2007 Annual School Report
Homebush Boys High School

NSW Public Schools – Leading the way

Oliver Buckley (Year 9) tutors staff in ICT skills in the ILC.

Taking time off from University: 2007 HSC All-Rounders – Oliver Pase, Aayush Sharma, Ammar Awan and Tandeep Singh
Our school at a glance

Messages

Principal's message

HBHS is a community comprehensive school with a reputation for academic excellence, a range of sports and many extra-curricular activities. The school has total enrolments of 1230 boys, 85% of whom are NESB with different cultural and language backgrounds.

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.

Dr Ian Paterson

P&C and/or School Council message

The P & C supported fund raising through a Trivia night and a special curriculum levy to assist ICT initiatives. The School Council reviewed major policies including student welfare and anti-bullying, as well as assisting in the discussions to define the 2008 school targets

Mr Simon Ford (P & C President), Arety Dassaklis (School Council President)

Student representative's message

Student decision making was facilitated through the Prefects and the Student Representative Council. Prefects supported a number of local charities, Strathfield council citizenship days and a variety of Anzac services and functions. The SRC targeted Stewart House, Cancer Council and several national charities, as well as sending representatives to Rotary funded Leadership camps.

John Vaitaiki School Captain, 2007

School context

Student information

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

Student enrolment profile

Enrolments have increased steadily from 2003. The percentage of in-area applications for Year 7 places has grown and the Intensive English Centres have provided a constant demand for junior positions.

Retention to Year 12

Eighty five percent of the 2005, Year 10 cohort completed Year 12 in 2007. This is thirteen percent above the retention rate for our School Education Group and 25% above the rate for the State.

Student attendance profile

The attendance rates in 2007 continued to be higher than regional and state trends. The longer term improvement trend for attendance from 2004 is a pleasing outcome for effective learning.
Post-school destinations

In total, 189 students sat for the HSC: 186 were eligible for a university placement and, of those who applied, 115 were offered a place. Twenty eight students were offered two places or more, an increase on 2006 of 9 students. Some 62% of Year 12 gained university placements. University courses undertaken included actuarial studies, architecture, arts, commerce, computing, economics and finance, education, engineering, information technology, law, media studies, medical studies, telecommunications and business. A number of students undertook combined degrees. Two students; Ammar Awan and Tandeep Singh; were granted UNSW Co-op scholarships and a number of students were offered cadetships and traineeships by large companies.

Staff information

All teaching staff met the professional requirements for teaching in NSW public schools. In addition to the teaching staff there is 14 administration support staff.

The staff profile includes two deputy principals and thirteen executive who supervise curriculum areas plus teaching and learning and learning support.

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>Head Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>64</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>5</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
</tr>
</tbody>
</table>

Staff retention

Staff retention at the school is very high. Total staff in 2007 was 99, of which 85 were teachers. At the end of 2007, 2 teachers transferred and replacements were provided on DET transfer.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2007 the average daily attendance rate for staff was 96.7%, determined by the DET.

Teacher qualifications

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

All staff have a degree or equivalent and many a postgraduate diploma in education. A smaller number have a masters degree or higher.

Qualifications % of staff
Degree or Diploma 99
Postgraduate 5

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>329 109.16</td>
</tr>
<tr>
<td>Global funds</td>
<td>567 281.21</td>
</tr>
<tr>
<td>Tied funds</td>
<td>270 344.24</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>763 809.84</td>
</tr>
<tr>
<td>Interest</td>
<td>32 750.66</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>79 424.48</td>
</tr>
<tr>
<td>Canteen</td>
<td>267 222.19</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>2 309 941.78</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>239 204.95</td>
</tr>
<tr>
<td>Excursions</td>
<td>219 786.86</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>202 932.48</td>
</tr>
<tr>
<td>Library</td>
<td>20 138.85</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>22 277.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>290 149.55</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>135 990.55</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>247 288.38</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>217 077.44</td>
</tr>
<tr>
<td>Utilities</td>
<td>84 317.23</td>
</tr>
<tr>
<td>Maintenance</td>
<td>89 896.95</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>65 411.73</td>
</tr>
<tr>
<td>Capital programs</td>
<td>51 487.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1 885 959.57</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>423 982.21</strong></td>
</tr>
</tbody>
</table>

The balance carried forward includes the balance of tied funds, unpaid orders and casual salaries, provision for asset replacement and ICT plans. A full copy of the school's 2007 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 2007

Achievements

Arts

In Visual Arts year 12 student Htet Wai Yan had his Body of Work selected for inclusion in the highly rated ARTEXPRESS exhibition at the Art Gallery of NSW. Parth Upadhyay of Yr 11 was selected to participate in a three day studio.
workshop at the National Art School where he was taught by professional artists. Yr 10 students Max Little and Richard Amarasingham attended an art camp for gifted and talented students and two Year 9 students, Zach McCowage and David Hristoforidis attended Campbelltown Arts Centre for the annual Artsmart workshop. They were also successful in having their artwork chosen for the prestigious ‘Director’s Choice’ exhibition which was held at Homebush Olympic centre. Also Alan Lam (Yr 7), Andrew Depta, Jack Tao (Yr 8) and Sachinpal Singh (Yr10) had their artwork selected for the annual Operation Art exhibition for Westmead Children’s Hospital at the Penrith Regional Art Gallery.

One of the truly outstanding achievements for the year occurred when the Homebush Boys’ “All Stars” Stage Band performed at the Granville Schools Spectacular in the Concert Hall of the Sydney Opera House. This was the first time that the school had been selected for this prestigious event and the Band put on a superb performance before a large and wildly appreciative audience. The “All Stars” also performed at the ‘Director’s Choice’ exhibition held in December at Homebush Olympic centre.

The annual Variety Night and Recital Night concerts also included exhibitions of student artworks to highlight the many gifted and talented students within the Creative and Performing Arts. The Variety Night performances and exhibition featured the talents of the Yr 12 music students and also included the Yr 12 visual arts students Body of Work for the 2007 HSC.

The Yr 10 visual arts class were invited to the official opening of a community mural project at Auburn Library where they contributed half of the work. Being the only school involved the project aims to promote harmony and tolerance in our society.

The Band Camp again demonstrated the high standard of musical talent that is fostered within the school. The School Band is growing and developing under the leadership of Mr Albertson. A camp early on this year at Naamaroo Conference Centre, Lane Cove was successful with guest conductor, Mr Glenn Armitage, composing a score specifically for the band called Homebush Blues. The band were selected to perform at the Opera House in the Granville Schools Spectacular and also performed at the 120th Anniversary of Strathfield Municipality.

**Sport**

2007 has been an exceptional year for sport at Homebush Boys High School. In the two seasons the school contested a total of 55 semi-finals and 34 grand finals. We won a total of 17 North West Metropolitan Zone Premierships. The premiership winning teams were:

- 15’s Basketball, 3rd Grade Cricket, 14A Cricket, Junior Futsal (Indoor Soccer), Junior & Senior Hockey, Senior Oz Tag, 13B Rugby, 2nd Grade Soccer, 15A Soccer, 13B Soccer, 14’s Table Tennis, 2nd Grade Tennis, 1st Grade Volleyball, 14’s Volleyball, 1st Grade Water Polo, 15’s Water Polo

We had over 100 North West Metropolitan Zone representatives, 35 Sydney North Regional representatives, 10 NSW/CHS representatives and 2 Australian representatives. In addition the school awarded over 500 Sportspersons of the Week certificates throughout the year.

**Sporting Highlights** included:

HBHS Swimming and Athletics Teams won the NW Met Zone Championships. As well the school was named the NW Met Zone Summer Sports Champion for the 5th consecutive year.

There were many other individual highlights, a selection of which is listed below:

- Jamie Sherson selected in the CHS and All Schools Athletics and Cross Country teams. Awarded NW Met Zone Blue Endorsement.
- Adam Imer selected in NSW U18’s and CHS Hockey Teams. Awarded a NW Met Zone Blue & Sydney North Blue.
- Brandon Costa selected in CHS Baseball. Awarded a NW Met Zone Blue Endorsement.
- Mitchell Starc selected in NSW U19’s Cricket squad and Australian U19 Team to tour Malaysia and Pakistan
- Joshua Hilliard selected in CHS Rugby. Awarded a NW Met Zone Blue.
- Connor Martin selected CHS 15’s and CHS Opens Water Polo teams. Awarded NW Met Zone Blue.
- Alex Patrulescu selected in CHS Swimming squad. Awarded a NW Met Zone Blue.
- Robert Rafael selected in CHS Swimming squad. Awarded a NW Zone Blue endorsement.
- Joel Harris selected in the NSW U16’s Softball Team
- Bradley Parker, Andrew Sorrenti and Chad Watkinson selected in the CHS 15’s Water Polo Team. Awarded a NW Met Zone Blue.

These remarkable achievements are due to the talent and dedication of the students and the diligence and commitment of the teachers at the school.

**Academic**

In the School Certificate and the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance
Band 6 (highest). In Year 7 and 8 ELLA and SNAP performances are recorded from High, Proficient, Elementary and Low.

**Literacy – ELLA Year 7**

According to overall literacy, 45% of students achieved a high category in ELLA (state 35%). In writing, 44% achieved the high category (state 35%) and another 38% of the candidature attained the same status in reading (state 34%) and 49% in language (state 39%).

Year 8 attempted the same literacy examinations and for overall literacy 56% of students attained a high category (state 46%). Another 55% reached the same high standard in writing (state 45%), 52% in reading (state 47%) and 59% in language (state 46%).

**Numeracy – SNAP Year 7**

In Year 7, 51% of students achieved a high level of attainment (state 27%) in overall numeracy. Within the sub-categories 46% achieved the high status (state 27%) in number, another 52% in measurement (state 28%) and 53% in space (state 31%). In data, 48% were in the high category (state 28%) and finally 49% in patterns and algebra (state 26%).

Year 8 attempted the same numeracy examination and for overall numeracy 63% of students attained a high category (state 38%). For number, 57% achieved a high level (state 37%) and another 65% in measurement (state 38%). Relatively high percentages were recorded for space with 60% of the candidature in the high level (state 39%), 55% for data (state 39%) and 63% for patterns and algebra (state 36%).

**School Certificate**

School performance in the School Certificate state wide examinations in English literacy, mathematics, science and Australian geography/history and civics and citizenship is reported in achievement Band 1 to 6 (Band 6 identifying highest achievement).

In 2007, students also sat for the computing skills examination and received a percentage mark and a Band ranging from highly competent, competent or competency not determined. In 2007, 221 students sat for the School Certificate state wide examinations.

**English Literacy** – Seven students achieved a coveted top Band 6 and a total of 77 students (38%) achieved Bands 5 and 6 (state 34%) which continued an improvement trend over recent years. Another 39% of students were placed in Band 4 (state 39%). Fifteen students were placed in the lowest two Bands (7%) compared with the state (7%). The school course mean was marginally above the state mean.
Mathematics – An impressive 43% of students were placed in Bands 5 and 6 (state 22%) and only 9% in Band 1 and 2 (state 23%). These outcomes maintain the excellent levels of recent years. The course mean was significantly above the state mean by 7.73 marks.

Science – Thirty one percent (31%) of candidates featured in Band 5 and 6 (state 27%) and another 64% in Bands 3 and 4 (state 63%) and only 7% in the lowest two Bands (state 3%). The course mean was marginally above the state mean.

Australian History, Civics and Citizenship – Six percent (6%) of students achieved a Band 6 (state 7%). Another 63% of candidates attained Bands 5 and 4 (state 54%), plus 30% achieved Bands 3 and 2 (state 37%).

Australian Geography, Civics and Citizenship – Eleven students achieved a Band 6 (state 6%) and a further 31% of the candidature (state 27%) achieved a Band 5. Another 38% attained a Band 4 (state 39%). Improvement in these outcomes remains a target for future planning. The school course mean was marginally above the state mean.

Computing Skills – Sixty percent (59.27%) of candidates achieved a highly competent result (state 58.06%) and another 40% were judged to be competent according to the on-line examinations (state 40%). A future target will be to have a larger percentage of students in the highly competent category.

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

The school was able to add value to student performance in English, Mathematics, Science, History and Geography. These value added growth rates were above the local school group and in the case of English above the average value for the school (2003-2007).

Higher School Certificate

In 2007, 189 students sat for the Higher School Certificate. Two years previously 203 students had attempted the School Certificate. Comparisons can be made with state percentages in bands and average course marks.

The school offered 27 courses including two vocational education courses. Among a range of excellent results, four students received the NSW Premier All-rounder awards for Excellence in the 2007 HSC Ammar Awan, Oliver Pase, Aayush Sharma and Tandeep Singh. Htet Wai Yan had his major work displayed through Artexpress and won the major sponsor’s prize from Integral Energy.

Course Results

English – In ESL English, 33 candidates achieved an excellent course average of 3.17 marks above the state average with 76% in Bands 5 and 4 (state 6%). In Standard English the course average for the 105 students was 4.42
marks above the state average and 69% were placed in Band 4 or 5 (state 39%). For the 49 students in Advanced English 84% of these candidates achieved Band 5 or 6 (state 47%) with a course average 4.39 marks above the state average. Six students studied the Extension 1 course and were placed in the second highest Band.

**Mathematics** – In general mathematics 17% of the students were in Bands 4 and 6 (state 23%). In mathematics, from the 82 candidates, 32% achieved a Band 5 or 6 (state 40%) and a further 36% were in Band 4 (state 31%). In extension 1 mathematics, 38% achieved the top Band 4 (state 33%). From the 38 candidates in extension 2 mathematics, 19% achieved the top Band (state 33%) and another 48% in the second highest Band 5 (state 50%).

**Science** – In physics 27% of the 71 students were in Bands 5 and 6 (state 34%). In chemistry from the 63 candidates, 12% were placed in the top Band (state 11%) and another 31% in Band 5 (state 29%). The chemistry course average was 1.28 marks above the state average. Another large candidature (57 students) in Biology had 36% in the top two bands (state 33%) and as a group were 2.55 marks above the state average.

**TAS** – In information processes and technology 30% of the 30 candidates achieved Band 5 or 6 (state 38%). The course average was slightly above the state average. In industrial technology the 17 candidates had 18% in Bands 5 and 6 (state 34%) and another 47% in Band 4 (state 30%). In software design and development, 50% of the 10 candidates achieved Bands 5 and 4 (state 58%). Engineering studies had only 5 candidates and 20% achieved Band 5 (state 23%).

**HSIE** – Business studies had 34 candidates and 44% were placed in Bands 5 or 6 (state 25%) and the course average was a pleasing 6.59 marks above the state average. In economics 40% of
the 30 candidates were placed in Bands 5 and 6 (state 47%). In legal studies 53% of the 17 candidates were positioned in Bands 5 and 6 (state 41%) and the course average was 3.60 marks above the state average. In studies of religion (1 unit), 42% of the 12 candidates were placed in Bands 5 and 6 (state 39%). In modern history, 60 candidates in total had 48% in Bands 5 and 6 (state 43%) and a course average above the state mean, while in extension history, 69% achieved the top two Bands (state 73%). In ancient history, 38% of the 29 candidates achieved Band 6 and the group average was an impressive 5.82 marks above the state mean.

Others
Personal development, health and physical education had 17% of the 36 candidates in the top band (state 10%) and another 31% in Bands 5 and 4 (state 54%). Visual Arts had 72% of the 17 candidates in Bands 4 and 5 (state 79%). Music had all 8 candidates in either Band 5 or 4 (state 70%) and the group average was 1.34 marks above the state mean.

In vocational education and training courses 29 students attempted the hospitality examination and 31% achieved either Band 5 or 4 (state 48%). Of the 17 students in information technology, 24% obtained a Band 6 and another 24% achieved Band 5 (state 2%, 11%).

Higher School Certificate relative performance comparison to School Certificate (value-adding)
The value added for HSC 2007 candidates compared to Year 10 performance revealed the middle and high categories as demonstrating greater improvement than the trend for the like school group. Both these categories were less than the value added school average 2003-2007.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students meeting national benchmarks</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td>88.5</td>
<td>*</td>
</tr>
<tr>
<td>Writing</td>
<td>89.1</td>
<td>*</td>
</tr>
<tr>
<td>Numeracy</td>
<td>81.9</td>
<td>*</td>
</tr>
</tbody>
</table>

* National benchmarks were not available at the time of printing this report.

Significant programs and initiatives
Across curriculum initiatives were facilitated by the respective teams through out the year.

Aboriginal education
The Aboriginal education team organised celebrations as part of NAIDOC week. Special DEAR readings with Aboriginal themes were discussed and Year 8 History students were engaged in Aboriginal dance and related cultural pursuits with Phil Geia.

Multicultural education
The multicultural team survey the Year 7 students and compiled a linguistic data base which assists school planning. Harmony week featured in the term 1 calendar and raised awareness of the core school values of tolerance, understanding and co-operation.

Respect and responsibility
The school conducted student welfare camps for Year 7 students and for the elected Prefect body. A smaller number of Year 10 students were funded by Silverwater, Strathfield and Burwood Rotary to attend special weekend leadership camps. Such opportunities fostered core school values of teamwork, respect, tolerance and co-operation. Year 10 and Year 11 completed All My Own Work, designed by the Board of Studies to promote research skills, integrity and greater reliability in assessment procedures for stage 6 tasks.

National benchmarks
The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.
The performance of the students in our school in the Year 7 English Language and Literacy Assessment (ELLA) and the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year 7 students in our school achieving benchmarks in 2006 and 2007
The increase in the percentage of Year 7 students achieving national benchmarks over this short time frame has been noted. Reading and numeracy are below the 2005 percentages meeting the benchmarks.
Other programs

As a continuation to participating in the Australian Business Week program of 2006, a number of Year 11 students in 2007 participated in Young Achievement Australia (YAA). These students worked with students from other schools to form and run companies.

The School To Work Program is now in its eighth year of operation and all students in Year 9 to 12 participate in the program through use of their employment related skills logbook. All faculties have embedded in their Management Plans for 2008 the School To Work Program. Year 9 and 11 students participated in an online STWP survey that provides students with a written report to reflect on where they are at with their transition plans for work. The school will also be able to use data from this survey to assist in future planning of career education and transition plans from school to work.

The Career Alerts system which keeps students, parents and the local community up to date with vocational information by email is now in its sixth year of operation and is accessed by close to one thousand students, parents and members of the local community. The site has experienced on average well over fifteen thousand ‘hits’ per month.

Hospitality, a VET course, is growing in popularity. There are 4 senior classes, year 11 classes being very large. The school has 3 trained hospitality teachers and industry standard appliances. Students are always keen to display their talents and often cater for school and outside functions delivering the very best in hospitality, both food and service. Comments are always positive from guests who have attended one of the boys’ hosted functions.

Students accessing New England TAFE via the internet is still proving to be successful with over 40 students choosing this delivery method. We had 14 students completing the Information Technology Certificate II HSC exam at the end of year 11 this year. TAFE have forwarded their congratulations regarding this partnership. The school continued with certificate I in IT from New England Institute TAFE this year, this program proving an outstanding success. These students are continuing next year and will be completing Certificate III in Information Technology.

Gifted and Talented initiatives continued to be offered to all students in all KLA’s. External competitions, public speaking, tournament of the minds and debating are among some of the G & T opportunities. UNSW Scientia holiday courses were attended by Year 10 and Year 11 students in April and July. Faculty G & T strategies were addressed through meetings, Bush Bulletin, school magazine and web page promotion as well as variety and recital night.

The Australian Business Week program for Year 10 students ran as an enrichment program after the School Certificate examinations. The five day cross-curricular learning program develops a wide range of valuable skills including problem-solving, initiative, leadership, oral and written communication, organisation and teamwork skills. The program is based on the precepts of discovery learning and uses business expertise to mentor students in the running of a simulated hospitality company. Teams make decisions about their business in a competitive market against other student companies through a computer simulation program. Pre- and post-evaluation of the program indicates that the program is highly to very highly engaging for 96% of participants, and provided more than 85% with knowledge and skills to make them more confident and interested in pursuing a career in business. James Yoon was awarded Businessperson of the Week for the outstanding leadership he exercised throughout the program.

The Learning Support Team co-ordinated the programs for students requiring learning assistance. The team comprised key school personnel, including School Counsellor. Meetings were held once a week and programs overseen by the team included Integration, STLA, Multi-Lit, Teachers Aides and Student Referrals. Other examples of the team’s activities were: providing training for teachers aides, liaising with teachers to provide information and strategies for improving student outcomes and monitoring the ongoing needs of integration students. Importantly the team provided team-teaching STLA support to designated classes and assisted the STLA in her role of literacy trainer and co-ordinator in peer tutoring roll classes.

Progress on 2007 targets

Target 1

Further integration of ICT into Teaching and Learning

Our achievements include:

- Progress made on usage by students and staff of the Internet browsing and email service.
- Sixty percent of 2007 school certificate candidates achieved a highly competent result in computer skills test.
- Students and community accessed components of webpage more frequently.

Target 2

Improve student literacy outcomes.

Our achievements include:

- Significant improvement in student performances in 2007 School Certificate and HSC English courses.
• Semester two reports included refined literacy outcomes.
• Through ‘Success for Boys’ project funding, explicit quality writing pedagogy was included in Year 7 programs and assessment tasks.

**Target 3**

Further advance Quality teaching and learning to foster improved student performance.

Our achievements include:
- Quality teaching concepts were incorporated in Year 7 writing template structure and trialled by Action group.
- Quality of assessment schedules and tasks reviewed and improved in Year 7.
- SIPA assessment task descriptions and student work samples were finalised.
- New report procedures were introduced using Cube Software and staff reviewed teaching and learning policy

**Target 4**

Provide Professional learning opportunities for all staff to promote effective learning

Our achievements include:
- All early career teachers completed professional learning goals.
- All teaching staff completed professional learning goals.
- A limited number of staff participants completed professional learning feedback sheets.
- Detailed evaluation of ELLA data facilitated improvement of programs for students in need.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2007 our school carried out evaluations of communication systems and writing pedagogy utilised with stage 3 and 4 students.

**Educational and management practice**

**Background**

The P & C conducted a very useful workshop which aimed at exploring improved methods related to communication between the school and parents and guardians located at home and within the workplace. The P & C were especially interested in the perceptions of their meetings and also the efficiency of Parent Teacher evenings conducted for each year.

The staff has been committed to promoting effective links with all community members and it was thought to be very valuable to assess the quality of the existing communication systems, as well as exploring future methods in line with technological advancements.

**Findings and conclusions**

The survey findings demonstrated a very successful link with the parent body when newsletters (Principal Highlights), Bush Bulletin, School Magazine and fridge calendars were used. Parent Teacher information evenings are well attended and on average 75% of any one year are represented by parents and students. 95% of those surveyed rated the evenings as achieving expectations or above. P & C Meetings were viewed as achieving expectations or more, however attendance is generally disappointing especially from the parents of the older students. A range of suggestions were given for P & C workshops in 2008.

The current SMS communication system for attendance monitoring was rated by 97% of respondents as valuable information and feedback or even higher. Parents appreciated the rapid notification of attendance problems. Just over half of the parents surveyed had used the school website and noted its potential for further communication purposes. Finally emails were seen as an improvement on existing communication techniques by 75% of those consulted.

**Future directions**

The existing methods of regular communication are fulfilling a clear need for both the school and parents. Newsletters, bush bulletin and annual magazine are appreciated by students and parents. However in future it would seem that more use should be made of SMS technology for appropriate messages, email distribution lists should be updated and a sample of email communicated newsletters trialled for suitability.

The school website has been utilised, although it is planned to refine each link so that the site becomes an up to date reference for all families, including junior and senior students. Each faculty is planning to develop its own section so that parents will be able to research out current curriculum and learning resources without undue complications.

**Curriculum**

**Background**

Building on the well established literacy focus, staff targeted improving writing outcomes for Year 7 students, working with primary school colleagues from Homebush West and Homebush...
Public Schools through an extensive professional learning program funded by the Success For Boys federal government grant. A team of teachers (Action Group) representing a wide range of KLAS, undertook professional learning in boys’ education, guided by Professor Loretta Giorcelli. All staff undertook initial training in the Success for Boys Core Module, with selected staff also undertaking the Literacy and ICT modules. The Action Group’s learning focused on extending the repertoire of strategies for teaching writing including working with feeder schools to gain understanding of Stage 3 approaches to writing. Units of work have been developed based on research into boys’ education strategies. Selected Year 7 classes were surveyed and focus interviews held to determine factors which influenced learning and writing. An e-mentoring transition program and action research formed part of the project.

Findings and conclusions

The design and delivery of quality Stage 4 programs has been enhanced through the Success for Boys project. Stage 4 pedagogy has been reviewed across faculties, to incorporate explicit writing strategies with a variety of resources developed collegially. A template to support the planning of writing lessons has been developed and utilised in a number of KLAS.

The professional development program involved a number of innovations, such as developing joint training days with two major feeder schools, and shared observations of classes. A staff survey revealed that the most valued professional learning experiences included the seminars run by Prof Giorcelli and the primary school class observations. A significant outcome of the project has been the establishment of networks between schools including the opportunities for team teaching across sites. A central element of the project involved creating structures which enabled team members to work together planning and implementing understandings and processes into classroom practice.

The action learning project involved four Year 7 classes targeted for specific interventions utilising the writing template. Students were assessed in a writing task in Term 4 and their progress compared to ELLA data. Relative strengths included purpose of texts; structuring of ideas; and the ELLA identified targets of subject / verb agreement, tense, the use of articles and pronouns. Areas for improvement revealed punctuation as an area of particular concern. Text structure revealed some difficulties with concluding paragraphs, often absent or simple, and typically simple introductions.

Future directions

Professional learning will continue to focus on writing and boys’ education will continue. Further development and refinement of writing strategies in Year 7, and into Year 8, is planned for 2008. A continuation of the action learning project will be undertaken to enable longer term tracking of student progress.

Parent, student, and teacher satisfaction

In 2007 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Year 12 students completed an exit survey which provided positive responses on their overall experiences, school resources including technology and the quality of teaching. Year 7 completed a resilience survey in term 4 and essentially the students indicated a satisfactory degree of connectedness with the school following their first year programs.

Sydney University conducted research on School Choice using feedback from the parents of Year 7, 2006. The school sample revealed that reputation/recommendation (14.1%) and academic quality (11.5%) were the key factors in selecting HBHS, above proximity to home (9%). For all surveyed government schools proximity to home (15.4%) and reputation/recommendation (13.6%) were the major considerations.

Professional learning

Each executive conducted a review of their faculty professional learning policies following a general workshop which focused on the factors which impinge on professional learning generally within the school. The process highlighted the valuable resources associated with the NSW Institute of Teachers, Quality Teaching Model (DET) and the ICT continuum produced by the Centre for Learning Innovation.

School development 2006 – 2008

Targets for 2008

Target 1

To increase the proportion of students in the Highly Competent band of the School Certificate Computing Skills test to 70%.

Strategies to achieve this target include:

- Revise KLA programs to foster consistent, explicit ICT skills.
- Establish accurate monitoring of student achievements in ICT skills, through quality assessment and reporting methods.
- Enhance student usage of secure Internet browsing and email service.
- Design and implement semester one
computing skills test to assess stage 5 ICT skills.

Our success will be measured by:

- Improved proportion of students in Highly Competent band in 2008 Computing skills test.
- Improved stage 4/5 programs inclusive of current, relevant ICT skills.
- Greater student usage of secure Internet browsing and email service

**Target 2**

To improve the quality of student writing in Year 7/8 in terms of punctuation and text structure.

Strategies to achieve this target include:

- Increase the number of KLA's implementing quality writing lessons and assessment tasks in Year 7 to 75% and Year 8 to 25%.
- Utilising the remaining “Success for Boys” funding, initiate professional learning for Year 7 and 8 staff to implement quality writing pedagogy.
- Use NAP assessments to identify students (Yr 7, 8, 9) in the low-elementary levels or equivalent and implement individual programs.
- Successfully manage the transition from ELLA assessment to NAP and ensure all Year 7 and 9 students are well prepared.

Our success will be measured by:

- Improved writing performance by Year 7 and Year 8 students in designated semester 2 assessments.
- Improved performance of Year 7 students in NAP writing assessment tasks.

**Target 3**

To implement teaching and learning numeracy programs in Year 8 which reduce the percentage of students in the lowest two bands of NAP to less than 10%.

Strategies to achieve this target include:

- Successfully manage the transition from SNAP assessment to NAP and ensure all Year 7 and 9 students are well prepared.
- Utilise Even Start funding to assist targeted students to improve NAP performance.
- Concentrate STLA support for targeted Year 8 SNAP students identified in 2007.
- Use SMARTDATA to evaluate NAP and School Certificate results and in turn enhance performance of teaching and learning.

Our success will be measured by:

- Performance by Year 8 targeted students in NAP 2009 and the 2010 School Certificate.
- Improvement by targeted students in individual numeracy programs.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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