
Teachers provide explicit, specific and timely formative feedback to students on how to improve. Statement of Excellence: In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

Delivering
Teachers analyse and use student assessment data to understand the learning needs of students. The school’s professional learning builds teacher skills in the analysis, interpretation and use of student performance data.

Data analysis informs the school’s learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions.

Sustaining and Growing
Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

Delivering
Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Sustaining and Growing
Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community. Statement of Excellence: In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.

Delivering
Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers’ performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need.

Sustaining and Growing
Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas. Excelling The school evaluates professional learning activities to identify and systemically promote the most effective strategies. Statement of Excellence: In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

Delivering
Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school’s performance and development processes. Teachers are committed to their ongoing development as members of the teaching profession.

Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas. Statement of Excellence: In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.
Embed a school culture of inclusivity and excellence

Delivering

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school’s programs. The school’s leadership strategy promotes succession planning, distributed leadership and organisational best practice.

Sustaining and Growing

The school solicits and addresses feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

Excelling

Staff have purposeful leadership roles based on professional expertise. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes.

Delivering

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

Sustaining and Growing

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

Excelling

The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. Established processes build the capacity of the school community to use data and evidence for strategic school improvement. The school uses collaborative feedback and reflection to promote and generate learning and innovation.

Delivering

School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school’s financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Sustaining and Growing

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.
Excelling

Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. Statement of Excellence: In schools that excel, resources are strategically used to achieve improved student outcomes.

Delivering

The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems.

Sustaining and Growing

There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. Statement of Excellence: In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

Strategic Direction 1

LEARNING

Create learning partnerships within and beyond the school

Purpose

To foster sustained engagement and deep learning across the school in all teaching and learning activities to develop academic, social, sporting and personal growth. Ensuring a whole school focus on engaging boys in learning must occur within a supportive well-being framework. Strong positive relationships will maximise student growth and achievement and develop our students’ sense of community belonging and connection.

Overall summary of progress

The review and realigning of our efforts towards being a PBL school occurred in 2015 with the establishment of a new PBL team and professional learning with a PBL expert. Data is to be collected in Term 1 2016 on the school’s current understanding and implementation of the PBL approach. This will guide direction for the PBL program. This cross-KLA initiative focuses on the student group as a whole, not as students in particular KLAs. This team aims to strengthen the partnerships between KLAs and increase the consistency of dealing with behaviour issues across the school.

Connections with our two major feeder schools strengthened through participation in programs such as the reading and writing mentoring program between our year 9 students and the Stage 2 students of Homebush Public School. Our Transition Program for students entering Year 7 2016 continued with regular school visits, connected classroom lessons and observations of targeted students in their primary school learning environments.

There was a thorough review of the school’s enrolment policy. Staff, parent and community representatives reviewed the policy and updated it to suit present need. This included the limitations on enrolling students from outside of our feeder area and changing the eligibility criteria.

The HBHS website is populated with all documents relevant to parents, students and the local community. This includes the uploading of assessment notifications, the School Plan, excursion permission notes, banking procedures and items of interest.
To improve the link between HBHS and the wider community, a Community Links team has been established. Their role is to formulate opportunities and facilitate communication between the school and the wider community.

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<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>Enhanced teacher collaboration within faculties and across key learning areas to facilitate a higher level of student engagement</td>
<td>Projects between History and English Mathematics and TAS initiatives. Differentiation and extension activities strategies that explored cross—KLA initiatives covered with Sally Wybenga. New learning team restructured to align with the new school plan strategic directions- mixed KLA groups.</td>
<td>$10,000</td>
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<tr>
<td>Establishing a broader range of productive, sustained connections with the local community, including our feeder primary schools.</td>
<td>The school prides itself on its volunteering and makes its civic duties a priority. Initiative that HBHS students are involved in and strengthen the links with the local community include: Involvement in Peer tutoring with Homebush PS. Volunteering with Lidcombe PS swimming and athletics carnivals. The development and involvement in Interact club volunteering initiatives, with an increase in the Interact Club membership. Involvement in Harmony Day volunteering with Strathfield Council Meals on Wheels has continued to be a success for our year 9 volunteers. Breakfast club provides a nutritious breakfast to those students wanting one morning a week. Food is donated by local businesses. Our students assist in learning programs at Chalmers Rd SSP. Outside of the school setting, various leadership groups participate in community initiatives such as Strathfield and Burwood Council Citizenship ceremonies- cater and serve food. Our Drum Corp performs at various commemoration services including ANZAC Day in the city and locally, Sandakan memorial and the Kokoda memorial ceremony. The Red Cross Red Shield appeal involvement is high amongst our senior students and becomes a priority for their involvement.</td>
<td>$20,000</td>
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<td>The school engrosses itself in an assortment of fundraising opportunities. These include shave for a cure, White Ribbon and Pink Ribbon Day.</td>
<td>2015 saw the initial development of the Confucius Classroom which has strengthened HBHS linking to the local and international Chinese community.</td>
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<td>HBHS has a very high Community usage throughout the week. This creates a sense of belonging for then users to HBHS and the wider Homebush Community.</td>
<td>Our music programs have seen students perform at the Expanding Horizons concert and FECCA conference.</td>
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<td>The Korean exchange program between HBHS and Cheongju, HBHS and Gapyeong High schools strengthened the connections between HBHS and the Korean community.</td>
<td>Our local School Link Police Officer (Dean Perkins) involved himself in many programs with HBHS in 2015.</td>
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**What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?**

- Further development of the PBL team- Gathering of data and initiating/implementing the first stages of a plan.
- Increasing the opportunities to link with our main feeder schools outside of the transition programs.
- Increased involvement of the Community Links Team
- Development and implementation of cross-KLA projects and explore the use of Project Based Learning.
Strategic Direction 2

TEACHING
Ensure dynamic, effective teaching for every student in every setting.

Purpose
To further develop and embed highly effective teaching practices across the school to support all learning experiences. School structures and practices must support the highest standards of teaching, through ongoing professional growth and the sharing of expertise within faculties and across the school. An ethos of high challenge, high support underpins all teaching, with consistently high quality assessment practices, catering for the full range of students, integrated into the teaching and learning cycle.

Overall summary of progress
The focus on differentiation of our teaching, learning and assessments within and across classrooms saw Professional Learning sessions at all Staff Development days. In-faculty program development occurred at each Staff Development Day. The visit of a differentiation expert (Sally Wybenga) to work with our 7A teachers and the Student engagement Team was consolidated through short professional dialogue sessions with information being relayed to the entire staff during faculty meetings. Differentiation at all learning levels is key to the process and ensuring dynamic, effective teaching for every student in every setting.

The Teaching English Language Learners (TELL) program continued to be implemented. The executive team underwent the program and became equipped to incorporate the strategies effectively into their faculty programs; increasing the learning capacity of LBOTE students.

The renewed focus on Positive Behaviour for Learning at HBHS aims to ensure that we are approaching behaviour management from a positive viewpoint and therefore aim to improve student outcomes in all settings. The involvement of staff from all KLA’s and the leadership of the team coming from the teaching and executive team, rather than the senior executive team will ensure ownership from the teaching and executive staff.

The restructure of the school teams aims to align the purpose of each team with the strategic directions and ensure that the end-point is improved student outcomes. The Positive Learning team and the Building Teacher Capacity team are examples of teams that have the goal of Ensuring dynamic, effective teaching for every student in every setting. The populating of the new teams has been positive, with all staff being involved in a team.

The introduction of the new Professional Development Planning process aligned with the Professional Development Framework has seen a positive change in the approach of staff to professional learning. Shifting the focus from solely teacher development and evaluation to teacher growth for improved student outcomes has seen an increase in team-teaching, lesson observations and reflection on teaching practices.

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<td>Increased involvement in lesson observations and team teaching across all KLA’s.</td>
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A majority of staff attended an external professional learning opportunity in 2015, with an emphasis on the alignment of PL activities with the School Plan.

Effective differentiation practices that challenge and engage students are evident in all learning settings. This is reflected in improved growth trends in standardised data (NAPLAN, HSC,) and in school assessment data.

A focus on differentiation at all learning levels occurred at all Staff Development Days and in some staff meetings. The integration of differentiation strategies into Teaching and Learning programs was mandatory and faculties were to show evidence of this.

A differentiation expert (Sally Wybenga) presented to the staff with a particular focus on extension and enrichment.

$20,000

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### Next steps

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- Effective planning of professional goals, with the professional learning to match goals, faculty management plans and school plan as shown on staff PDPs.
- Improved monitoring of school teams to ensure goals are being worked towards.
- Differentiation to progress to assessing of students and the further exploration of the concept of High Challenge, High support is to occur.

Exploration of cross-KLA opportunities and the use of Project Based Learning.
Strategic Direction 3

CULTURE

Embed a school culture of inclusivity and excellence.

Purpose

To build a collective sense of valuing permeates all aspects of school life. Whole-school curriculum, welfare and co-curricular practices should embody our positive educational culture, with the embedding of formal and informal opportunities that develop core school values. Strengthening the capacity of executive and teachers to drive improvement within faculties and across the school supports inclusivity and excellence. There needs to be a clear alignment between the implementation of curriculum, professional learning and students’ educational needs.

Overall summary of progress

The Student Well-being Framework was introduced to the School Executive Team, whole staff and the P and C. It has been focused upon as a key driver in supporting all students in all settings in our school. Issues of student well-being are seen as a whole-school responsibility and should therefore be addressed in all areas of a student’s schooling.

The re-introduction of the PBL approach to student management has seen a greater emphasis on the use of our SLR matrix. This has given staff a consistent ‘language’ to use when talking to the students.

Staff has been encouraged to communicate with parents on a more regular basis to share issues in their students learning and to give positive feedback to the parents. This has seen increased parental involvement in the students learning.

Student leadership opportunities have been increased; using the Interact Club as a vehicle for introducing and developing student leadership capabilities. An increase in club members is a testament to the positive culture developing within the club.

An increased focus on the use of the Australian Professional Teaching Standards through faculty programs and PDP development has seen improved awareness among staff and given staff a ‘toolbox’ to use to grow their teaching.

Head teachers and classroom teachers have taken whole-school leadership opportunities. Lesson observation programs, career development seminars, student leadership initiatives and student well-being programs such as WATCH and Tough Guise are examples that highlight leadership of teachers within the school. The latter two programs foster strong values and encourage high expectations in and out of the classroom.

Conducting interviews with all yr 10 students in regards to their subject choices for their senior schooling allowed for guidance of students into subjects that best suited their interests and their capabilities. This, combined with a broad curriculum offering will result in students being more comfortable in the subjects that they have chosen and achieving at a higher standard.

2015 saw the successful transition program for year 6 students into year 7. Class allocation began occurring on the first day of High School for the year 7 students and was ‘fine-tuned’ several weeks later. This followed initiatives in 2014 that saw the yr 7 adviser 2015 visiting local feeder schools to gauge the characteristics of the future yr 7 students and make recommendations in regards to class allocation and resources.

Becoming a member of the Safe Schools network in 2015 strengthened our resolve to be inclusive of all students.
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| Strengthened culture of high expectations in all aspects of school life — academic, citizenship, sporting, musical and artistic spheres | Evaluation of student leadership bodies and the planning of new structures, as appropriate. This included changes to the nomination and voting process for leadership roles in senior years and planning for leadership opportunities in junior years.  
Our academic results from 7-12 showed an increase in high-achieving students and an increase in low-achieving students experiencing value adding.  
Involvement in citizenship initiatives continued to be at a high level, particularly through the increased prominence of the Interact Club within the school.  
Sport remained a focus of HBHS culture in 2015. Success on the field in both Summer and Winter sports saw improved self-worth and increased sense of belonging for those students involved. Improved attendance on Wednesday sport days and increased involvement of external coaches are indicators of the strengthening and importance of the sporting culture.  
Our student musicians performed at a variety of functions, including our presentation days and the FECCA conference. HBHS was successful in gaining several entrants into the prestigious ArtExpress exhibition for HSC Visual Arts students.  
The WATCH program and Tough Guise gave a vehicle in which to promote strong values and citizenship to our junior students.  
PBL was re-instated and further developed as a whole-school initiative in 2016. | $10,000 |
| Continued provision of a creative and relevant curriculum which supports inclusivity and excellence throughout the current transition to lower student enrolments | The school continued to offer a broad range of subjects for Stage 6 students. Mathematics, English and History provided standard 2 unit courses, but also offered advanced/extension and/or non-ATAR courses. A wide range of Sciences appealed to many and the option to take up Senior Science in year 12 proved a good option for some. The provision of 5 VET courses gave students an option to gain VET qualifications. Languages were present in the 2015 stage 6 curriculum- Korean and Chinese being most popular. Life skills courses were offered as options for those in need. Saturday School and the Open High School continued to be popular in providing language study options off-line for a small amount of students.  
The Stage 4 and 5 curriculums gave a range of mandatory subjects that suit boy’s education. The TAS subjects PDHPE, PASS, Music and Visual Arts allowed for a wide | $10,000 |
range of practical and life skill development. The mathematics, Science, Social Sciences and History courses looked to develop understanding in the particular subjects, but also life-long learning skills and motivation for continued learning.

Next steps

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- Streamlining of the Stage 6 Subject Selection process to allow for faster allocation of subjects and therefore increased time for fine-tuning selections.
- Conduct interview process for year 10 stage 6 subject selection.
- Inclusion and integration of TELL into all T and L programs. High challenge, High support teaching, learning and assessment.
- Use of the School Excellence Framework to assess the strengths and areas for development of all school learning settings.
## Key initiatives and other school focus areas

This section includes: Key initiatives

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>All students identifying as being from ATSI background possess an ILP which is planned through the use of teacher relief and tutoring (Norta Norta) used to reach set learning goals. No ATSI students were matched to funding in 2015. Funds rolled over from previous year</td>
<td>$1,546</td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td>All executive successfully complete TELL training. FLEAs provide PL to faculties. FLEAs have input into programs / assessment tasks.</td>
<td>$375,831</td>
</tr>
<tr>
<td><strong>Targeted students support for refugees and new arrivals</strong></td>
<td>Financial support given to all students from refugee background to participate in school activities. Including excursions, incursions and learning resources. Three students were identified as being refugees. All students received assistance with school activities from this and other areas of funding.</td>
<td>$3,000</td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td>Financial and social support given to all students from a low Socioeconomic background to participate in school activities. Including excursions, incursions and learning resources. Uniforms and stationery included. The implementation of Breakfast club and canteen vouchers to be used. Students that were identified as experiencing financial difficulty were assisted where necessary with payments for school activities and resources. The Breakfast Club and Canteen vouchers were included in this funding.</td>
<td>$499,21</td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>Targeted students given opportunities to succeed.</td>
<td>$172,536</td>
</tr>
<tr>
<td><strong>Support for beginning teachers</strong></td>
<td>All NSTs participate in PL opportunities and are successful in achieving accreditation. Framing of an induction program to support NST. All NSTs attended PPL opportunities to satisfy their accreditation process and build their teaching capacity. A new school team formed to support NST and to develop a new Induction Program.</td>
<td>$8,040</td>
</tr>
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</table>

**Other school focus areas**

<table>
<thead>
<tr>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norta Norta</td>
<td>No students accessed the Norta Norta funding in 2015. Funds rolled are from 2014.</td>
</tr>
</tbody>
</table>
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

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tbody>
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<td>7</td>
<td></td>
<td>95.6</td>
<td>95.5</td>
<td>95.8</td>
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<tr>
<td>9</td>
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<td>92.9</td>
<td>94.1</td>
<td>95.4</td>
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<td>93.6</td>
<td>94.4</td>
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<td>91.2</td>
</tr>
<tr>
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<tr>
<th>State DoE</th>
<th>Year</th>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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</thead>
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<td>89.9</td>
<td>90.2</td>
<td>89.7</td>
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</table>

Retention Year 10 to Year 12

<table>
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<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
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<td>82.0</td>
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<td>83.9</td>
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<td>69.1</td>
<td>68.6</td>
<td></td>
</tr>
</tbody>
</table>

Previous Methodology (9SC to HSC apparent retention)

Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
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<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>employment</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training
See table above

Year 12 students attaining HSC or equivalent vocational educational qualification
See table above

Workforce information
The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.
During 2015 there was 1 staff member of Aboriginal or Torres Strait Islander background.

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

All teaching staff met the professional requirements for teaching in NSW public schools. In addition to the teaching staff there are 15 school administration and learning support staff.
### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>62</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>4</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative and Support</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
</tr>
</tbody>
</table>

During 2015 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 relatively new to the profession. Staff retention continues to be high with the only changes resulting from a lowering of staff numbers as student enrolments have reduced, and 1 transfer from the highly motivated staff.

### Teacher Qualifications

All teaching staff meet 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.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>28</td>
</tr>
</tbody>
</table>

### Teacher Accreditation/Professional Learning

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 2015, staff participated in a variety of professional learning activities. Professional learning was provided 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.

### HOW MANY NST and ATTAINMENT?

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. Teachers also engaged in professional learning in areas such as First Aid, Emergency Care, Anaphylaxis, Child Protection, the DEC Code of Conduct, technology, literacy, numeracy, to name a few.

### Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>280401.20</td>
</tr>
<tr>
<td>Global funds</td>
<td>730501.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>357004.97</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>776185.08</td>
</tr>
<tr>
<td>Interest</td>
<td>9665.06</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>52569.97</td>
</tr>
<tr>
<td>Canteen</td>
<td>315429.95</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2521757.85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>376508.59</td>
</tr>
<tr>
<td>Excursions</td>
<td>234020.07</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>239761.69</td>
</tr>
<tr>
<td>Library</td>
<td>12327.70</td>
</tr>
<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
<td>313940.78</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>180946.10</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>235271.45</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>255449.06</td>
</tr>
<tr>
<td>Utilities</td>
<td>146664.29</td>
</tr>
<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>46868.73</td>
</tr>
<tr>
<td>Capital programs</td>
<td>63752.77</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>2215227.90</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>306529.95</td>
</tr>
</tbody>
</table>
School performance

School-based assessment

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.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7:

Reading:
The school percentage performance in the top bands was 24.1%. The State percentage was 27.1%.

Writing:
The school percentage performance in the top bands was 12.1% compared to the State percentage of 21.1%.

Spelling:
The school percentage performance in the top bands was 37.2% compared to the State percentage of 47.1%.

Grammar and Punctuation:
The school percentage performance in the top bands of 35.1% compared very favourably to the State percentage of 20%.
Year 9

Reading:
The school percentage performance in the top bands was 22.2%. The State percentage was 29.9%.

Spelling
The school percentage performance in the top bands was 41.1% compared to the State percentage of 25.9%.

Writing
The school percentage performance in the top bands was 15.6% compared to the State percentage of 11.9%.

Grammar and Punctuation
The school percentage performance in the top bands of 21.7% compared very favourably to the State percentage of 22.9%.
The school has performed very well across all areas particularly numeracy and writing. This is a consequence of the emphasis on specific programs that have catered for the Year 9 cohort over two years. The school is committed to literacy and numeracy initiatives to address the areas of need as indicated from the above data. This is across all the range of student abilities.

**Higher School Certificate (HSC)**

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

**English- Advanced**

For a small cohort of 18 students, the Advanced English results were outstanding. With 22% of the class achieving a band 6. This is 7% above the state average. Half the students achieved a band 5, making it more than 72% of the class attaining a mark of 80% or better. This is way above the state average of 57.8%. The course was 3% above the state average. This average was an improvement on last year’s cohort.

**English- Extension 1**

There were 3 students in the Extension 1 course with the cohort’s average exactly the same as the state average. One student achieved the top band (E4) and the other two candidates achieved the second band (E3). This was a very pleasing result due to a great deal of hard work by the teacher and the students. With the whole cohort placed in the top 2 bands it meant that that result was better than the state average as well.

**English- Standard**

The 2015 Standard English results were excellent. A total of 130 students, in 7 classes, completed the course with the Course Average being 3.13% above the State Average. 26 students achieved a Band 5, which is 20% of the cohort – the state average was 7.94%. And over 60% of the students achieved a Band 4 or better. These are wonderful results and they are on par with the 2014 results.

**Science- Biology**

Top end: 2/4% (no / %) students achieved Band 6 and 13/26% students received a Band 5 – comparison to state 22.9%
Science - Chemistry
Top end: Out of 58 students, 6 students, achieved Band 6 (10.34% of school versus 10.72% state).
23 students achieved Band 5 (39.65% of school versus 30.33% state). Mean H5 score: 77.86%

Science - Earth and Environmental Science
Top end: 0 students achieved Band 6 (state average 7.66%) and 3 students (8.75% compared to state average of 34.93%) received a Band 5. 50% of our students received a band 4, compared with a state average of 29.3%. Our students were around the state average for band 3 (6.25% compared with 6.58%).

Only one student received a band 2 and there were no band 1 students.

Science - Physics
Top end: (2) students achieved Band 6 out of 52 candidates (3.84 vs 8.38 state%). (16) Students received a Band 5. State comparison: Band 6 = 3.84% vs 8.38% State; Band 5 = 30.76% vs 20.37% State. Average mark = 85.5

History - Modern
In Modern History the value-added data was very positive, indicating excellent pedagogical practices amongst the teachers. The school average HSC result was above the state average – 75.9% compared to 72.6%. Several students should be commended for their excellent results: Keshaven Kiritharan (93%), Jason Mulya (89%) and Shankaran Kiritharan (89%). 35.5% of the cohort attained band 5/6 results.

History - Ancient
In Ancient History the school average HSC result was the same as the state average (68.8%). Ancient history students and their teachers should be commended for the excellent results of our Band 6 students: Panayioti Constanti (95%) and Hamed Gaznawi (92%). However, school trend data 2011-2016 and the value-added scatterplot indicate a need for reflection on ways to boost the achievement of our lower and middle band students. Two faculty strategies will be to increase the number of compulsory practice past paper questions students complete and to utilise the school’s N-Award procedures for students who are not meeting basic course requirements.

LOTE - Chinese Background Speakers
Eighteen students sat for this exam. One student received a Band 6; Nine students received a Band 5; five students received a Band 4; two students received a Band 3 and one student received a Band 1. 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.

Top end: 1 (5.55 / %) student achieved Band 6 and 9 students received a Band 5 – comparison to state 368 Average: 81.72

LOTE - Heritage Korean
Nine students sat for this exam. 1 students received Band 6; two student received a Band 5. In 2013, two students received Band 5; one student received a Band 1.

LOTE - Korean Background Speakers
Seven students sat for this exam in 2015. They achieved a similar performance to previous years. Five students received a Band 5; one student received a Band 4 and 3.

Top end: 0 (no 0 %) students achieved Band 6 and 5 students received a Band 5 – comparison to state … Average: 80.67

Personal Development, Health and Physical Education
In PDHPE, out of a cohort of 27 students, 4 achieved a Band 6, 10 Band 5, 5 Band 4, 3 Band 3, 4 Band 2 and 1 student not attaining a HSC result. The top 2 bands were well above the state average (Band 6- 6.13% and Band 5- 16.09%), with band 4 below the state average (-14.02%).

Information Processes and Technology
Top end: In Information Processes & Technology (IPT) 53% of students achieved band 5 or above compared with state averages of 32.5%

We had 1 student achieve Band 6 (5 %) and 10 students received a Band 5 (48%) comparison to state with 75 Band 6 and 25.5% Band 5

This was a much improved result on previous years.

HSC Course Summary graphs
The following graphs depict the average mark for each HSC course compared to the State DoE schools and the school average 2011-2015.
Record of School Achievement - RoSA (optional)

Aboriginal Studies

![Grade Analysis for Aboriginal Studies](image1)

Commerce

![Grade Analysis for Commerce](image2)

English

![Grade Analysis for English](image3)

History (100 hours)

![Grade Analysis for History](image4)

History Elective:

![Grade Analysis for History Elective](image5)

Food Technology

![Grade Analysis for Food Technology](image6)
Industrial Technology- Electronics

Information and Software Technology (IST)

Industrial Technology- Metal

Korean

Industrial Technology- Timber

Mathematics
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2015 the school sought the opinions of parents, students and teachers about the school via the Tell Them From Me Survey.

58 of our parents responded to the survey. As you can see only a small number of parents responded to the survey and we hope in 2016 to have a more substantial response to ensure we get a better measure to respond to.

Their responses are collated in a 20 page document that is available from Mr Kennedy at the school.

Aboriginal Education

In 2015 three students identified as having Aboriginal heritage. The school has undertaken a program of activities to ensure that the students’ heritage is acknowledged and celebrated and that everyone in the school has an increased awareness of the Aboriginal culture.

In Term One, the first Great Book Sale for the year was held. This is a yearly event organised to give students the opportunity to purchase novels cheaply and in the process help a worthwhile charity – The Indigenous Literacy Project. We have raised over $2500 for the ILP over the past 4 years.

National Sorry Day was commemorated on the 25th May and Reconciliation Week was celebrated between 27th May and 3rd June. We had a specific reconciliation focus at our school assembly. Staff and students were encouraged to go to the ‘Share our Pride’ website and to utilise some of the interesting approaches on cultural awareness and respectful relationships.

Aboriginal and Torres Strait Islander peoples’ unique and timeless connection to land was the special focus and theme of this year’s National NAIDOC Week celebrations from 5th to 12th July. We acknowledge this important week every year and participate in the targeted school events and activities. Our Aboriginal Studies classes in Years 9 and 10 created their own artworks to commemorate the 30th anniversary of the ‘handback’ of Uluru to its traditional owners.

Aboriginal Education is also promoted at assembly and at all meetings through acknowledgement of the traditional owners of the land and paying respect to the elders. Also elements of the new Australian Curriculum syllabuses have been implemented in English, mathematics, science and history. The cross curriculum priority of learning about Aboriginal and Torres Strait Islander histories and cultures has been incorporated into programs. (These last two sentences could be combined.)

At all school meetings and assemblies we acknowledge the traditional owners of the land and pay respect to the elders past and present. Our school ensures that the elements of the Aboriginal Education and Training Policy are a focus for increasing cultural awareness and improving outcomes for our Aboriginal students.

Prepared by K. Meucci.

Multicultural Education and Anti-racism

Department of Education takes necessary steps to eliminate all forms of racial discrimination in its school and applies to all employees of the Department, all students in government school and has implications for each school’s community. Homebush Boys High is a multicultural school and has students from diverse ethnic background. At the school, M Innasi and Mr Wilson have been the contact point for students and teachers. We regularly address the issue via school assembly and effectively mediate to resolve the issues referred by the teachers. In 2015, couple of students have been referred by the teachers. These students have been counselled and resolved the issues within the school. We provide counselling and mediate between the students to ensure that all forms of racism are eliminated to create a conducive and working atmosphere at the school. All complaints are recorded in Sentral.

Prakash Innasi

The Arts

Students in the Creative and Performing Arts have again recorded some outstanding achievements in a very successful 2014. In Visual Arts we were successful with four of our Yr12 Visual Arts students having their Body of Work selected for the 2015 Artexpress, which is a fantastic achievement from the students. Keshaven Kiritharan, Hyungbin Ju, Dion Lin and Raghav Rampal will have their artworks on display at the Hazelhurst Gallery, the Armoury Gallery and the Art Gallery of NSW.

There was also success for Raghav Rampal who was selected as a finalist in the 2015 Moran Contemporary Photographic Prize – Student Section. Vince Lam was also selected as a finalist for the Pixel Photographic Prize. This is a fantastic effort by both Raghav and Vince who have a keen eye for photography. Four of our students entered the ‘Snap To It’ photography contest…
competition that was run by Strathfield Council and the students won every prize. The boy’s photos were of an excellent standard and congratulations go to Aydin Bremner, Raghav Rampal, Aryaman Baisyet and Douglas Cheung.

We were again represented at the annual Operation Art exhibition with four students having their artworks exhibited at the Armoury Gallery in Newington. Congratulations to both James Smith and Leon Burfield in having their artwork selected for exhibition at the Art Gallery of NSW and also for James who also won the ANSTO Prize for high school students at the exhibition. Hong Tan and Kareem Ahmed were also successful in having their lino prints 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. 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 our school, Strathfield GHS and Concord HS. The camp concluded with all students performing to an enthusiastic audience of parents, friends and teachers.

The Year 12 CAPA night that showcased Visual Arts was again a very successful event that highlights the many talented students within the creative arts in the school. Parents, friends, staff and teaching colleagues from our school region attended to see a fantastic selection of Yr12 Artworks from the Visual Arts students. This year’s students have again raised the bar as the standard was of the highest level, which was backed up by the many glowing comments from all in attendance.

**Vocational Education Program**

Over 80% of our 2015 Year 12 cohort articulated into a university. One will agree that it is no mean feat.

Some of our highlights for 2015 are: Panayioti Constanti who achieved an outstanding ATAR of 97 who also happened to be our dux for 2015. He was awarded the Dux Grant and will be studying Physiotherapy at the University of Sydney.

Yeunsu (Daniel) Kim ended up with the Premer’s’ All Round Award for getting Band 6 in all of his subjects. Daniel was very successful in getting himself into a Combined Law Degree at UNSW. This is a huge achievement for someone who has only been in the country for a short period of time. Another student who deserves a plug is Alpay Keskin who was awarded a Top Achievers Award in PDHPE, as he ranked 19th in the state for this subject. Daniel Lopes, Vince Lam, Dinoshan Raveendran, Heath Yan, Edward Ye and Craig Miller were also successful in gaining Early Entry into their dream course at university which is based on Academic Merits and Community and Leadership Involvement. This also ties in nicely with their active involvement in the school and the broader community.

We had 48 students categorised as Distinguished Achievers. In amongst that group were our outgoing leaders who were very effective in simultaneously managing their leadership commitments coupled with outstanding ATARS over 90.

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 2015 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 2017.

A few of our students such as Stefano Totidis, Aaron Tatarakis and Alexander Knezevic have been successful in gaining employment in various industries, predominantly of an apprenticeship style nature. Stefano and Aaron are doing a Carpentry Apprenticeship in Carpentry with AOL, whilst Alexander has commenced his apprenticeship a Chef at Rock Pool.

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 2015 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 2015 and best wishes with your future endeavours.

Georgia Anton
Career Adviser
P&C Contribution – 2015

2015 has been another wonderful year, strengthening opportunities for parents, carers and community to work closely with the boys, staff and executive body at Homebush Boys High.

There have been a number of exceptional milestones all reflecting the school’s inclusive nature, its uniqueness and its commitment to student learning and wellbeing. The joint staff, student and P&C presentation at the Federation of Community Councils of Australia (FECCA) National Biennial Conference showcased Homebush Boys multicultural messages in the T Power of Young Voices session. The boys spoke about harmony, connection and belonging and received a breadth of inquiries from a range of community organisations.

The P&C remained committed to its goals to provide opportunities for parents and carers to come together to share ideas and learn from each other. We continued to work collaboratively through the school executive to present information and question and answer P&C sessions. The English, Maths and Science curriculums continued to draw interest. Facilitated discussion sessions on understanding teenage boy’s behaviours, building resilience and acting against bullying raised a breadth of shared issues and challenges for parents from all cultures in engaging and supporting adolescent boys. Information presented by the Australia’s Federal Police Community Liaison team on cyber safety challenges equally stimulated parents and carers. As always we are appreciate the opportunities to have these discussions.

The P&C continued its representation at key school and community events and celebrations such as the year 7 orientation, school leadership and graduation ceremonies. Our role on the School Council remains an important responsibility to contribute to planning, reviewing and developing important school initiatives.

The P&C was grateful for the support of our local MP in successful receiving a NSW Premier community building partnership grant. The funding is specifically targeted at repairing the school’s sporting and recreational facilities. The P&C supports opportunities that can facilitate students interact safety, build friendships, develop skills and be healthier individually and as members of their community.

As always P&C activities are achieved through collaboration, mutual respect and shared interest. I take this opportunity to acknowledge the ongoing work of parents and carers in executive roles and members of the P&C.

In this context I have again been privilege to be supported in very proud of the school’s achievements in 2015 and wish the boys and their families all the very best in the years ahead.

Ms Kathy Totidis
President P&C