School context

Homebush Boys High School is a comprehensive boys' school with a tradition of academic and sporting excellence and an enrolment of 1300 students, including 85% from a non-English speaking background. The school strives to provide quality curricular and extracurricular programs, including a growing instrumental music program. The school caters for the rich diversity of learning needs and interests of the students. There is a strong emphasis on the Quality Teaching Framework and the experienced and dedicated staff supports the spirit of the 2008 Melbourne Declaration on Goals for Young Australians. The school has a strong reputation in the community and continues to build educational networks to further the opportunities for the students.

Principal’s message

The school’s mission statement “Homebush Boys High School strives for excellence and equity in the education and development of young men.” In this mission the school is successful in that our academic results continue to be strong, our students’ sporting prowess is superb, however, the social, ethical and emotional development of our students is our forte. The students at Homebush elect leaders who are wonderful young people from a diverse range of cultural and socio-economic backgrounds. They seek ways to engage with the community and support social causes and promote responsible citizenship. The students give blood, assist with meals on wheels, cater for students at our neighbouring school for specific purposes to name but a few of the many responsible actions of the student body.

In 2013 our “Breakfast Club” began and has become an entrenched part of the culture of the school. The serving of hundreds of nutritious meals to students and staff on Thursday mornings was the idea of a group of students who sourced donations and do the hard work. It has become very successful.

The students celebrate all their achievements whether it is part of our highly successful orchestra or a student’s art work selected for display at Art Express. The young men applaud the recognition of their colleagues.

Our parents are supportive, active and informed. The Parents and Citizens committee meetings are well attended and they seek specialist speakers and workshops to build their connections with their sons’ learning. The parents raise vital funds to support learning infrastructure and school programs.

This community atmosphere is enhanced by a dedicated, talented and hard-working staff who work long hours to maximize the potential of all the students at Homebush. The school is part of a vibrant, learning community and enjoys collegial partnerships with our sister school, Strathfield Girls High, and our major feeder schools Homebush Public and Homebush West Public.

The greatest strength of Homebush is the rich cultural diversity with the student population boasting 61 cultural backgrounds. This diversity gives the school the impetus to show our inclusive programs and our harmonious atmosphere to our community.

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.

Timothy Jurd, Principal

Parents and Citizens Committee (P & C) message

The parent body of Homebush was again active in 2013. We have continued to uphold our three fold purpose of promoting the interests of the school, assisting in raising funds and supporting the welfare of the students.

What will one find at a P&C meeting? Any welcome visitor will discover a group of parents from a variety of backgrounds, passions, interests and levels of involvement. The parents hold to a few common values that bind the group together. Firstly, we desire our sons to have a positive and successful secondary education experience and wish to be as informed as possible as to how Homebush Boys High School works toward this goal. Secondly, we choose to put personal time and energy into contributing to making Homebush Boys High School a school of high standing. Finally, we believe that to achieve high quality public education, parents can and should play a role in fostering a healthy and vibrant school community.
During the year we have involved ourselves in a variety of activities so as to raise much needed funds for the school. It was decided that all funds raised in 2013 would be put toward improvements to the senior study area. This outdoor space is not only used by year 11 and 12 students but is increasingly becoming a community space for school events. With the improvements made it will also be able to be used as an outdoor classroom. The P&C have been pleased to contribute to this valuable project and are delighted with the outcome. We have raised money for this through activities such as: two Stalls at School (Mother’s and Father’s days), four Citizenship Ceremony Catering functions, a Trivia Night and Barefoot Bowls evening.

To demonstrate our support of the school we have attended a number of events. These have included: Iftar, Strathfield Rotary Dinner, Multicultural Day, Year 12 Graduation, P&C State conference and Staff Selection panels. The school has allowed the Parent body to make contributions to the development of the Anti Bullying and BYOD policies. Parents have billeted students from overseas on two occasions this year. The P&C (and so the parents) has had representation on the School Council of Homebush Boys High School. We have also conducted two gardening bees on the school grounds.

The P&C hosted a number of parent evenings in 2013 with relevant topics presented by a variety of members of staff. We again thank those who gave of their time to engage with the parents on those evenings. The focus for the evenings included: Welcome to Year 7 Parents, ‘Homebush Boys High School: a safe environment’, Pathways and senior years at Homebush Boys High School, Developments in Technology at Homebush Boys High School and Learning Support.

This year we have given much thought into how communication between parent and school can be improved. We have held productive discussions with the School Executive and been able to implement some improvements. We are aware that much more can be done and continue to work toward this.

On behalf of the P&C, I would like to acknowledge the committed and hardworking staff of Homebush Boys High School. The role each person plays in contributing to the life of the school is valued and appreciated by the parent body.

Ms Simone Burton, President P&C

Student representatives’ message

Prefects

The 2013 Prefects were outstanding school leaders. Under the guidance of Captain Scott Worthington with the backing of the Vice-Captain Perrin Tasker and Senior Prefect Nayan Bhathela, the boys were organised into groups with a focus on school spirit or community. This allowed them to concentrate on specific initiatives.

The Prefects continued projects started by past groups such as helping the P&C at Citizenship Ceremonies, organising and attending Prefect Afternoon Teas and fundraising for several charities such as White Ribbon Day, Pink Ribbon Day and the Red Shield Appeal.

One new initiative was to develop closer links with the leaders of Strathfield Girls High School. The two schools organised a very successful Year7/8 disco which raised funds for our reading program.

The 2013 prefect group left a legacy of innovation and commitment for future school leaders to live up to.

Scott Worthington, School Captain

Student Representative Council (SRC)

The SRC met every morning to plan and coordinate their leadership role within the school. They organised and participated in a range of community based activities such as visiting nursing homes, helping out with the Annual Senior’s Dinner run by the local council, Clean Up Australia Day. Also, the SRC helped to promote Fund Raising Activities such as the Pink Ribbon Day, White Ribbon Day, and World’s Greatest Shave etc. Outside the school, the SRC helped Strathfield Council to run the Daffodil Day.

In addition, the SRC members got together with the School Council to discuss the role of the SRC and plans within and outside school. For example, SRC has presented designs for a beanie and scarf that could be included as uniform during the winter months. The SRC’s decision on the design of the beanie and scarf was based on whole school voting.
Within the school, the SRC promoted values that develop individuals to become better ‘human beings’ through discussion of various quotes during whole school assemblies.

To promote tolerance and appreciation of a Multicultural Society they ran a Multicultural Day involving the whole school community. This was a success.

Ayman Hill, SRC President

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

The enrolment profile for the school has demonstrated a consistent pattern of steady growth. This is mainly due to the strong local support for the effective comprehensive learning and student well-being programs. There has also been a large interest from non-local applicants who seek the specialist programs offered for the education of boys.

In 2013 the school’s local catchment was redrawn and reduced in size. This was done because Homebush had reached “enrolment ceiling” so the upward enrolment trend will not be expected to continue in 2014.

Management of non-attendance

Homebush utilised SMS or text message software solution to notify parents of unexplained absences. In 2013 the school added electronic roll marking to the bank of tools employed to ensure the safe monitoring and prompt notification of student non-attendance. The school revised and strengthened the attendance policies to ensure prompt notification and follow-up of non-attendance. This has supported the school’s attendance program and has been well received by the community.

Student Retention year 10 to year 12

Post-school destinations

Most school leavers chose to pursue a pathway which involved further training and education as the table following indicates.
Year 12 students undertaking vocational or trade training

Ninety one (91) Year 12 students undertook vocational or trade training in 2013. The number and diversity of courses was considerable. They included Sport, Fitness and Recreation (16), Financial Services (6), Human Services (2), Retail Services (4), Information Technology (9), Hospitality (41), Electrotechnology (1), Construction (8), Business Services (1) and Automotive (3) and these students comprised 43% of the cohort.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Of the year 12 students who sought to complete their HSC, 100% were successful. Two students chose to complete the HSC by pathways and aim to finish in 2014.

Workforce information

Workforce composition

<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>14</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>66</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>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative and Support</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
</tr>
</tbody>
</table>

During 2013 there were no staff members of Aboriginal or Torres Strait Islander background.

Staff Retention

Homebush Boys High School has an experienced teaching staff with a diverse range of expertise. Staff retention continues to be high with the only changes resulting from 2 retirements and 1 resignation.

Teacher Qualifications

Teaching staff have at least a degree or diploma level qualifications and some have undertaken subsequent formal post graduate courses. Staff members participate in ongoing professional learning to maintain and improve their skills.

Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>73</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>27</td>
</tr>
<tr>
<td>Institute of Teachers Accreditation</td>
<td>15</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>313036.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>721301.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>279938.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>842583.60</td>
</tr>
<tr>
<td>Interest</td>
<td>13732.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>120935.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>313495.49</td>
</tr>
<tr>
<td>Total income</td>
<td>2605022.88</td>
</tr>
<tr>
<td>Expenditure</td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>352788.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>225122.55</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>279304.97</td>
</tr>
<tr>
<td>Library</td>
<td>15479.11</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>28818.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>283289.27</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>200401.26</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>223912.51</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>241513.63</td>
</tr>
<tr>
<td>Utilities</td>
<td>154579.59</td>
</tr>
<tr>
<td>Maintenance</td>
<td>59908.66</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>156709.29</td>
</tr>
<tr>
<td>Capital programs</td>
<td>82962.90</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>2304791.24</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>300231.64</td>
</tr>
</tbody>
</table>
The school financial statement shows that the school enjoys support from the local community and the school canteen is well run and profitable. A full copy of the school’s 2013 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 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
28% of the cohort achieved in the top two bands. The School average for 2013, 543.1, was above the State average of 529.7.

Writing is an area of concern in boy’s education. The school average was slightly below the State average. The school has made this a priority in 2014 by developing effective strategies to support boys’ writing across all faculties.

NAPLAN Year 7 - Numeracy

Numeracy results were excellent. 58.5% of students were in the top two bands; this was nearly double the State average.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The number of students in the top two bands was 15.1%. The school average score of 579 compared favourably to the State average score of 574.8.
The school percentage was 28.9% in the top bands whilst the State achieved 22.4%.

The school percentage was 14% in the top bands compared to the State percentage of 19.

Our results were not as expected with 7.1% achieving in the top bands. The State percentage was 14.2. Writing has become a focus in 2014 across the school and explicit strategies are being implemented in programs to complement the whole school approach.

**NAPLAN Year 9 - Numeracy**

The school achieved exceptional results, 48.2% of students achieved the top 2 bands compared to the State percentage of 25.6.
School Growth - Year 9 NAPLAN

Year 9 NAPLAN results showed considerable growth in the components of reading, spelling, grammar and numeracy. Most students achieved greater than the expected growth. The result for numeracy was outstanding. It must be noted that the writing growth did not support these pleasing trends.

The chart below shows the percentage of students who achieved “greater than expected growth” in 2013 NAPLAN.

![Chart showing percentage of students achieving greater than expected growth](image)

It must be noted that additional strategies are being implemented to support the explicit teaching of writing. Writing strategies will continue to be a priority in the school’s action plans for 2015-17.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
</tbody>
</table>

Higher School Certificate (HSC)

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

Ancient History

There were 34 students studying in the Ancient History HSC course. 2 students achieved Band 6 results. 9 students achieved a Band 5 result and 10 students achieved a Band 4 result. The Band 4 and 5 results were on or above the State average, however, the Band 6 result was below the average of the state.

Biology

The Biology results for the 2013 HSC were outstanding. The number of students achieving a Band 6 was the same as the State average. The Band 5 and Band 4 results were above the State average.

Business Studies:

There were 49 students studying the Business Studies HSC course in 2013. 4 students attained a Band 6 and 13 students achieved a Band 5. The number of Band 6 students was above that of the state average, with the number of those achieving Band 5 was slightly below the State average.

Chemistry:

The number of students achieving Band 4 and 5 results in HSC Chemistry was well above the State
average. The number of students achieving a Band 6 result was excellent, but fell below the State average.

**Earth and Environmental Science:**
This course attracted a small candidature, and yielded some great results. There were 6 students that achieved a Band 5 and 1 student achieved a Band 6. A true comparison with the State averages was not possible due to the small sample size.

**Economics:**
There were 30 candidates in the HSC economics course. Of these, 3 students achieved a Band 6, 8 achieved a Band 5 and 9 achieved a Band 4. The Band 5 and 6 results were slightly lower than the State average. The Band 4 result was above the State average.

**Engineering Studies:**
The HSC Engineering Studies students achieved similar results to last year. There were 4 students that achieved a Band 5. There were no Band 6 results for 2013.

**Standard English:**
A total of 143 students completed the Standard English course. The course average was 2.57% above the State. 1 student achieved a Band 6; there were only 130 Band 6 results State-wide.

**Advanced English:**
In Advanced English, out of 25 students, 1 student achieved Band 6, 19 Band 5 and 5 Band 4. The course average was 4.19% above the State average. Overall, 80% of the students were placed in Band 5 or 6.

**Extension 1 English:**
There were 4 students in the 2013 Extension English course. all students achieved a mark in the E3 Band. The course average was 0.3% above the State average.

**English (ESL):**
The results were pleasing for the 46 students that completed this course, with the school average being above the State Mean. 82% of the cohort achieved Bands 4 and 5.

**Industrial Technology - Multimedia:**
In the HSC course, 2 students achieved a Band 5, 4 students achieved a Band 4 and 3 students achieved a Band 3. The school average was above that of the course average.

**IPT:** N/A

**Legal Studies:**
One student achieved a Band 6, which was below the State average. The school was well represented with Band 5 students. There were no Band 1 students and only 2 Band 2 students.

**General Mathematics:**
In General Mathematics, the school average was above the State average by 0.41%. There were 4 Band 6, 14 Band 5 and 8 Band 4 results. The Band 5 result was well above the State average, however, the Band 4 and 6 results were below that of the State.

**2 Unit Mathematics:**
The school average was 1.14% below the State average. There were 14 students that achieved a Band 6 result. 28 students achieved a Band 5 and 32 students achieved a Band 4.
Mathematics Extension 1:
In this course, the school mark was above the State average by 0.19%. 53 of the 58 candidates obtained Bands E3 or E4, a figure above the State’s results.

Mathematics Extension 2:
There were 30 students that completed this course. 3 students achieved the highest possible result of E4, 15 students achieved a result of E3.

Modern History:
Although there were no Band 6 results, 10 students achieved Band 5 results. this was above the State average.

PDHPE:
There were 2 classes totalling 39 students. 2 students achieved a Band 5 and 15 students achieved a Band 4. Unfortunately, there were no Band 6 results for 2013. The two top Bands fell below the State average. The Band 4 result was above the State average.

Physics:
The performance of the group in physics was generally sound although the group average was below the state as a whole.

Record of School Achievement (RoSA)
The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
</tr>
</tbody>
</table>
N.B. Mathematics is graded differently Grade A10 to Grade E2 to the three courses offered 5.1, 5.2 and 5.3.

Australian History Grades

Australian Geography Grades

PDHPE Grades

Other school based assessments

In 2013 the school committed to improving school based assessment. There was a focus at all School Development Days and funding allocated
to professional development in the differentiation of the curriculum; including increasing cross-KLA projects that seek to access valid and reliable student assessment data. The Assessment and Reporting team has focused on providing templates for quality practice in assessment preparation, implementation, marking and feedback.

**Other achievements**

**The Arts**

Students in the Creative and Performing Arts have recorded some outstanding achievements in 2013. In Visual Arts Year 12 student Leandros Pandoulis had his Body of Work selected in the highly rated Art Express exhibition. In Music, Year 12 student Tim Lee was selected to audition for the HSC Encore Music event at the Opera House.

There was also success for Year 11 Visual Arts student Otis Burian-Hodge who was selected for the annual National Gallery of Australia, National Summer Art Scholarship. There are only two students chosen from each state and territory of Australia, so this is an excellent achievement. Strathfield Council held its second HSC Visual Arts exhibition at their council chambers and Michael Xu was successful in winning the ‘Peoples Choice’ award with his large expressive landscape paintings.

Another highlight was Year 8 student Justin Yuen having his print selected for the Silk Cut Awards in Melbourne. We also had five of our Year 9 students selected for the four day gifted and talented Artsmart workshop at Campbelltown Art Gallery. The artwork created by the students in painting and printing was exhibited at the regional Directors Choice Gala event in Homebush in term 4, and we were again represented in the Operation Art exhibition with four students having their artworks exhibited at the Armory Gallery in Newington.

The Instrumental Music Program continues to build a strong reputation, which is led by the instrumental program director, Ms Tracy Burjan. There have been many fine performances during the year, where our school orchestra has played at the Opera House, Director's Choice and the Principal's Conference. The school orchestra has since combined with Strathfield Girls High School to form the Symphonia Jubilate. They were invited to perform at the opening of the new Marie Bashir Public School.

The annual Performing Arts Camp demonstrated the high standard of musical talent that is fostered within the school. The Camp was held at the Naamaroo Conference Centre, Lane Cove and was highly successful, with excellent tutors that also included teachers and parents. The camp concluded with the students, teachers, tutors and participating parents performing to an enthusiastic audience.

The Year 12 CAPA night that included Music and Visual Arts was a very successful event that highlighted the many talented students of HBHS. A large number of parents, friends, staff and teaching colleagues from our school region attended.

Kim Isgro-Attwood, Head Teacher CAPA

**Sport**

Homebush has a rich sporting tradition, which is promoted through school pride and the sporting excellence of our students. 2013 was another strong year for Homebush Boys High School with both team and individual achievements extending to the highest level of school sport.

In 2013 Homebush placed 2nd in the overall champion school for the North West Metropolitan Zone. Homebush won 9 Grade Sport Summer Grand-Finals and 7 Winter Grand-Finals in another successful grade sport season, with the biggest victory being the 1st Grade Rugby’s victory over Epping Boys 41-12. Mr Baron Gold who in his retirement year coached both Junior and Senior Lawn Bowls to premierships for the first time in his 20 year teaching career at Homebush Boys.

It was a memorable year for knockout competitions. The Opens Football and U/19’s Futsal teams were state champions, with the Opens Football team defeating Bathurst High 2-0 in a pulsating final. Alpay Keskin was voted “man of the match”. Congratulations to Mr Belgre and Mr Daniel Carrozza for their efforts in coaching these boys. The Opens Basketball and Opens Waterpolo qualified for the final 8 in the state and 1st Grade Volleyball represented again at the final 16 tournament. Other notable achievements were the Lawns Bowls and 1st Grade Cricket who qualified to the regional finals.
Several students who represented at a Combined High Schools level, Jonah Bolden (Basketball), Mitchell Taylor (Waterpolo), Joshua Rogers (Waterpolo), Michael Napoli (Trampolining) and Angus Armstrong (Athletics). Numerous students who represented both Sydney North Region and North West Metropolitan Zone.

In Swimming, Vincent Nguyen was 14 years North West Metropolitan Zone Age Champion. Vincent finished 1st in the 14yr 100 Breaststoke and 3rd in the 200m I.M. at Sydney North Regional Swimming Carnival. Daniel Sun had a wonderful year in his first year in High School winning a Silver Medal in the 12yr old 50m breaststroke at NSW CHS Swimming Carnival. The 16yr 4x50m relay team (Matthew Gu, Josh Rogers, Martin Perkins, Mitchell Taylor) who finished 2nd at Sydney North Regional Swimming Carnival.

In Athletics, Homebush had some brilliant individual and relay team results. In particular the 12 years relay team finished 1st at the Sydney North Regional Athletics Carnival and 4th at the CHS Athletics Carnival. The team included Sorie Musa, Sean Lee, Korhan Sozen and Gaurav Bagale. Sorie Musa was North West Metropolitan Zone Athletics 12 years Age Champion and finished 1st in the 800m at the Sydney North Athletics Carnival. In Field events Sanjay Antonito finished 3rd in the 15 years Shot Put and 4th in 15 years Javelin at CHS Athletics Carnival. David Chen finished a creditable 6th in the 14 years Long Jump at the CHS Carnival. Angus Armstrong competed in the Australian Athletics Championships, finishing 2nd in the U18’s and 3rd in the U/20s Pole Vault event. He also finished 1st in the NSW All Schools u/18’s pole vault.

House sport continues to thrive with a variety of new options provided in 2013. With the support of the whole staff at Homebush Boys, house sport continues to be an area where our students enjoy the importance of physical activity.

Scott Belgre, Sports Coordinator

**Significant programs and initiatives**

**Aboriginal education**

At all assemblies, staff meetings and parent meetings the school acknowledges the traditional owners of the land. Boys with indigenous heritage have been identified and supported. They have accessed university scholarships and awards with the assistance of the Careers Adviser. The Norta Norta tutoring program, involving funding for additional tuition for senior students with indigenous heritage, was offered to three students. In 2013 staff mentors from the Equity Team encouraged Aboriginal students in their senior studies. The Equity Team promoted NAIDOC week in school assemblies. For NAIDOC, all year 10 students viewed a live performance by Tjupurru, that involved a performance of traditional and contemporary songs on a Didjeribone, an electronic instrument that fuses elements of a didgeridoo and a trombone. The Literacy and Numeracy team ran ‘The Great Book Sale’ to support the Indigenous Literacy Project. As elements of the new Australian Curriculum syllabi 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. HBHS ensures that the ethos of the *Aboriginal Education and Training Policy* is reflected across the whole school.

**Multicultural education**

In 2012, the school was a key participant in the Rethinking Multicultural Action Research Project – a Commonwealth funded research project conducted in partnership between the University of Western Sydney, NSW Institute of Teachers and the NSW Department of Education and Communities. In 2013, the Equity Team presented the results of our research at a DEC conference on best practice in school multicultural programs. The school employed a Community Liaison Officer, as part of a Korean Connections program, to improve communications with the Korean community. The Equity Team coordinated celebrations for a range of calendar events including Harmony Week during term 1, with a display of student portraits in the school foyer and an assembly that included greetings in many languages spoken by the school community. Multicultural Day was a success and included an assembly, cultural performances and a multicultural luncheon. The equity team organised a poetry competition and student/staff luncheon to recognise Refugee Week. The role of the Anti-Racism Contact Officer (ARCO) and ARCO Executive positions have been promoted in the school.

Personalising learning and support for students with additional educational needs:
The school’s Learning Support team monitors the progress of all students with additional learning needs. Recommendations are made regarding various aspects of student learning and support and programs are implemented. Such support includes disability provisions, classroom support through team teaching and curriculum modification. Out of school hours literacy and numeracy programs are offered for targeted students. Representatives on the team are the Principal, Language and Support teachers, Counsellor, ESL teacher, Year Advisers, Head Teacher Student Wellbeing and Head Teacher Learning Support. Sub-committees from the team perform other important duties across the school that relate to student learning and support, and welfare.

Every Student Every School (ESES) was a significant focus of professional learning for this team. Each member undertook ESES Module training and completed Disability Standards training online. Expertise on modifying curriculum for students with additional educational needs was shared through staff meeting presentations and workshops on School Development Days 1 and 2. Approximately 10% of staff completed Disability Standards online training.

Our school was involved in the Personalised Learning and Support Signposting Tool Trial, which was implemented by a sub-committee of the team.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys
- Focus groups
- Data examination

As part of the evaluation of Student Engagement and Attainment the school reviewed aspects of the Student Wellbeing policy.

Review of values and practices included.

- Review of the SLR matrix
- Supporting Your Friends survey
- Anti-Bullying Policy Review

Safety Learning Respect Matrix- Action Research

The school, through the Welfare Team, evaluated the effectiveness of the SLR matrix as part of the PBIS (Positive Behaviour Intervention Strategies). The matrix is a poster which is located in classrooms to give students visual cues to the acceptable and positive aspects of their conduct. The intention was to make the matrix more accessible and appealing to staff and students in the classroom and focus attention on the key components of Safety, Learning and Respect.

The process included staff input through Welfare Team meetings, whole staff meetings and discussion with the P & C who contributed insightful and relevant comments. Furthermore a selected group of students also contributed their ideas and choice of model.

A new symbolic structure was designed onto A3 laminated sheets that were distributed to all staff to be displayed in all rooms. Staff were informed of the final design and students informed through Year meetings.

Qualitative evidence indicates that students relate to the document and find it less cumbersome in detail. Staff are utilising the SLR matrix when necessary. The SLR Matrix is constantly referenced across the school.

Supporting Your Friends Survey 2013

36 of our year 9 and 10 students completed the survey developed by the NSW Commission for Children and Young People and the NSW Mental Health Commission.

The research that is bolstered by the survey is exploring the supports and barriers to young people seeking adult and professional help for mental help issues when needed. It includes a particular focus on the impact of school-based mental health and well-being programs and school climate on young people’s mental health first aid actions and their confidence to engage adult help.

Student perceptions of school climate

Students reported that they experience a positive school climate overall. They reported strong relationships among students.
• 78% agreed that they “get on well with other students”
• 67% agreed that “it is easy to get to know other people”.
• 50% agreed that they were “treated with respect by other students”.

They also reported positive relationships between teachers and students.
• 69% agreed that “Teachers help me to do my best”.
• 58% agreed that “Teachers treat me fairly in class”
• 50% agreed that “Teachers listen to what I say”

Most students at our school also reported a strong sense of school identity:
• 78% reported that they felt “proud to be a student”

Student Perceptions of mental health initiatives at school

Students felt that our school places a high priority on their mental health and well-being and that staff provide them with useful information and opportunities to learn about these issues. 83% agreed that “Our teachers believe that mental health and well-being is an important thing for us to learn about”. About 69% of the students agreed that they have opportunities to participate in activities and discussions about mental health and wellbeing issues.

67% of students agreed that the information they receive about mental health and wellbeing is useful. Slightly fewer, about 58%, agreed that the information they receive about “what to do if a friend is going through a tough time” is useful. However, 61% also agreed that “Our school needs to find more interesting ways to teach us about mental health and well-being issues”. This was a common finding across all participating schools.

Concluding comments

Overall, the students from our school reported experiencing a positive school climate, with strong teacher-student and student-student relationships and a positive sense of school identity and belonging. They agree that staff place a high priority on student mental health and well-being. However, in common with students from other schools, students feel that information on mental health and wellbeing could be presented to them in more interesting ways. The main reasons provided by students for not referring to adults were embarrassment and not wanting to break a friend’s trust.

Vocational Education and Training Audit

VET courses offer opportunities for students to receive dual accreditation – academic and workplace certification. These courses are valuable components in a broad curriculum offering. The school runs a range of VET courses for senior students: Hospitality – Kitchen Operations, Sport Coaching and Construction Pathways.

In 2013, the provision of VET courses was comprehensively audited by representatives from the South Western Sydney Region Registered Training Organisation. Documentation relating to equipment/resources, programming, assessment, work placement procedures, Work Health and Safety, teacher qualifications and recordkeeping formed the major aspects of compliance requirements. VET teachers, support teachers, the Careers Advisers and VET students were also interviewed as part of the process.

This extensive evaluation process provided learning opportunities for VET teachers to ensure their practice is optimal. The auditors’ report noted the effective incorporation of curriculum modifications to support diverse learners. Recommendations from the audit formed the basis of the VET management plan.

School planning 2012—2014: progress in 2013

School priority 1 Literacy and Numeracy

Outcomes from 2012–2014

• Improved reading and writing outcomes for Stage 4 & 5 students, with effective literacy strategies explicitly incorporated into programs in all KLAS
• Improved numeracy outcomes for Stage 4 and 5 students, with effective numeracy strategies in programs in all KLAS

Evidence of progress towards outcomes in 2013:
- 65% of Year 9 students attained greater than or equal to expected growth in NAPLAN reading
- 21% of Year 9 students at or below minimum standard in Reading (Bands 5 & 6)
- Year 9 are 19 scale scores above the state NAPLAN average in Numeracy

**Strategies to achieve these outcomes in 2014**

- Professional learning opportunities for staff in effective literacy teaching and learning strategies (TELL) and in particular with the programming of extended writing strategies
- Strengthen the position of Faculty Literacy Experts / Advisers (FLEAS) with increased professional learning and structured opportunities to work with colleagues in implementing effective teaching and learning strategies
- Individual Learning Plans implemented for all students not meeting school determined benchmarks / receiving specialised literacy support

**School priority 2 Student Engagement and Attainment**

**Outcomes from 2012–2014**

- Effective range of welfare programs in place to enhance the wellbeing of all students
- Effective recognition of achievement in the full range of student endeavours
- Student engagement a focus for all teaching and learning activities
- Effective school structures in place to monitor and improve attendance (reduction in whole day and partial absences)

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

- Student wellbeing programs implemented at key transition points (Year 7 Transition to High School / Tough Guise; Year 9 Students at Risk; Year 10 Transition (Students at Risk); Year 11 Educational Pathways/Crossroads)
- PBIS (Safety Learning Respect Matrix) reviewed as part of the Student Welfare Policy
- Enhanced systems for recognition of students implemented including student commendations at whole school assembly; increased recording of positive behaviours on wellbeing database
- High student involvement in a broad range of co-curricular experiences offered – Instrumental Music Program, band, Duke of Edinburgh, debating, public speaking, robotics, Tournament of Minds, sport (both recreational and competitive) and student volunteering
- Attendance policy revised, streamlining procedures for monitoring and supporting attendance, including implementing online roll marking procedures consistently across the school

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

- Targeted student wellbeing programs developed and trialed for Years 8 and 9 (SenseAbility and U Turn)
- Professional learning support for developing faculty and cross-faculty extension and enrichment programs
- Further development of explicit positive behaviour strategies, including values education, incorporated into teaching and learning programs
- Expansion and consolidation of online roll marking and attendance monitoring processes

**School priority 3 Leadership and Management**

**Outcomes from 2012–2014**

- Strengthened leadership and management capacity of school staff and executive to drive school improvement
- Effective use of professional standards to guide learning and development

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

- Enhanced strategic use of TPL funds to support school priorities and mandatory requirements through budgeting and tracking of funds, moving towards longer
term projects (eg action research, collaborative programming)

- Team meetings re-timetabled and restructured with coordinators encouraged to provide more leadership opportunities for staff members
- TARS and EARS processes reviewed to enhance effective feedback and support career development direction.
- All teachers have professional learning plans aligned to professional standards

Strategies to achieve these outcomes in 2014:

- Strategic professional development of all staff is based on their Individual Professional Learning Plans linked to faculty management plans, school priorities and professional standards
- Maintain and develop structured within-school professional learning opportunities such as differentiated learning on school development days, enhanced participation in teams (twice per term after school, rotating chair/minutes) and all executive, faculty and staff meetings to have a significant professional learning component.
- Support for learning and leadership development of early career teachers and aspiring / executive through more structured mentoring approaches

School priority 4 Curriculum and Assessment

- Effective assessment and reporting and programming practices embedded in all teaching and learning programs
- The implementation of a broad, inclusive and relevant curriculum
- Clear alignment between the implementation of curriculum, professional learning and student learning needs

Evidence of progress towards outcomes in 2013:

- Consistent school wide quality assessment policies and practices including standardised notification templates
- Coordinated implementation of the Board of Studies Record of School Achievement and of the Australian Curriculum
- Professional learning opportunities focused on assessment practices including consistency in teacher judgement and grading

Strategies to achieve these outcomes in 2014:

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

Professional learning

All teaching staff participated in professional learning activities aligned to school priorities. Every teacher has formulated a Professional Learning Plan, in consultation with their supervisor, which is linked to school plan targets and Professional Teaching Standards. All teachers participate in professional learning activities on school development days, at staff meetings twice per term and at faculty meetings six times per term. Every teacher is a member of a school team, which focuses on a particular aspect of the school plan. Many teachers have also accessed external sources of professional development such as conferences and workshops provided by the DEC and the Board of Studies.

Other strategies to build the capabilities of staff include: workshop facilitation (in faculty, cross faculty and whole school); mentoring; relieving in higher positions; involvement in professional and inter-school networks; supervision of practicums; cross-faculty projects. The role of staff meetings is focussed largely on professional learning, providing a further opportunity for expertise to be shared across the school. Key professional learning activities at staff meetings, facilitated by a wide range of staff, included assessment practice (Record of School Achievement (ROSA) and grading consistency); Every Student Every School and Disability Standards training; student wellbeing – anxiety and depression; effective
curriculum approaches; integrating technology into teaching and learning; literacy / writing strategies to target English as an Additional Language / Dialect (EAL/D) students’ needs. A key component of building capacity for executive staff is the weekly presentation of professional learning workshops on a rotational basis, ensuring each head teacher delivers one workshop each semester.

School development days involve all staff participating in activities focussed on key school priorities, providing substantial opportunity for collegial learning. Aspects covered on 2013 school development days include:

**Curriculum and Assessment**
- Australian Curriculum familiarisation for all staff, focussing on Learning Across the Curriculum capabilities
- New syllabus familiarisation and program development for English, maths, science and history, including networking with other schools and Program Builder software
- Extensive program / assessment reviews to address diverse student needs including English as an Additional Language / Dialect students, students with learning difficulties and high achieving students.

**Student engagement and attainment**
- Year 6 into 7 transition
- Curriculum differentiation strategies for all learners
- Action research in three KLAs on effective differentiation
- Data analysis across the school—NAPLAN, HSC

**Literacy and Numeracy**
- Teaching English Language Learners (TELL) Phase 2—second year of training (this included at least one teacher from each KLA)

**Leadership and Management**
- Compliance training for all staff – child protection, emergency care, CPR, anaphylaxis training

Total school expenditure on professional learning during 2013 amounted to $134 000. This included $83 000 from tied funds. Average expenditure per teacher on professional learning, at the school level was approximately $1 490. Funding preference is given to professional development which is collaborative and involves longer term projects. 100% of teaching staff registered and completed at least one professional learning activity via MyPL@DET.

Professional learning which has built the capacity of early career teachers includes both internal and external professional development activities. The use of Teacher Professional Learning funds assisted the development of a more structured mentoring program. Four new scheme teachers successfully achieved accreditation in 2013 with three teachers working towards accreditation at professional competence level. Twenty teachers worked towards maintaining professional competence.

Significant professional learning programs in 2013 include the expansion of the TELL program and Differentiation Across the Curriculum action research. Both programs involved cross faculty groups working on collaborative projects across three terms.

The continuation of TELL training in 2013 supported the development of programs and lesson sequences across all faculties, targeting the educational needs of EAL/D students. The program engaged teachers in professional readings, self-evaluation, reciprocal lesson observations and student interviews. Each participant presented their research to the TELL group and to their faculty as a workshop. They were supported by TELL facilitators and their faculty ‘literacy expert’.

A team representing English, Maths and Computing Studies completed a Differentiation Across the Curriculum action research project. The focus of the project was to develop specific strategies to address the needs of students within mixed ability classes. The integration of effective technology strategies was a key feature of the project, indicating that well planned use of computers had a high impact on student engagement. Structured problem-based learning approaches supported the range of learners and gave scope for particularly talented students to demonstrate deep learning of important subject content. Research results were presented at a regional showcase and at a staff meeting. The action research program was then extended across the school, forming the basis of whole
school workshops. Each faculty then developed a differentiation project over the course of a term.

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

**Curriculum Delivery Review**

In 2013, the school sought the opinions of parents, students and teachers about the school structure of the 5 period day. Their responses are presented below.

In Week 8 Term 1, March 2013, an Initial New Structure Survey was implemented as the school had changed the curriculum delivery structure from 8 period day to a 5 period day. The timetable was built around a 2 week cycle and it was originally a 1 week cycle. The 2013 change has required changes in routines and practices for staff (teaching and office) and students.

A survey was designed and presented to the parents committees at P and C and School Council for review and comments. These focus groups made suggestions and the survey was released to students, teaching staff and non-teaching staff in week 8 term 1 2013.

On the question “My 2013 daily routines have been affected by the new structure” there was a recognition that there was a significant change.

On the question of whether “The period length (59 minutes) is” appropriate, the broad response was “Just right”.

The “tone” of the school was generally considered to be settled when asked “Overall the school tone is more settled and calm than before”.

Most agreed that a single lesson after lunch was beneficial. The questions asked “I believe only having 1 lesson after lunch is” suitable?

On the questions regarding the effect on junior and senior courses there was more feeling that the seniors benefitted more than juniors. “Junior lessons (Y7-10) are going well with the new structure”
“Senior lessons (Y11-12) are going well with the new structure”

Breaks were at the most apt time. “Recess and lunch breaks are the right length and at the right time”

Most believed that the 1 hour time period was better for productivity. “I can achieve more in a 1 hour free period”

There was general agreement that the school had adapted to the change.

“I have adapted to the week A and B structure”

When asked about better options for delivery, few suggestions were made.

“I have worked/studied at a school with a different structure which was better”

The comments of the 142 respondents were largely positive about the new structure. There was a strong concern that a loss of teaching time for seniors may affect the learning. To counter this reduction in overall minutes of instructional time a redrafted structure was proposed for 2014 and the executive surveyed their staff.

In July 2013 a further survey of staff was implemented to examine the proposal for curriculum delivery proposals that had resulted from the initial survey and focus group responses. The executive collated and reported their faculty opinions.

There was strong support for the revised structure which allocated additional instructional time especially to seniors.

To the statement, “The teaching staff support the increase in instructional time to 2012 levels (seniors receive 452 min per subject - 450 min in 2012)”.
There was support for the continued use of Roll call to deliver DEAR (Drop Everything and Read) as evidenced by the response to the following question.

“The teaching staff support the roll call and DEAR on at least 3 days per week”

Most staff did not see a need to utilise classes outside the main timetable to make additional instructional time although there were some who were quite interested in the concept with clear qualifications. “Staff in general don’t wish to use the ZERO period for mainstream classes (even with compensations e.g. early leave)”

Staff thought that the use of “free” or “study lessons” was poorly used by seniors and the new structure should avoid period “gaps” where possible. “Staff believe free periods for seniors are poorly used”

Staff recognised the need to increase teaching loads to achieve the increase in instructional time. “Staff loads would have to increase to 2012 levels (i.e. 37 periods) to support 48 periods per cycle”
Staff were supportive of 4 periods each Wednesday before sport.

“Staff understand the need for 4 shorter lessons on Wednesday with no DEAR”

The concerns of teaching staff included the spread or distribution of week A and B periods for the smaller courses but they were told that the new software could balance the subject spreads if the allocated staff were free from restrictions like permanent part time leave days.

**Tell Them From Me Survey**

Homebush Boys High School participated in this survey as part of the Student Well-being Team research. The survey provided the school with:

- Feedback on what students think about school life
- Student engagement
- Teacher and student interaction.

The data will also contribute to a research project to look at state-wide patterns of student wellbeing, engagement and effective teaching practice.

The survey asked students about three areas:

1. **Social Engagement** – sense of belonging at school, participation in sports and clubs, positive friendships at school.
2. **Institutional Engagement** – values, schooling outcomes, attendance, positive homework behaviour.
3. **Intellectual Engagement** – interest and motivation, effort.

Data was collated from approximately 300 students across the school. Conclusions included:

**Social Engagement**

- 76% had a high sense of belonging
- 81% indicated positive relationships
- 61% had a high rate of participation in school activities
- 22% were victims of moderate to severe bullying
- 24% involved themselves in art, drama, music and extras curricular activities.

**Institutional Engagement**

- 86% of students valued school outcomes
- 59% have positive homework behaviours
- 80% of students have aspirations for finishing High School.

**Intellectual Engagement**

- 94% have positive study behaviours
- 71% of students try hard to succeed
- 37% are interested and motivated.

**Other statistics**

- 10% suffered moderate to high levels of depression.
- The overall truancy rate of 10% was half the state wide average.
- Other statistics reveal that 71% of students have aspirations of pursuing a post-secondary education.

Other survey findings revealed the school is assisting students choose the most

These statistics for Homebush Boys High School are above or better than the state wide average in every area.
These statistics indicate the positive culture at Homebush Boys High School.

They also highlight a continuing need to promote a broad curriculum to cater for boys education and proactive well-being initiatives addressing anti-bullying and mental health issues.

It is intended that the school participate in this survey each year in order to obtain ongoing relevant statistics for the same year groups as they move through High School. The survey is organised and coordinated by the Welfare team and overseen by Deputy Principal, Curriculum and Welfare.

**Anti-Bullying Policy Review**

During 2013 the school held a review of the Anti-Bullying Policy.

This involved the whole school community as well as outside agencies. The review commenced with an evaluation by the Senior Executive and a reengagement with DEC guidelines. The Welfare Team carried out a workshop and produced a number of pertinent suggestions. This was taken to a staff meeting to explain the process involved. The P & C were informed through a welfare focus meeting and a working party of parents was developed who made recommendations and sought out a number of relevant resources. A group of students, chosen at random across all years were chosen to give their viewpoints and recommendations. All those involved were aware of the suggestions and recommendations of all those involved. A draft was made of the new policy and perused by the Police Liaison Officer who suggested a number of resources for inclusion.

A new policy was formulated by the school community. The policy was introduced to staff and students. It has become a relevant and dynamic document that is referenced consistently at Year Meetings and has been the impetus for initiating a number of bullying strategies across the school.

**About this report**

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

- Tim Jurd, Principal
- Caitlin Dwyer, Deputy Principal
- Kamie Khurshed, Deputy Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: