2008 Annual School Report
HOMEBUSH BOYS HIGH SCHOOL

NSW Public Schools – Leading the way
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 1240 boys, 79% 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 levy to assist ICT initiatives. The School Council reviewed major policies and introduced the Positive Behaviour Intervention and Support program.

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 local charities and the Ugandan Home Care initiative which sponsored the senior education of three disadvantaged students. The SRC targeted Stewart House, Cancer Council and several national charities, as well as attending Rotary funded leadership camps.

Emre Mehmet School Captain 2008

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 2004. The percentage of in-area applications for Year 7 places has increased and the Intensive English Centres have provided a constant demand for junior positions.

Student attendance profile

The attendance rates in 2008 continued to be higher than regional and state trends. Improvement in attendance rates over the longer term still remains a school target.

Retention to Year 12

Eighty two percent of the 2006, Year 10 cohort completed Year 12 in 2008. This is ten percent above the retention rate for our School Education Group and 22% above the rate for the State.
Post-school destinations
In total, 205 students sat for the HSC: 200 were eligible for a university placement, and of those who applied, 152 were offered a place. Two students have undertaken a Pathways Program and will complete their studies in 2009. 76% 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. Four students were granted scholarships including the UNSW Coop Scholarship in Engineering, the UTS Bachelor of Accounting Scholarship and two Teach NSW Scholarships. As well a number of students were offered cadetships and traineeships by large companies. For those not undertaking university studies, students undertaking further education have opted for TAFE, Private Colleges and university preparation courses. Other students have undertaken apprenticeships and traineeships, full and part-time work, taken a year off study to travel or are using job placement agencies to gain employment.

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 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>Total</td>
<td>88</td>
</tr>
</tbody>
</table>

Staff retention
The staff retention at the school is very high. Total staff in 2008 was 99, of which 85 were teachers. At the end of 2008 there were nil transfers and two teachers resumed duty on a part time basis at the beginning of 2009 in the English and social sciences faculty.

Staff attendance
Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.9%.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.
All staff have a degree or equivalent and many a postgraduate diploma in education. A small number have a masters degree or higher.

Qualifications | % of staff |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>99</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>1</td>
</tr>
</tbody>
</table>

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>30/11/2008</th>
</tr>
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<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>423 982.21</td>
</tr>
<tr>
<td>Global funds</td>
<td>567 959.21</td>
</tr>
<tr>
<td>Tied funds</td>
<td>219 302.02</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>772 275.47</td>
</tr>
<tr>
<td>Interest</td>
<td>45 953.49</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>59 787.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>281 796.92</td>
</tr>
<tr>
<td>Total income</td>
<td>2 371 056.97</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>214 396.07</td>
</tr>
<tr>
<td>Excursions</td>
<td>176 785.61</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>197 055.37</td>
</tr>
<tr>
<td>Library</td>
<td>20 230.60</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>18 220.10</td>
</tr>
<tr>
<td>Tied funds</td>
<td>199 406.82</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>154 278.48</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>232 161.93</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>236 309.97</td>
</tr>
<tr>
<td>Utilities</td>
<td>87 722.40</td>
</tr>
<tr>
<td>Maintenance</td>
<td>78 267.72</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>58 805.97</td>
</tr>
<tr>
<td>Capital programs</td>
<td>36 672.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1 710 313.04</td>
</tr>
</tbody>
</table>

| Balance carried forward    | 660 743.93 |

The balance carried forward includes the balance for tied funds, unpaid orders and casual salaries, provision for asset replacement and ICT plans. A full copy of the school's 2008 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 2008

Achievements

Arts

Early in 2008, year 12 (2007) student Htet Wai Yan had his Body of Work selected in the highly rated Artexpress exhibition at the Art Gallery of NSW where he was also awarded $1,000 from Sydney Water for his outstanding artworks. Visual Arts students Peter Kumar, Ercan Altan from Yr 9 and Aiden Kirvan, Nicholas Alley, Konrad Ilohaloa and Surya Venkatasen from Yr 10 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 at Homebush Olympic centre. Also in Visual Arts Yr 7 student Ambrose Hill, Yr 8 students Enver Kerim and David Jesuthathan and Yr 9 student Jerry He had their artwork selected for the annual Operation Art exhibition for Westmead Children’s Hospital at the Penrith Regional Art Gallery. Both Enver and Jerry were among 31 other students from the whole of NSW that also had their work selected for display at the Art Gallery of NSW.

One of the outstanding achievements for the year occurred in September, where the “All Stars” Stage Band performed at the Granville Schools Our Spectacular in the Concert Hall of the Sydney Opera House. This was the second year in a row that our school had been selected for this prestigious event and they put on a superb performance before a large and wildly appreciative audience. The All Stars opened the show with the theme from “Rocky”, Gonna Fly Now with choreographed action by two Year 7 “boxers”, Mathew Penfold and Scott Madycki.

Rio Kang (Yr 8) was selected to participate in VoiceworX 2008. Rio debuted at this year’s Recital Night concert, singing Richard Marx’s hit Right Here Waiting. At the VoiceworX training sessions Roi was able to develop his on-stage performance skills through working with industry professionals. The program concluded with a public recital at Campbelltown Performing Arts High School.

The annual MAD (music, art, drama) Variety Night and Recital Night concerts and exhibitions were highly successful in showcasing the performances and artworks to highlight the many gifted and talented students within the Creative and Performing Arts. The MAD Variety Night also featured on display the talents of the Yr 12 music students and the Yr 12 visual arts students Body of Work for the 2008 HSC. Many of these students subsequently achieved their “personal bests” in the HSC examination.

The Band Camp demonstrated the high standard of musical talent that is fostered within the school. The Concert Band and All Star Stage Band are growing and developing under the leadership of Mr Albertson. A highly successful 5th Annual Band Camp was held in March at Naamaroo Conference Centre, Lane Cove. Two Guest Conductors (one for each band) came to the campsite for the workshop sessions. We were fortunate in securing the services of Mr Ralph Pyl, leader of the Sydney All Star Big Band and Mr Mark Brown, conductor of the Lane Cove Youth Orchestra. A Band Family Concert concluded a most enjoyable and productive camp.

Sport

2008 has been one of the most successful years ever for sport. In the two seasons we contested a total of 57 semi-finals and 34 grand finals. We won a total of 25 North West Metropolitan Zone Premierships. The premiership winning teams were:

Senior Baseball, 2nd Grade Cricket, 15A Cricket, Junior & Senior Futsal (Indoor Soccer), Junior & Senior Hockey, Junior & Senior Oz Tag,14’s Rugby, 1st & 2nd Grade Football, 15B Football, 14A & 14B Football, 13A & 13C Football, 1st Grade Table Tennis, 14’s Tennis, 2nd Grade Volleyball, 14’s & 15’s Volleyball, 1st Grade Water Polo, 14’s & 15’s Water Polo.

We had 113 North West Metropolitan Zone representatives, 39 Sydney North Regional representatives, 20 NSW/CHS representatives and 4 Australian representatives. In addition the school awarded over 1000 Sportsperson of the Week certificates throughout the year.

Sporting Highlights

HBHS won the North West Metropolitan Zone Summer Sport Championship for the 6th consecutive year and in 2008 the Winter sports championship. As well the school won the North West Metropolitan Zone Swimming Carnival for the 2nd consecutive year and was named the North West Metropolitan Zone Champion Sports School for 2008. There were other individual performances and a selection is listed below:

- Noah Essaghir selected for the Australian Youth Speed Skating team to contest the World Championships.
- Emilio McFarland was selected to the Australian Weightlifting team for the Commonwealth Youth Games.
- Aaron Costa was selected to the NSW Under 18’s Baseball Team.
- Joel Harris was selected in the NSW & Australian Under 16 Boys Softball Team, the NSW Under 19’s Softball Team & the NSWCHS Softball Team.
- David Paterson was selected in the NSWCHS 1st Cricket Team.
• Matthew Hay, Connor Martin, Bradley Parker, Andrew & Nathan Sorrenti & Nick Taylor were selected in the NSWCHS Boys Water Polo Squad.
• Joel Harris (Softball), Connor Martin (Water Polo) & David Paterson (Cricket) were awarded Sydney North Region Blues.
• Brendan Jenkins finished 5th in the Australian Youth Sail Boarding Championships.
• David & Peter Brimfield finished 2nd in the NSW Under 16 Boys Rowing Championships and 2nd in the Double Sculls at NSWCHS. Andrew Brimfield finished 3rd in the NSW Under 21 Mens Rowing Championships.
• Patrick Chow, Charlie Gray, Emilio McFarland & Ryan Pasfield selected to the NSW Youth Weightlifting team.
• Peter Totidis, Robert Rafael, Bradley Parker and Alex Patrulescu were named Age Champions at North West Metropolitan Zone Swimming Carnival.
• Alex Patrulescu won a Gold, Silver & Bronze Medal at the NSWCHS Swimming Championships. Won a Silver & Bronze at The NSW All Schools Championships. Won a Silver & Bronze Medal at the Australian National Swimming Championships. Qualified for Pan Pacific Games.
• Opens Table Tennis Team won Sydney North Region KO competition and the Butterfly Shield (NSWCHS Table Tennis KO).
• William Parker & Robert Polec won a gold medal at NSWCHS Sailing Championships. 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

Literacy – NAPLAN Year 7

The NAP achievement Bands range from four (lowest) to nine (highest) and include results on reading, writing, spelling, grammar and punctuation.

The overall literacy data included 20% of Year 7 students in Bands 9 and 8 (state 26%) and another 41% in Band 7 (state 30%). Thirteen percent of the cohort achieved Bands 5 and 4 (state 16%) and those students will be targeted for special programs in 2009.

Numeracy – NAPLAN Year 7

The NAP achievement Bands range from four (lowest) to nine (highest) and include results on number and data; patterns and algebra; measurement space and geometry and numeracy. The numeracy results indicated an impressive 30% of the year 7 cohort in Band 9 (16% state) and another 21% in Band 8 (state 18%).

Seven percent of the cohort achieved Bands 5 and 4 (state 19%) and these students will be targeted for special programs in 2009.

Literacy – NAPLAN Year 9

The NAP achievement Bands range from four (lowest) to ten (highest) and include results on reading, writing, spelling, grammar and punctuation. The overall literacy data indicated 21% in Bands 10 and 9 (state 21%) and another 30% in Band 8 (state 27%). Twenty four percent of the cohort achieved Band 6 and 5 (state 23%) and focus programs will be developed for these students in 2009.

Numeracy – NAPLAN Year 9

The NAP achievement Bands range from four (lowest) to ten (highest) and include results on number and data; patterns and algebra; measurement space and geometry and numeracy. The numeracy result indicated an outstanding 24% of Year 9 in Band 10 (state 13%) and another 23% in Band 9 (state 15%). Nine percent of the cohort attained Band 6 and 5 (state 24%) and those students will be targeted for special programs in 2009.
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 2008, 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 2008, 217 students sat for the School Certificate state wide examinations.

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**English Literacy** – Five students achieved a coveted top Band 6 and a total of 105 students (49%) achieved Band 5 and 6 (state 39%) which continued an improvement trend over recent years and an 11% increase on the previous year at the school. Another 38% of students were placed in Band 4 (state 38%). Thirty one students were placed in the lowest two Bands (15%) compared with the state (22%). The school course mean was 3.3 marks above the state mean.

**Mathematics** – An excellent 57% of students featured in Band 5 and 6 (state 26%) including an outstanding 44 students (21%) securing an impressive Band 6 (state 8%). An additional 28% of candidates achieved Band 4 compared to a state statistic of 24%. These results are significant improvements on 2007 and continue the pleasing outcomes of recent years. The course mean was a significant 11.3 marks above the state mean.

Science – Fifty three percent (53%) of candidates featured in Band 5 and 6 (state 32%) and another 34% attained Band 4 (state 34%), leaving only 13% of students in Band 3 and 2 (state 31%). The course mean was 6.1 marks above the state mean.

**Australian History, Civics and Citizenship** – Ten percent of students achieved a Band 6 (state 6%). Another 59% of candidates attained Bands 5 and 4 (state 46%), plus 31% achieved Bands 3 and 2 (state 46%). The course mean was 6.6 marks above the state mean. This successful result continues the improvement pattern in school certificate history outcomes.

**Australian Geography, Civics and Citizenship** – Twenty one students (10%) achieved a Band 6, double the candidates in Band 6 in 2007, (state 7%). A further 31% of the candidature (state 22%) achieved a Band 5. Another 38% attained a Band 4 (state 38%) and 17%, Band 3 (state 34%). This improvement achieves a target of 2006 – 07 planning. The course mean was 5.2 marks above the state mean.

**Computing Skills** – Sixty eight percent (67.74%) of candidates achieved a highly competent result (state 57.27%) and another 32% were judged to be competent according to the online examinations (state 41%). The highly competent achievement is just below the targeted percentage of students for 2008. All KLA’s will target writing improvement with the assistance of ICT’s including interactive whiteboards.
School Certificate relative performance
comparison to Year 5 (value-adding)

Higher School Certificate

In 2008, 205 students sat for the Higher School Certificate. Two years previously 210 students had attempted the School Certificate. Comparisons can be made with state percentages in bands and average course marks.

The school offered 30 courses including two vocational education courses. Among a range of excellent results, eight students received the NSW Premier All-Rounder awards for Excellence in the 2008 Higher School Certificate – Samuel Che, Li Yuan Chen, Elison Furneaux-Bate, Ibrahim Kerem, Tony Lee, Jing Ma, Rajit Gilhotra and Parth Upadhyay

Course Results

English – In ESL English, 37 candidates achieved an exceptional course average of 11.20 marks above the state average with eleven students (30% of cohort) achieving Band 6 (state 4%) and another 60% in Bands 5 and 4 (state 57%).

In Standard English the course average for the 110 students was 7.28 marks above the state average and four students achieved Band 6 and another 64% in Band 5 and 4 (state 38%). For the 52 students in Advanced English 79% of these candidates achieved Band 5 or 6 (state 50%) with a course average 4.45 marks above the state average. Eight students studied the Extension1 course and three students were placed in the top Band and the remainder in E3. The single candidate in Extension 2 achieved the top Band.

Mathematics – In general mathematics 37% of candidates were placed in the top two Bands 5 and 6 (state 26%). In mathematics, from the 85 candidates, 63% achieved a Band 5 or 6 (state 45%). These results for both courses were significant improvements on past performances. In extension 1 mathematics, 38% achieved the top Band E4 (state 34%). From the 41 candidates in extension 2 mathematics, 42% achieved the top Band (state 38%) and another 49% were in the second highest Band E3. This was an outstanding outcome compared to previous years.

Science – In physics 44% of the 71 students were in Bands 5 and 6 (state 33%). In chemistry from the 64 candidates, 19% achieved Band 6 (state 13%) and another 46%, Band 5 (state 26%). The chemistry course average was 5.17 marks above the state average. Another popular course Biology (76 students) had 49% in Bands 6 and 5 (state 32%) and as a cohort were 4.45 marks above the state average.
TAS – In information processes and technology 49% of the 29 candidates achieved Band 5 or 6 (state 31%). The course average was 5.84 marks above the state average. In industrial technology 94% of the 16 candidates achieved Band 6 – 4 and as a course were 8.22 marks above the state average. In software design and development, 50% of the small candidature (6 students) achieved Band 6 and 5 (state 40%). Engineering studies had a slightly larger cohort (15 students) and 40% attained a Band 5 or 6 (state 31%)

HSIE – Business Studies had 45 candidates and 40% achieved Band 6 or 5 (state 32%) and another 27% Band 4 (state 29%). In economics, 53% of the 35 candidates were placed in Bands 5 and 6 (state 38%). In legal studies, a remarkable 36% of the 28 candidates attained a Band 6 (state 10%) and another 36% achieved Band 5 or 4 (state 62%). The course average was 5.21 marks above the state mean. In geography, only 7 candidates sat for the HSC and all achieved a Band 3 or higher, including a Band 6. In studies of religion (1 Unit) two of the four candidates achieved a Band 6 (state 11%). In modern history, 54 candidates in total had a pleasing 23% in Band 6 (state 10%) and another 19% in Band 5 (state 32%) while in history extension, all four candidates attained either the top or second top band (state 54%). In ancient history, 21% of the 29 candidates achieved Band 6 (state 12%) and a further 25% Band 5 (state 27%).

Others

Personal development, health and physical education had 13% of the 41 candidates in the top Band (state 9%) and another 61% in Band 5 and 4 (state 56%). Visual arts had 74% of the 15 candidates in Bands 6 and 5 (state 61%). Music had 70% of the 10 candidates in Bands 6 and 5 and the cohort average was 2.75 marks above the state mean.

In vocational education and training courses, 26 students attempted the hospitality examination and 20% achieved Band 5 (state 19%) and 27% Band 4 (state 38%). In French beginners 43% of the 7 candidates achieved a pleasing Band 6 and the remainder Bands 2 – 3 (57%) to give a cohort average above the state mean.

Given this course-based analyses the 2008 cohort were outstanding in terms of average 2004-8 trends, LSG comparison and state results for 2008. The value added from Year 10 to HSC further illustrates the significant success of the 2008 HSC students,

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

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Minimum Standard Information</th>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.8</td>
</tr>
<tr>
<td>Writing</td>
<td>97.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.7</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.9</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Minimum Standard Information</th>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.1</td>
</tr>
<tr>
<td>Writing</td>
<td>87.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.1</td>
</tr>
</tbody>
</table>

Stage 5 literacy achievement requires precise improvement strategies (Target 2) with stage 4 refinements being a foundation for improved achievement.

**Significant programs and initiatives**

**Across curriculum initiatives were facilitated by a variety of staff teams.**

**Aboriginal education**

The school recognised the significance of the National Apology to the stolen generation in the federal parliament. The Aboriginal education team organised celebrations during NAIDOC week, featuring interactive workshops.

**Multicultural education**

The multicultural team initiated harmony week activities during term 1, requiring staff and students to intensively explore core values of understanding, co-operation and tolerance within classrooms and in extra-curricular situations. Student leaders played a key role with the presentation of DEAR speeches, while others wrote relevant poems and essays.

**Respect and responsibility**

The school conducted a successful student welfare camp to assist Year 7 students to adapt to High School. Year 7 completed a resilience survey in terms 1 and 4 to assess the degree of connectedness with the high school learning environment. Year 10 students had the opportunity to attend weekend leadership camps funded by Silverwater, Strathfield and Burwood Rotary. The selected students strengthened their understanding of key core values such as: co-operation, tolerance and respect.

**Other programs**

The Gifted and Talented team facilitated a range of initiatives including: tournament of the minds, public speaking/debating, external competitions and UNSW Scientia courses. All subject areas through a Quality Teaching framework offered enrichment strategies for suitable students, including acceleration of learning opportunities.

Australian Business Week (ABW) was an intense enrichment program conducted over a week following the School Certificate examinations. It gave participants the opportunity to learn about business from a practical perspective, by working with business people from the community. Participants worked in groups and formed a company. In the hands-on simulation, they made all of the decisions affecting their company’s performance in the marketplace. This five-day cross-curricular learning program developed a wide range of valuable skills including problem solving, leadership, oral and written communication, organization and teamwork skills. As a continuation to participating in the Australian Business Week program of 2006 and 2007, a number of Year 11 students in 2008 participated in Young Achievement Australia (YAA). These students worked with pupils from other schools to form and run companies.

All students in Year 9 to 12 participate in the School To Work program through use of their employment related skills logbook. Year 9 is introduced to the Program through a workshop and it is consolidated in Years 10 to 12 through the schools Study Skills Program. All faculties have embedded in their Management Plans for 2009 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 Career Alerts system which keeps students, parents and the local community up to date with vocational information by email continues to be heavily accessed.
The Learning Support team co-ordinated the programs for students requiring learning assistance. The team introduced the Even Start tutoring program fostering improvement of identified students over a twelve week period. Amongst other roles, the team provided team teaching STLA support and the co-ordination of peer tutoring roll classes.

Progress on 2008 targets

Target 1
To increase the proportion of students in the Highly Competent Band of the School Certificate Computing Skills test to 70%.

Our achievements include:
- Greater usage of secure internet browsing and email service.
- Designed Trial Computing Skills test to assess stage 5 ICT skills.
- Improved KLA programs to foster consistent, explicit ICT skills.

Target 2
To improve the quality of student writing in Year 7/8 in terms of punctuation and text structure.

Our achievements include:
- Utilised “Success for Boys” funding which facilitated professional learning for Year 7 and 8 staff regarding quality writing pedagogy.
- Used ELLA and SNAP assessment data to identify needy students in Year 7 to implement individual programs.
- Successfully managed the transition from ELLA and SNAP assessment and ensured all Year 7 and 9 students were well prepared for the NAP examinations.
- Increased the number of KLA’s implementing quality writing lessons and assessment tasks in both year 7 and 8.

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%.

Our achievements include:
- Concentrated STLA support for targeted Year 8 students identified in 2007 SNAP.
- Used SMARTDATA to evaluate NAP and School Certificate results which enhanced teaching and learning.
- Initiated Even Start funding which assisted targeted students.
- Implemented numeracy support program using Mathletics school wide.

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 2008 our school carried out evaluations of student behaviour and improvements in writing pedagogy.

Educational and management practice
The school successfully applied to be part of the Positive Behavioural Intervention and Support program. This concept is a proactive school-wide system of support for defining, teaching and supporting appropriate student behaviours to create positive school environments.

Background
PBIS establishes the link between research-validated behavioural practices and the environments in which teaching and learning occurs. It improves outcomes for all learners by putting in place sustainable school-wide, classroom and individual systems of support. PBIS assists teachers to create effective teaching/learning environments where students make the positive choices that support academic success.

Findings and conclusions
An initial school wide systems survey of all staff revealed a priority to clearly define consequences for problem behaviours and to define these behaviours based on student expectations. Other priorities included a need to report patterns of problem behaviours to the Student Welfare team and faculties on a regular basis and in turn to directly teach expected student behaviour.

Future directions
Late in term 4, the PBIS team after extensive consultation with staff, students and parents drafted an expectations matrix based on three key concepts – safety, effective learning and a sense of respect. The defined expectations included all settings, indoor, outdoor, sport and travel, cross referenced with the above concepts. The PBIS program is an integral part of the School Plan 2009-11 within the priority area of student engagement and retention. Mr Phillip Whitefield has been appointed as coach to the school PBIS team and will use a school wide evaluation tool to assess and evaluate the critical features of effective behaviour support across each year group. These results will be used to assess features that are in place, determine annual goals for effective behaviour, evaluate on-going efforts toward behaviour support, design and revise procedures as needed and compare efforts toward school effective behaviour support from year to year.
Curriculum

Background
As a result of the evaluation of the 2007 literacy / curriculum programs, an action research project was undertaken at Homebush Boys High School during Terms 2 and 3, 2008.

A cross-curriculum team of teachers developed a common learning sequence aimed at explicitly teaching information-report writing, targeting text structure and punctuation, using generic lesson templates and overlaying subject specific content. Specific boys’ education strategies were selected and assessed for their impact on student learning and engagement. These strategies include information communication technologies (interactive whiteboard), co-operative learning and embedding a sense of competition into learning activities. The teaching and learning strategies developed were shared during workshops held in Term 4.

Findings and conclusions
The data revealed the efficacy of the selected strategies. Student learning was evident in all criteria - content, text structure, punctuation, sentence structure - as was a high level of student engagement. In addition, evaluation of the action research indicated that teachers benefited from involvement in the project, through developing their understanding of writing pedagogy. The largest student learning gains during the project were in text structure, with all classes involved in the project showing significant gains. Sentence structure showed the next highest growth. Accuracy of content and punctuation showed equal growth, indicating that content can be effectively taught within a literacy framework. The highest levels of student engagement were evident in lesson activities involving ICT (eg scaffolding writing) and competition (eg punctuation bingo).

The writing pedagogy was demonstrated to faculty representatives through a workshop format, allowing participants to develop subject specific lessons using the templates provided. Participants then led their faculties in developing resources using the selected strategies, focussing on engaging boys and enhancing their writing skills.

The design and delivery of writing pedagogy has been enhanced through the action research project. All faculties have developed plans to implement writing lesson sequences into junior programs, in particular.

Future directions
KLAs will continue to focus on refining writing pedagogy in 2009. Further professional learning in the effective use of ICT, specifically IWB, Activstudio software and Connected Classrooms opportunities, will be implemented to further support teachers in developing writing lesson activities and resources which engage boys.

Parent, student, and teacher satisfaction
In 2008 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 and provided valuable feedback regarding teaching and learning and suggestions for future policy. The planned refurbishment of the science laboratories in 2009 was perceived as enhancing learning opportunities for all years.

The school has been part of the systematic implications of pedagogy and achievement (SIPA) research project through Newcastle University. The quality teaching and learning approaches adopted by a selection of English and PD/H/PE staff have been tracked from 2004-8. The resulting trends reveal a distinct clarification of the link between student outcomes and the implementation of quality teaching and learning methods, including assessment procedures.

Professional learning
The executive staff evaluated the needs within their faculty for state of the art technologies, including laptops. As a result a school action plan was designed based on the latest government policy. NAPLAN data has been analysed with the assistance of the Learning Support team and each faculty has modified their teaching and learning programs to cater for the identifiable trends. Professional Accomplishment and Leadership teaching standards (NSW Institute of Teachers) have been examined by executive and preliminary support strategies identified for each Head of Department.

School development 2009 – 2011

Targets for 2009
Target 1
To improve student writing skills in Stage 4 and 5 utilising a range of technologies

Strategies to achieve this target include:

- Utilise Success for Boys programs to enrich writing pedagogy in each KLA.
- Analyse Year 7 and 9 NAPLAN writing and literacy results and implement precise strategies
- Staff to target CLAS skills as part of professional learning goals
- Promote IWB software for all faculties.
Our success will be measured by:
- Improved writing skills in NAPLAN data
- KLA programs to include Success for Boys writing skills strategies
- Increased staff ICT skills, especially in relation to writing pedagogy and IWB usage.

**Target 2**

*Increase levels of literacy achievement in line with DET and regional targets. 78% of students achieving at least Band 7 in Year 9 NAPLAN Literacy*

Strategies to achieve this target include:
- Utilise ESL, STLA, Literacy and Numeracy Support teams to assist targeted students
- Design individual literacy programs using the teaching strategies outlined in SMARTDATA
- Identify students in year 7 literacy NAPLAN data in Bands 4, 5.
- Evaluate the current Even Start program in terms of student outcomes.

Our success will be measured by:
- Performance of Year 9 targeted students in NAP 2009 literacy texts
- Improved literacy performance of Year 7 targeted students through enhanced individual programs.

**Target 3**

*Increase levels of numeracy achievement in line with DET and regional targets. 92% of students achieving Band 7 or greater in Year 9 NAP Numeracy.*

Strategies to achieve this target include:
- Identify students in Year 7 Numeracy NAPLAN data in Bands 4,5
- Design individual numeracy programs using the teaching strategies outlined in SMARTDATA
- Utilise ESL staff, STLA, LNS team to support targeted students
- Utilise Mathletics to stimulate engagement in targeted students.

Our success will be measured by:
- Performance of Year 9 targeted students in NAP 2009 numeracy tests
- Improved numeracy performance of Year 7 targeted students through enhanced individual programs.

**Target 4**

To improve student learning and engagement through quality teaching practices. Specifically, 87% of students complete Year 12.

Strategies to achieve this target include:
- Utilise and access available data through RISC, SMARTDATA and NAPLAN programs
- Implement next stage of PBIS program for all students
- Refine all study skills programs (7-12) to reflect changes in student needs
- Foster engagement in transition program for targeted students.

Our success will be measured by:
- All students complete transition programs and follow suitable educational pathway
- Results from school wide evaluation tool (SET) assessed across each year.

**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: