

Homebush Boys High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Homebush Boys High School as an account of the school's operations and achievements throughout the year.

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

Mr John G Kennedy

Principal

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Message from the Principal

Homebush Boys High School is committed to personal and academic achievement and offers a broad academic and vocational curriculum. There is a strong emphasis on effective leadership at all levels including the classroom. Training and development of all staff is seen as integral to delivering high quality lessons to all students. The school fosters a strong sense of personal best in the classroom, on the sporting field and in the cultural and performing arts. energy and superb professionalism.

It is hard to believe that the year 2016 has drawn to a close. It only seems like yesterday that I was writing my submission for the Annual School Report 2015.

It has been quite a diverse and busy year for all of us incorporating the many changes that have occurred throughout the year. As always our teaching staff moved our students through another successful year of learning.

2016 has been another incredibly successful year for our school. The inclusion of the school as a finalist in the Premier's Awards for improvements in NAPLAN was a real highlight for the school community. Plans and programs are well underway and will continue into 2017 to continue this success.

Homebush Boys High School proves every year with our results that your background does not pre-determine your future. In fact we are one of the most successful boys schools in NSW. In 2015 80% of our year 12 boys were offered a university position and in 2016 75% were offered a university.

I am proud to report that our combined orchestra who perform regularly, the Symphonia Jubilate is the envy of many schools and I am pleased to say also embodies the links between us and our sister school, Strathfield Girls High School which I value so highly.

We continued our success in the field of the arts with once again 4 students being selected for Art Express.

Our school underwent three different forms of audit in 2016 and I am pleased to report that we were successful and complimented on our Schools Excellence Framework Validation, our International Students program and our Vocational Education and Training audit.

Our school budget has improved once again this year and we were able to improve our back oval with the aid of a Community Builders Grant and the same will be occurring with our Cricket Nets as well.

Thank you to our local member Jodi McKay and the Community Builders Grants Team.

I want to thank a range of people who make our school the success it is and who make my job so much easier. School is

primarily about teaching in the classroom and I want to publicly thank our teachers, permanent, temporary and casual, for being such outstanding professionals, always having courage, and being prepared to dig deeper than at any other school I have ever seen.

I would like to thank Ms Juska and her adept team of Year Advisers that I had the honour of working closely with this year. We must congratulate Mrs Kumaralingam and Mr Lee for their support of Year 7 during their transitional year from public school. Mr Burke and Ms Brown continue to do a sterling job with Year 8 and are moulding them into a cohort that is ready to begin Stage 5. Mr Abbou and Ms Laksmipathy have been tireless in their efforts in their role as Year 9 Advisers and we saw their year group produce some tremendous results in the Numeracy NAPLAN tests. They continue to strive to develop an academic and harmonious year group. Ms Su and Mrs Zammit have worked closely with Year 10 during their year of introduction to the ROSA credential. I am pleased to say that 99% of our students were eligible for the Year 10 ROSA. Mrs Altundag and Mr Carrozza have crafted Year 11 into fine leaders in our school and Mr Koff and Mr Madyski can finally put their feet up and look forward to the Year 12 results in their final year. Congratulations all on your fine efforts. To Mr Koff and Mr Madyski we farewell them as Year 12 Advisers 2016 and thank them for their six year commitment to this year group. They will leave a big gap of experience in our well-being team but their year group and the rest of the team have benefited greatly from their wealth of knowledge. It was a fitting testament the way in which Year 12 paid their respects to them at the end of Term 3 2016.

To the teaching and especially the school executive team, I thank you sincerely for your amazing dedication throughout 2016 and ask only this of each of you that which we ask of our students – to continue to deliver your personal best throughout 2017.

I am very lucky to have a terrific team of support staff to work with as Principal. Mrs Reardon and her team provide me with excellent support every day of the year and they cope with extreme pressure on a daily basis. Without them we would not be able to achieve the things we have.

I would like to thank our ever supportive Head Teachers for their continued efforts during 2016. Without their support, this year would not have run so smoothly.

To Mrs. Shadwick, Mr. Prasad, Mr. Sculthorpe and Mr. Khurshed I thank them for their outstanding work as Deputy Principals this year. I congratulate and thank you for your endless energy and superb professionalism. Your support of me in this role has been smooth and seamless.

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

To our new School Captains, Vice Captains and student representatives I look forward to our working together in 2017 and thank you for your efforts this year. I would also like to pay special tribute to our 2016 Captains and Leaders for the outstanding way they have represented our school throughout the year at many official functions.

To our School Council and the P&C and our fantastic community supporters and sponsors thank you so much for your continued faith in the work we are doing at this school.

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

One of the sad things that occur at the end of the year is that, for a range of reasons, people move on from one school to another. Sometimes that's the result of a well-deserved promotion, occasionally it's a transfer related to family life or personal reasons. On other occasions though it is to do with retirement. That always brings with it a sense of mixed feelings because we say farewell to people who have given so much to our school and our profession, but at the same time it's a happy occasion as individuals move on to another exciting phase in their life.

This year we say farewell to five important people.

They have all made a significant contribution to our school.

Mr Paul Koff has been a wonderful teacher in our English Faculty for over 20 years and has also been an incredibly dedicated Year Adviser for the past six years and I believe this is his second round as Year Adviser. Mr Koff retired on Australia Day 2017. Paul, we wish you all the best.

Ms Pam Vine, our Teacher Librarian and Head Teacher Administration will also finish working with us at the end of this term. Pam will be taking some well-earned LSL in Term 1 next year and then retire at Easter. We thank Pam for her work in the Library and with all things of an administrative nature. She is a powerhouse and will be missed greatly.

Mr Alan Everett, our Head Teacher Science has also chosen to retire at the end of this year. I formally farewelled Alan at his Retirement Dinner and issued him with his Service medal. I thanked Alan for over 30 years' service with the department and much of it has been spent with us at HBHS guiding and leading one of our most popular and successful

faculties. Congratulations Alan.

Mr Kim Attwood, our Head Teacher Creative Arts is also choosing the path of retirement. Kim has worked in a variety of inner city schools as Head Teacher and his contribution to HBHS will be remembered fondly. Kim has always been a tremendous promoter of the school through his tireless work with the Bush Bulletin. Thank you Kim and good luck with the next chapter of your life.

Mr Kamie Khurshed has been the Deputy Principal at our school since 2000. He has been a teacher a leader, who has always brought a great deal of commitment, intellect, skill and common sense to the job. He has contributed to this school in too many ways to list here, within and beyond the Deputy role. We will miss his enthusiasm for his work and his passion for the well-being of every student, both of which have been the hallmarks of a wonderful career.

The contributions of these people to this school have been extensive and I have valued their professionalism, determination and sheer hard work for our school. The lives of many young people in the HBHS community have been touched by them and I thank them for their work and wish them the very best for the future.

Finally I wish our community well and encourage you to read our Annual Report. Should you have any queries about the report please do not hesitate to contact me at school.

Yours in Education,

John G Kennedy

Principal

BA Dip Ed (UNSW)

MEd Lead (UWS)

Message from the school community

2016 has been another wonderful year, strengthening opportunities for parents, carers and community to work closely with the boys, staff and executive body at Homebush Boys High. There have been a number of exceptional milestones all reflecting the school's inclusive nature, its uniqueness and its commitment to student learning and student wellbeing.

The P&C remained committed to its goals to provide opportunities for parents and carers to come together to share ideas and learn from each other. We continued to work collaboratively through the school executive to present information and question and answer P&C sessions.

The P&C continued its representation at key school and community events and celebrations such as the year 7 Orientation, school leadership and graduation ceremonies. Our role on the School Council remains an important responsibility to contribute to planning, reviewing and developing important school initiatives. The P&C was grateful for the support of our local MP in successfully receiving a NSW Premier community building partnership grant. The funding is specifically targeted at repairing the school's sporting and recreational facilities.

The P&C supports opportunities that can facilitate students interact safely, build friendships, develop skills and be healthier individually and as members of their community. As always P&C activities are achieved through collaboration, mutual respect and shared interest. I take this opportunity to acknowledge the ongoing work of parents and carers in executive roles and members of the P&C.

School background

School vision statement

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

School context

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

We are highly multicultural in nature, with an enrolment of around 1150 students, comprising over 80% of students with a language background other than English. More than 50 cultural and language backgrounds are represented in our school population.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

The need for streamline communication processes to ensure teachers have a deep understanding and ownership of the school's strategic directions. Broadly implement evidence based planning to effectively use data to improve student learning outcomes using both internal and external measures including HSC, NAPLAN, TTFM and BI. Engage the broader community to guide best practice and provide an effective learning environment through building stronger links with Strathfield Girls High School and partner primary schools, for example, working together on common projects and sharing professional learning on Staff Development Days

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

LEARNING Create learning partnerships within and beyond the school

Purpose

Purpose:

To foster sustained engagement and deep learning across the school in all teaching and learning activities to develop academic, social, sporting and personal growth.

Ensuring a whole school focus on engaging boys in learning must occur within a supportive wellbeing framework. Strong positive relationships will maximise student growth and achievement and develop our students' sense of community belonging and connection.

Overall summary of progress

The creation of learning partnerships within the school has been significant in 2016 through the reintroduction of Positive Behaviour for Learning program. This will be a major focus for 2017.

Beyond the school, partnerships with the local primary schools have been maintained and the relationship with Strathfield Girls High School has continued to evolve for the betterment of both cohorts.

An increase in the awareness of teaching and learning engagement strategies has occurred and will need to be consolidated in the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Maintaining and improving positive relations among students and between students /and teachers, reflected in participation in Positive Learning programs, and wellbeing and discipline Sentral data	Strong progress has been made with the re-introduction of the Positive Behaviour for Learning. A formation of a team occurred with the gathering of data to measure baseline behaviours at the school from the perspective of teachers, students and parents. A plan for the introduction of the PBL program has been developed for implementation in 2017. There was a marked increase in positive entries on Sentral for 2016.	Additional Student Wellbeing Funding \$50,000
<ul style="list-style-type: none">• Establishing a broad range of productive, sustained connections with the local community, including our feeder primary schools	The community Linkages initiative occurred between Marie Bashir Primary School and HBHS to seek an increase in enrolments from the primary school. The school continued to have a strong presence within the local community with involvement in peer tutoring at the local Primary schools, fundraising with the Salvation Army and other organisations, the continued community involvement of the Interact club and involvement in community events such as ANZAC Day and citizenship ceremonies.	Transition Funding \$5000
<ul style="list-style-type: none">• Enhanced teacher collaboration within faculties and across Key Learning Areas to facilitate a higher level of student engagement.	Examination of the TTFM survey data indicated a need for an increase in student engagement. The presentation of Boys Education and Extension strategies to the teaching staff improved the awareness of staff to look to engage our students in	RAM Equity Funding \$10000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Enhanced teacher collaboration within faculties and across Key Learning Areas to facilitate a higher level of student engagement.	learning. However, further support has not occurred on a whole-school level.	

Next Steps

There will be a strong focus on the implementation of the PBL program across the school; implemented by the PBL team. The use of immediate positive rewards for desired behaviours will occur and records kept.

The connections with feeder primary schools will strengthen through initiatives such as sporting gala days and community connections strategies as in 2016. Peer tutoring will continue as will the school's presence at significant community events such as ANZAC Day and Citizenship ceremonies. The school will continue to contribute to the local and broader community through fundraising and awareness campaigns.

Strategies that increase student engagement will be of a greater focus for the staff; such as the use of taxonomies for the delivery of quality teaching and learning programs. In particular, further developing cross-KLA partnerships will be a priority.

Strategic Direction 2

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

Purpose

Purpose:

To further develop and embed highly effective teaching practices across the school to support all learning experiences.

School structures and practices must support the highest standards of teaching, through ongoing professional growth and the sharing of expertise within faculties and across the school.

An ethos of high challenge, high support underpins all teaching, with consistently high quality assessment practices, catering for the full range of students, integrated into the teaching and learning cycle.

Overall summary of progress

Differentiation of Teaching and Learning programs, along with assessment practices continued to be a focus across the school. Formative assessment practices remained a priority as did the support of students with learning needs. Staff became increasingly involved in their own development through the implementation of the new Performance Development Plan process and aligning their professional learning needs to their Performance Development Plan and the School Plan. Results from external assessments (NAPLAN and HSC) were assessed. NAPLAN demonstrated that we have continued to achieve at or above most state benchmarks in Literacy and Numeracy, but fell below the standards set by previous years. Our HSC results fell below expectations across all courses offered.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Strengthened teaching capacity across all areas of the school, reflected in increased staff participation in a broader range of professional learning opportunities	The formation of the Building Teacher Capacity Team has led to the development of a New Scheme Teacher induction program and expansion to Professional Learning support; including support for those seeking accreditation at higher levels. Team membership was strengthened this year with a change of focus of teams to suit the changing nature of the school. Professional learning was linked directly to staff PDPs; giving increased accountability for the school and greater relevance to the staff.	TPL funding \$10000
<ul style="list-style-type: none">Effective differentiation practices that challenge and engage students are evident in all learning settings. This is reflected in improved growth trends in standardised data (NAPLAN, HSC,) and in school assessment data.	All T and L and assessment programs were examined for their inclusion of differentiation strategies. Staff were exposed to differentiation presentations throughout the year. The school's NAPLAN results reflected the general trend of the last few years where we have assisted a majority of our boys in achieving at or above the state mean for literacy and numeracy. However, the 2016 HSC results were below expectations and indicated a need for reviewing our stage 6 Teaching, Learning and Assessment practices.	TPL funding \$5000
<ul style="list-style-type: none">Teachers design and implement effective assessment practices that support student learning using the principles of high challenge, high support.	Staff were presented with effective assessment and feedback practices to be implemented into their faculties T and L programs. The encouragement of formative assessment practices within faculties was led by the formative assessment team and emphasised the individualisation of assessments to suit the varied learning needs of our students.	Global funding \$5000

Next Steps

The Building Teacher Capacity team will continue to support the PL needs of the whole staff through identifying their needs and supporting aligning them with PL opportunities, along with support to seek higher levels of accreditation.

There will be a review of stage 6 teaching, learning and assessment practices and identification of areas of need. Numeracy will become increasingly apparent in our teaching practices in response to a decline in numeracy indicators in NAPLAN. Increased focus on formative assessment practices, within the faculties will occur.

Strategic Direction 3

CULTURE Embed a school culture of inclusivity and excellence

Purpose

Purpose:

To build a collective sense of valuing education which permeates all aspects of school life.

Whole-school curriculum, welfare and co-curricular practices should embody our positive educational culture, with the embedding of formal and informal opportunities that develop core school values. Strengthening the capacity of executive and teachers to drive improvement within faculties and across the school supports inclusivity and excellence.

There needs to be a clear alignment between the implementation of curriculum, professional learning and students' educational needs.

Overall summary of progress

A review and re-implementation of the PBIS now PBL practices in the school has seen the gaining of data on the use of the practices. There has been the development of the Building Teacher Capacity team to facilitate the orientation of new staff to HBHS as well as support teachers seeking accreditation at proficient, Highly Accomplished and Lead levels. 2016 saw the transition of students from feeder schools to HBHS, including the implementation of the linkages program with Marie Bashir PS. The PDP process continued with HTs guiding their staff through meaningful goal development that align to staff, faculty and school needs. There was a large amount of staff engaged in relieving positions of higher duties.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Strengthened culture of high expectations in all aspects of school life— academic, citizenship, sporting, musical and artistic spheres	The re-introduction of PBL into HBHS has brought with it a renewed focus on the schools values of Safety, Learning and Respect. Our students continue to represent themselves and the school in varied pursuits— academic competitions, citizenship initiatives such as the Interact club, Breakfast Club and community events such as ANZAC Day. We continued to succeed in sporting events and demonstrate our artistic talents through music, visual arts and TAS presentations. The use of the variety of communications within the school to highlight the students achievements continued through 2016— Bush Bulletin, the school's website, Facebook and Twitter feeds.	Student Wellbeing Fund – \$25000
<ul style="list-style-type: none">Ensuring strong teacher leadership is distributed across the school in formal and informal roles	2016 saw many staff relieving in leadership roles allowing for the development of leadership capacity. There was a change in year advisers for some year groups and staff continued to present teaching and learning topics to their colleagues. PDPs were developed to highlight leadership aspirations and match up PL opportunities to ensure skills were met.	PDP Allocation – \$10,000 Professional Learning – \$10,000
<ul style="list-style-type: none">Continued provision of a creative and relevant curriculum which supports inclusivity and excellence throughout the current transition to lower student enrolments	A broad curriculum continued to be offered in Stage 5 and 6 with thorough selection processes ensuring that student subject selection was accurate to their needs. Stage 4 subjects continued to provide a broad offering, including several languages (Korean, Chinese, French and Italian). The Confucius Classroom has engaged the Chinese community with HBHS in delivering quality Chinese	RAM Funding LaST, SLSo \$300000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	teaching and learning. The Stage 6 offerings included 4 VET subjects; with an audit resulting in high commendation to our VET team. Adjustments and flexibility in curriculum offerings continued in 2016 with several students involved in transition to employment programs. Our LaST and SLSO staff continued to make adjustments for learning for many of our students and ensured the special provisions were adhered to for assessments. Funding was sought through the Learning Support Team for many of our students to attract necessary learning support. The LaST and SLSO staff provided relevant PL opportunities to our staff throughout 2016.	

Next Steps

Continue to provide a broad range of curriculum offerings to Stage 4, 5 and 6 students; with the exploration of extension and advanced programs (Mathematics Stage 5 for example) in 2017 to potentially be offered in 2018.

Language offerings to be strengthened towards the Asian languages and VET subjects to continue to be delivered as a viable option for some students. As employment opportunities evolve, the transitioning of students into early employment must also evolve. This includes increased parental involvement in the transition program.

The subject selection process for Stage 6 will again involve parents and staff to ensure students make the correct subject selections to their needs. Faculty plans and the 2017 School Plan will be adjusted to incorporate the Premier's priority of achieving an 8% increase in the top 2 bands of NAPLAN by 2019 (Bump it Up strategy). Strategies will continue to be put in place to enhance the Every Student, Every School policy to make adjustments for learning for those with special learning needs. This will coincide with ensuring that our students achieve the minimum standard in NAPLAN for year 9 to lead to HSC eligibility.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	Funds are allocated to employ extra staff, School Learning Support Officers to improve student's English Language proficiency. These members of staff work in classes to support student learning.	RAM Funding – \$387000
Low level adjustment for disability	Funds are allocated to employ extra staff, School Learning Support Officers. These members of staff work in classes with students and sometimes on a withdrawal basis.	RAM Funding – \$170300
Quality Teaching, Successful Students (QTSS)	The school places a strong emphasis on developing best classroom practice. Staff are encouraged to attend professional learning opportunities that relate directly to the goals in our school plan. Staff are also encouraged to share this expertise with colleagues.	Professional learning and Beginning Teacher Funds –\$60000
Socio–economic background	Funding was allocated for a large number of students at the school. Funds were allocated for support in classes from our LaST and our SLSO's. Funding was also allocated for Student assistance to ensure these students have access to all excursions and extra–curricular offerings.	RAM Funding – \$69000
Support for beginning teachers	Funds have been allocated to ensure the smooth transition of beginning teachers into their new role. This funding also ensures that the accreditation process for new staff occurs as smoothly as possible.	Beginning Teacher Funds – \$15000
Targeted student support for refugees and new arrivals	Funding was allocated for a small number of students at the school. Funds were allocated for support in classes from our LaST and our SLSO's. Funding was also allocated for student assistance to ensure these students had access to all excursions and extra–curricular offerings.	Retrospective Immigrant Detention Funding – \$3302

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	1292	1242	1156	1138
Girls	0	0	0	0

The school has made an effort to reduce the number of out of area students in preparation for a predicted demographic growth in local students.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.2	97	93.4	95.1
8	94.3	96.3	94.1	92.7
9	94	94.7	93	93
10	92.3	92.6	91.2	91.6
11	93.6	93.3	90.5	91.6
12	91	93.3	91.8	91.3
All Years	93.4	94.4	92.2	92.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance is still well above state average. Homebush Boys High School prides itself on less than 5% unexplained absences per year group per term. This is due to the rigorous attempts by the Deputy Principal's, Year Advisers, Head Teacher Student Wellbeing, Head Teachers and all staff to monitor and report on attendance daily. Non-attendance is followed up promptly and rolls, students are interviewed and rolls are adjusted. The Head Teacher Administration works closely with all Year Advisers to follow up on below 85% attendance concerns. The Head Teacher Administration also works closely with the School Counsellors and the Home School Liaison Officers to

address any persistent and unexplained attendance concerns and /or school avoidance issues.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	3
Employment	2	6	5
TAFE entry	2	1	13
University Entry	0	0	75
Other	0	13	2
Unknown	2	0	2

Over 75% of our 2016 Year 12 cohort matriculated into a university. Coupled with an increasing number of students who have opted to get into an apprenticeship, or alternatively have a Gap year from their studies. One will agree that it is no mean feat.

Some of our highlights for 2016 are:

Puneeth Kambampati who achieved an outstanding ATAR of 98.65 who also happened to be our Dux for 2016. He was awarded the Most Outstanding student in Year 11 and was offered a scholarship at Western Sydney University. However, he has accepted an offer to study Engineering (Honours) at UNSW.

Rahil Agrawal received a High Achievers Award and has ended up with a very rewarding ATAR. Rahil was very successful in getting himself into an Engineering (Honours) Degree at UNSW. This is a major achievement for someone who has only been in the country for a short period of time. Adam Yoon, Naseeb Jamshidi, Mertcan Saklak, Dhruvil Sharma, Abhijeet Sharma and Jacob Shigelski were also successful in gaining Early Entry into their dream course at university which is based on academic merits and community and leadership involvement. This ties in nicely with their active involvement in the school and the broader community.

We had a number of students categorised as Distinguished Achievers. In amongst that group were our outgoing leaders who were very effective in simultaneously managing their leadership commitments coupled with outstanding ATARs over 90. We had 42 students who have enrolled in either combined degrees or degrees with Honours which will enable them to tap into new challenges and opportunities which should in turn make them more employable in the long term.

Another student who deserves a mention is Isaac Noh who is currently ranked number 54 Golfer in Australia and has successfully been accepted a scholarship to study at Lipscomb College Tennessee USA where he

can follow his passion of being a Professional International Golfer. Utkarsh Puntambekar will be studying Engineering at Derby University England and once again on a very exciting journey.

From our 2016 cohort, students pursued degrees in a broad range of areas, however, it seems as though the majority have gone into the following areas: Health / Medical Science, Engineering, Construction and Business or Economics.

Others are studying at TAFE or Private Colleges and are predominantly in the IT, Construction, Health Sciences or Business fields and some are planning to do further study at a university in 2018.

A few of our students such as Nicholas Jorgensen and Kasidit Mouaenroddee have opted to step outside their comfort zone by taking a Gap Year and have joined the Defence Force with the intent of continuing their studies in 2018.

In any event, our students have embraced the opportunities that life has to offer and will continue to thrive. These boys have excelled in all aspects of their school life and have done themselves, their family and their school very proud. Well done boys and we know that you've set a very high benchmark for future Bushy boys to follow!

Overall, the results of our 2016 Year 12 cohort were strong, exceeding above and beyond the performance of other state comprehensive high schools. This is a fantastic outcome for the boys, their families and the school.

Congratulations to our class of 2016 and best wishes with your future endeavours.

Georgia Anton

Career Adviser

Year 12 students undertaking vocational or trade training

There were a total of 11 students in Year 11 and 12 studying alternate trade courses at the Northern Sydney Institute. Three of these students were from Year 11 and eight students were from Year 12. The courses studied included plumbing, tourism and travel, human and health services and construction.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, a total of 213 students completed Year 12 studies at Homebush Boys High School. Of these, 91% achieved the award of the Higher School Certificate. The remainder completed mandatory qualifications in vocational education courses. There was only one pathways student who completed his Year 12 Award for the HSC in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	55
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	4.6
School Counsellor	1
School Administration & Support Staff	12.97
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. During 2016 there was one staff member of Aboriginal or Torres Strait Islander background. It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. All teaching staff met the professional requirements for teaching in NSW public schools. In addition to the teaching staff there are 15 school administration and learning support staff.

Homebush Boys High School has a diverse teaching staff consisting of highly experienced teachers and those who are relatively new to the profession. Staff retention continues to be high.

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

Professional Learning Professional learning is guided by the school's professional learning plan and is reflective of the school's three year strategic plan, and Department of Education regional and state plans. During 2016 staff participated in a variety of professional learning activities. Professional Learning was provided internally and by courses delivered by the DEC and external providers. Opportunities were accessed by each key learning area, and strategies and information gained was shared on a faculty and whole school level.

New scheme and early career teachers participated in professional development activities both internally and

externally, utilising the BOSTES Teachers Standards of Professional Practice and newly developed Australian Professional Standards for teachers. In addition to traditional forms of professional learning, activities through MyPL, and online modules, were offered. One-on-one support sessions were also provided through the school's structured Teacher Mentor Program. Teachers also engaged in professional learning in areas such as First Aid, Emergency Care, Anaphylaxis, Child Protection, the DEC Code of Conduct, technology, literacy, numeracy, to name a few.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to November 30 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	306 530.00
Global funds	753 313.00
Tied funds	594 262.00
School & community sources	804 156.00
Interest	21 342.00
Trust receipts	43 644.00
Canteen	307 006.00
Total income	2 830 253.00
Expenditure	
Teaching & learning	
Key learning areas	306 119.00
Excursions	169 639.00
Extracurricular dissections	259 322.00
Library	10 430.00
Training & development	6 247.00
Tied funds	419 009.00
Short term relief	188 668.00
Administration & office	238 306.00
School-operated canteen	256 822.00
Utilities	129 570.00
Maintenance	108 758.00
Trust accounts	46 074.00
Capital programs	104 765.00
Total expenditure	2 243 729.00
Balance carried forward	586 524.00

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

School performance

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.

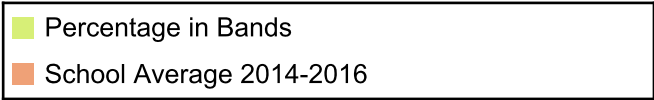
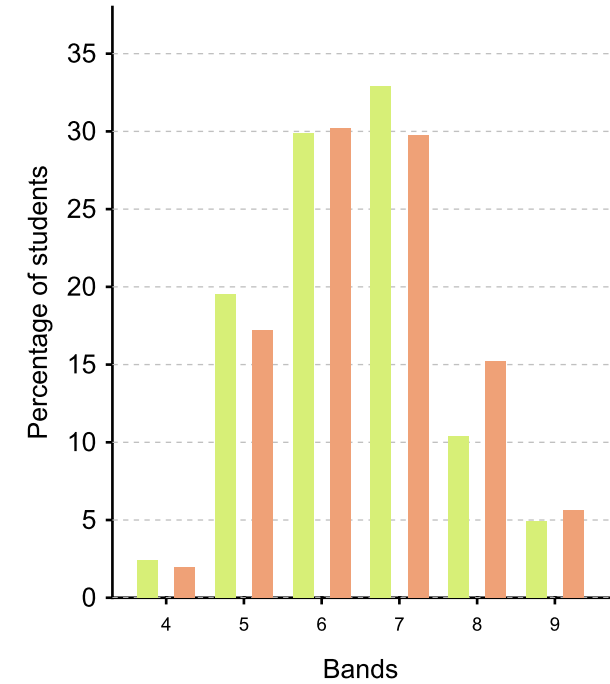
Year 7 Literacy performances in Spelling, Grammar and Punctuation were all above State Average. The Year 7 Literacy Reading performance was lower than

National Minimal Standards. The average Literacy Band for Year 7 was Band 4.

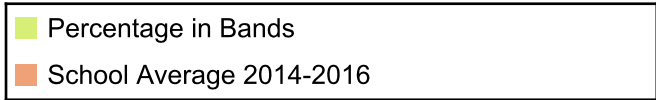
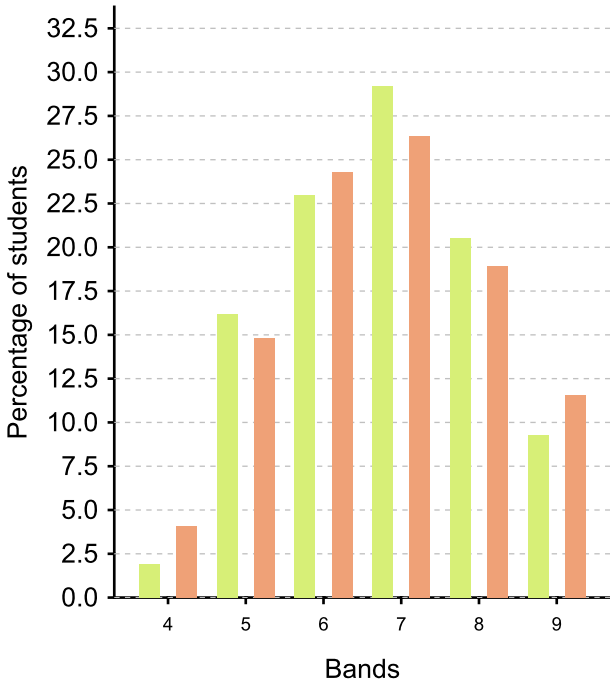
The Year 9 Literacy performance in Writing was above State Average. Expected student growth in Reading and Grammar & Punctuation recorded overall positive growth with the bottom 25% of students showing significant growth.

Individual student analysis showed targeted student groups achieving above expectations due to the School's focus on the explicit teaching of literacy techniques, the Before and After School Literacy classes and the use of the MultiLit reading and comprehension program for students with identified literacy needs.

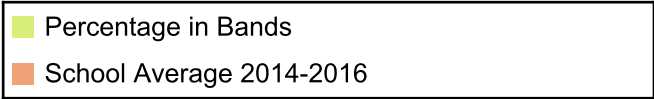
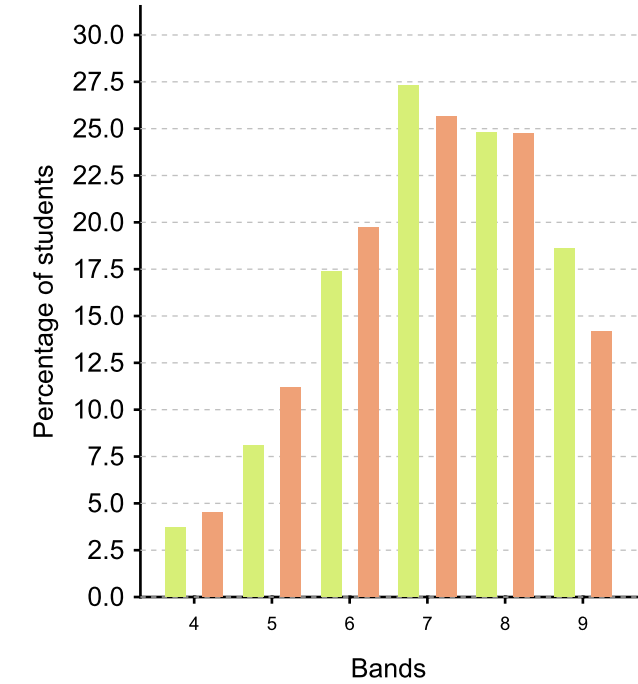
Percentage in bands:
Year 7 Reading



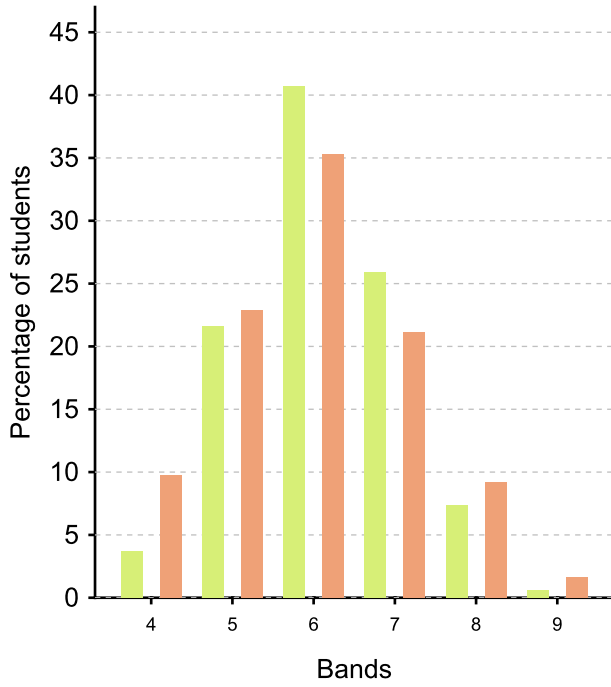
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in bands:
Year 7 Spelling

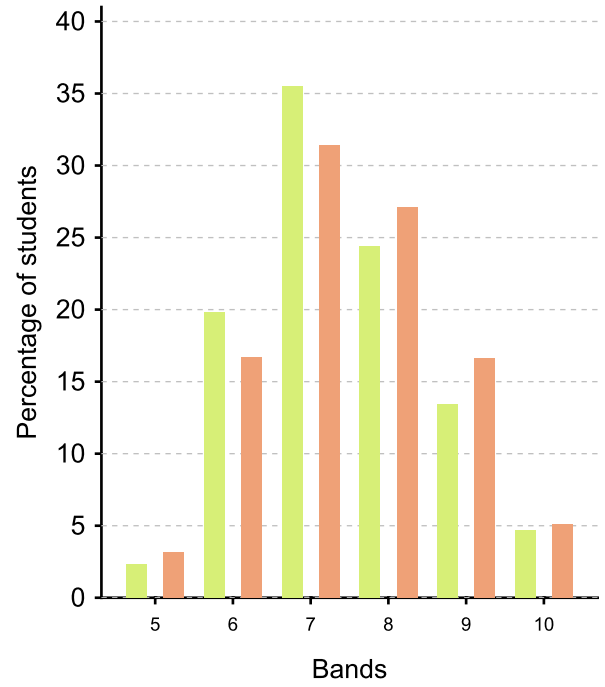


Percentage in bands:
Year 7 Writing



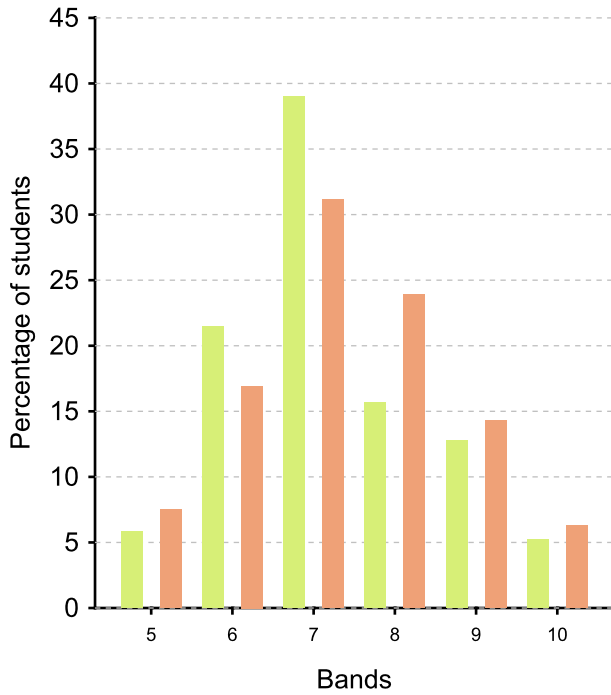
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Reading



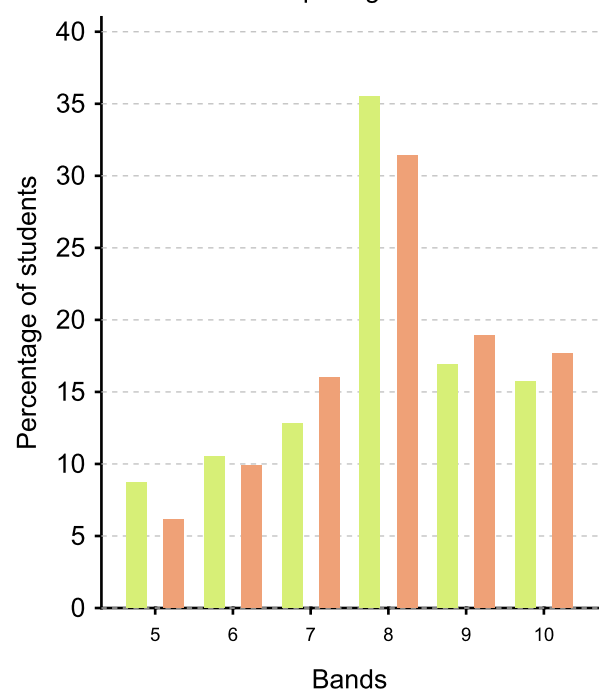
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation



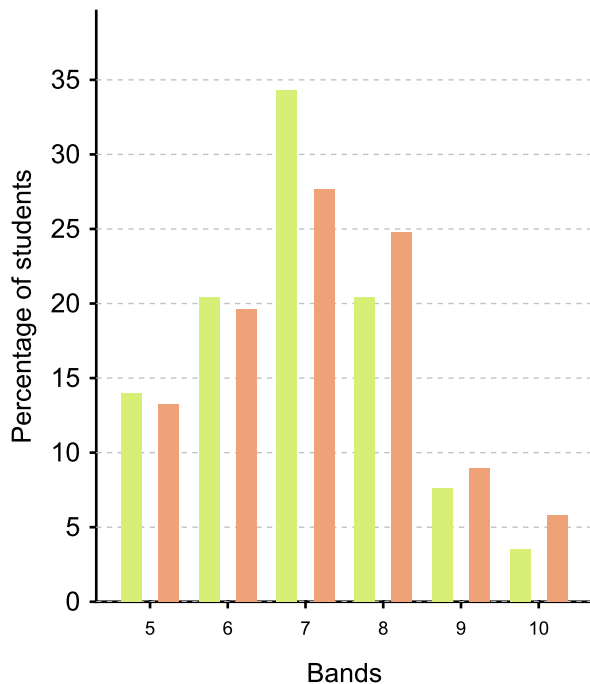
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing

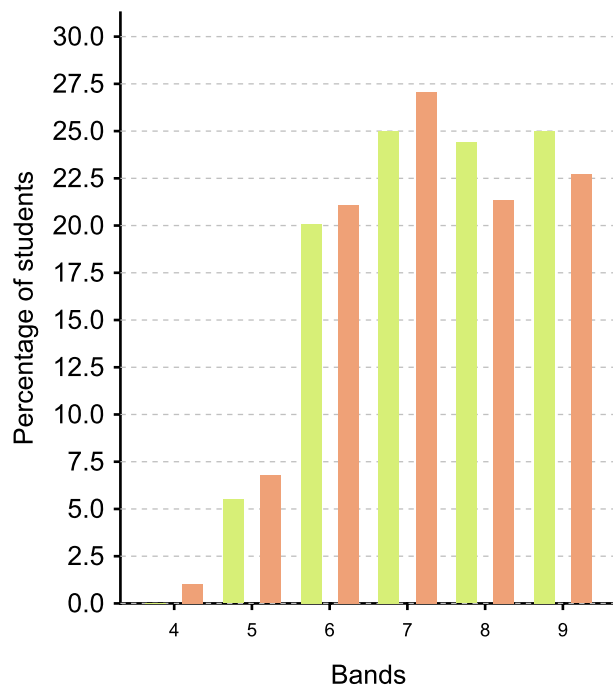


Percentage in Bands
School Average 2014-2016

Year 7 and 9 Numeracy performances were well above State Average. The School Average for Year 7 Numeracy was 82.1 which is more than 20 points above the State Average Growth and the NSW DoE average.

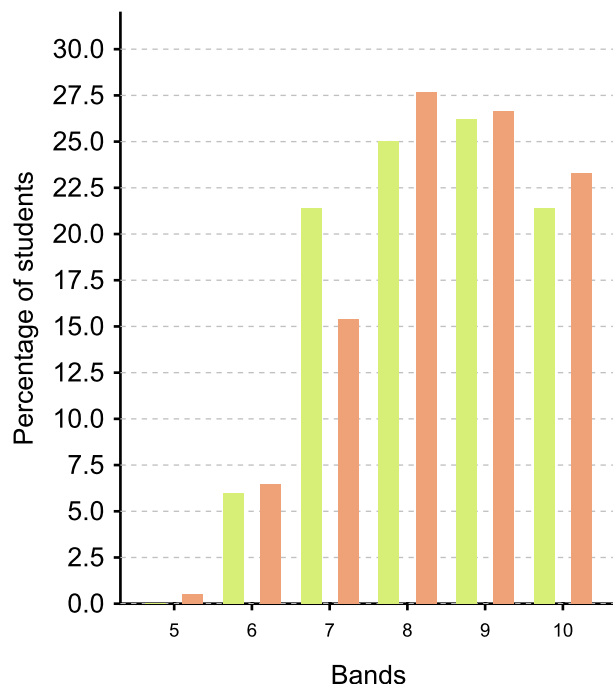
Year 9 Numeracy has recorded an insignificant dip compared to the previous year although still high in comparison to State levels. The School Average for Year 9 Numeracy was 49.4 which is higher than the State Average Growth and the NSW DoE average.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy

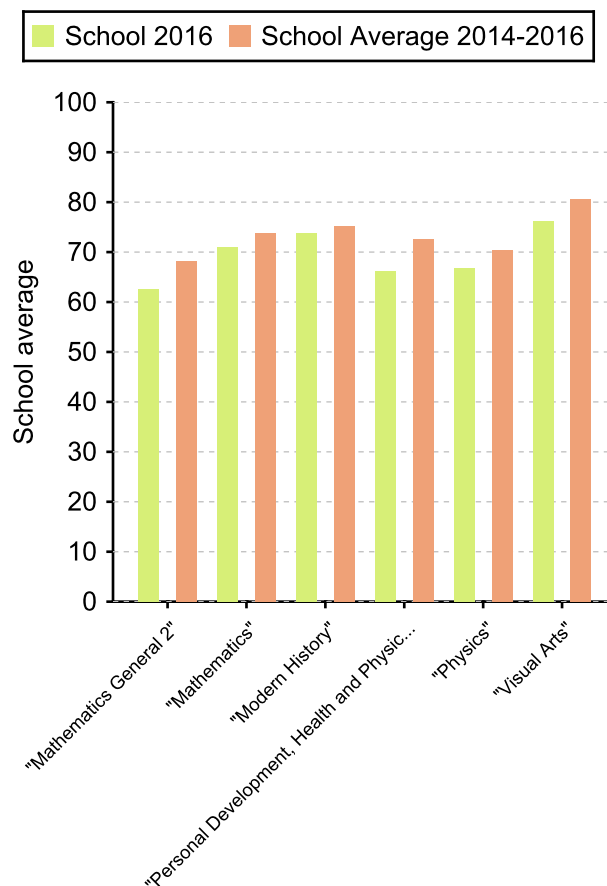
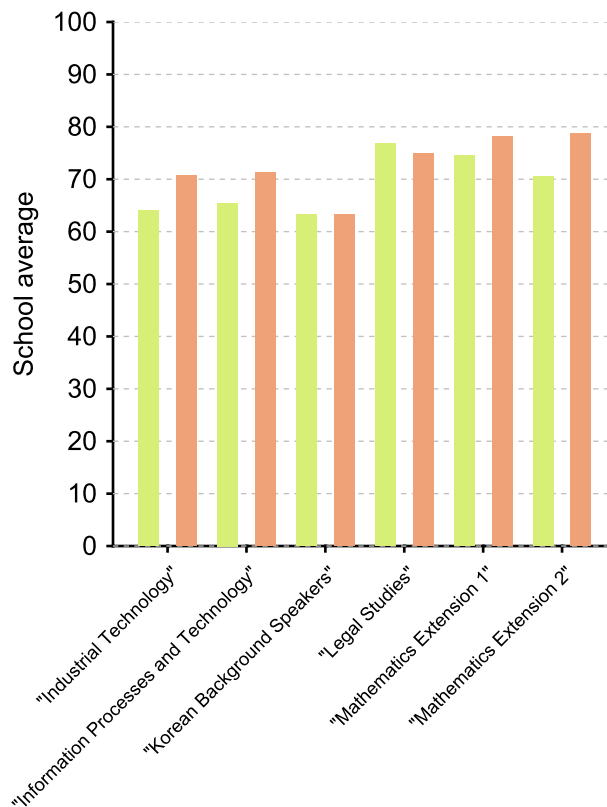
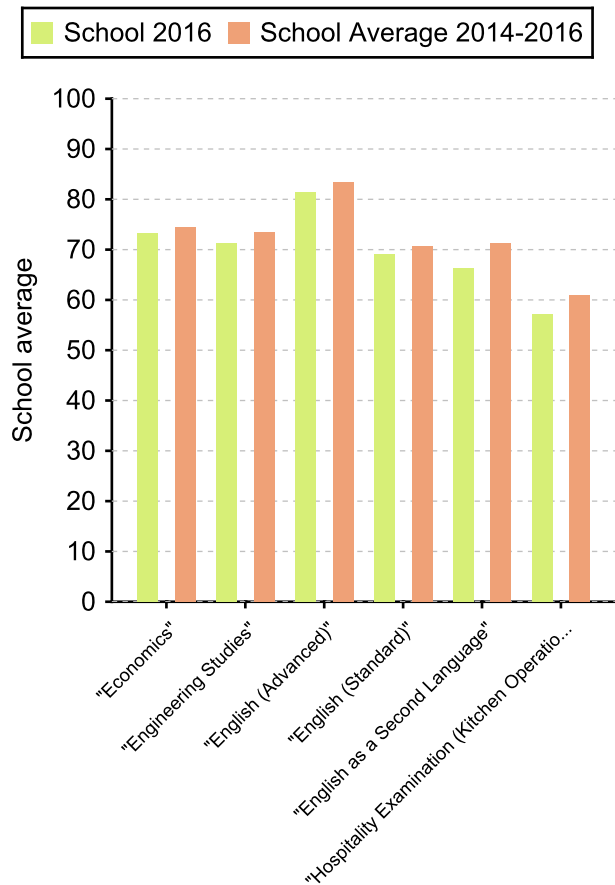
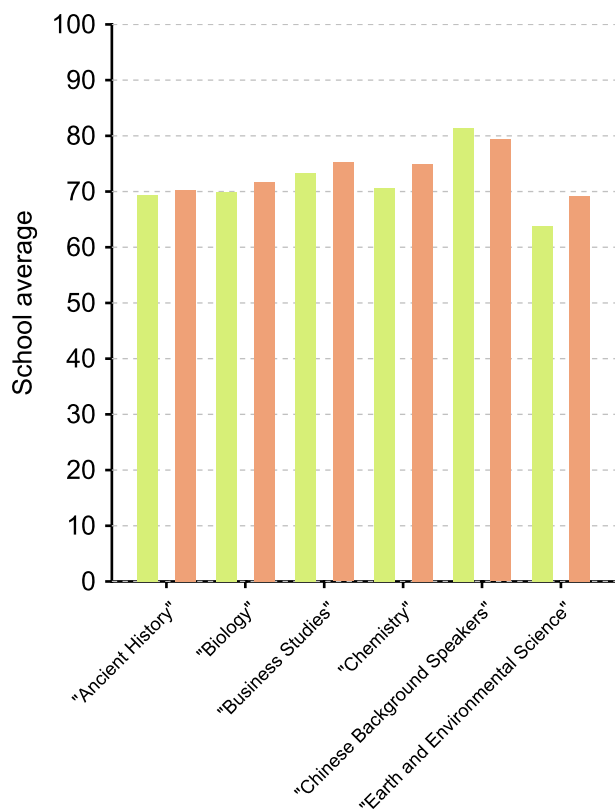


Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



The Year 12 class of 2016 achieved a total of 385 Band 5 or 6 performances across 29 courses offered at Homebush Boys High School. In English Advanced 62% of students achieved a Band 5 or 6. In Mathematics Extension 1, 69% of students achieved a Band 5 or 6 and in Mathematics Extension 2, 52% of students achieved a Band 5 or 6. Nineteen students were placed on the Distinguished Achievers Merit List

in the following subjects: Information Processes and Technology, Mathematics, Mathematics Extension 1, Software Design and Development, English Standard, Chemistry, Physics, Business Studies, English Advanced, English as a Second Language, Industrial Technology, Ancient History and Heritage Korean.

Parent/caregiver, student, teacher satisfaction

Homebush Boys High School uses results from the annual Tell Them From Me survey completed by students, staff, teachers and parents to measure satisfaction levels of all stakeholders. In 2016, 909 students completed the Tell Them From Me survey from Year 7 to Year 12. This survey included ten measures of student engagement, categorised as social, institutional and intellectual engagement. 74% of students at Homebush Boys High School reported a high sense of belonging with 77% of students recording positive relationships with their friends as people they can trust who encourage them to make positive choices. 79% of students value student outcomes and 60% of students feel intellectually engaged and find learning interesting, enjoyable and relevant. Students feel challenged in their English, Mathematics and Science classes and feel confident of their skills in these subjects.

Staff survey results indicated that quality instruction, teacher student relationships, learning climate and expectations for success are factors contributing to higher student engagement levels. Quality teaching and learning programs and teacher professional development opportunities allow staff to keep abreast of changes to curriculum and programming needs with a focus on curriculum differentiation, individual student learning needs and explicit teaching of assessment needs.

Parent survey results indicated a high percentage of support for school targets and an overwhelming appreciation of academic, sporting and extra curricular opportunities available to all students at Homebush Boys High School.

Policy requirements

Aboriginal education

Aboriginal perspectives are incorporated in all teaching and learning programs and the School is committed to the delivery of the Department's Aboriginal Education Policy through the promotion of the principles of social justice and equal opportunities for all Aboriginal students. Academic and sporting teaching and learning needs of all Aboriginal students are also met by the School's use of Norta Norta funding. The School developed individual learning plans for all these students in consultation with parents to meet their learning needs. All students were offered a staff mentor who worked with the students to assist with homework, assessment and individual learning and social needs.

In 2016 four students identified as having Aboriginal heritage. These students were offered access to funding to support their learning via the Norta Norta tutoring program. The school has undertaken a program of activities to ensure that the students' heritage is acknowledged and celebrated and that everyone in the school has an increased awareness of the Aboriginal culture. In Term One, the *Great Book Sale* for the year was held. This is a yearly event organised to give students the opportunity to purchase novels cheaply and in the process help a worthwhile charity – The Indigenous Literacy Project. National Sorry Day, Reconciliation Week and NAIDOC week were all recognised in the school. Staff and students were encouraged to go to the 'Share our Pride' website and to utilise some of the interesting approaches on cultural awareness and respectful relationships. Aboriginal Education is also promoted at assemblies and at all meetings, through acknowledgement of the traditional owners of the land and paying respect to Elders. The cross curriculum priority of learning about Aboriginal and Torres Strait Islander histories and cultures has been incorporated into all programs in English, Mathematics, Science, History and Geography. Our school ensures that the elements of the *Aboriginal Education and Training Policy* are a focus for increasing cultural awareness and improving outcomes for our Aboriginal students.

Multicultural and anti-racism education

Homebush Boys High School is made up of over 50 different cultural backgrounds. Cultural diversity is valued and celebrated at events such as the annual Multicultural Day, Ramadan Iftar and father and son evenings. Programs such as Tough Guise, the Linkages program and the Study Skills program also address cultural differences. Teaching and learning programs also include units of work that provide opportunities for students to share and learn about various cultural backgrounds and achievements.

Homebush Boys High School prides itself on inclusivity, where racism towards others or their religious or cultural beliefs is not tolerated. The School addresses racism in its Fair Discipline Code, its Positive Behaviour Intervention Strategies (PBIS) and its Safety, Learning and Respect (SLR) framework.

Under the Department of Education's *Multicultural Education Policy* and *Anti-racism Policy*, Homebush Boys High School fosters an atmosphere of community harmony through the provision of programs and practices which counter racism and discrimination. The school provides teaching and learning programs that develop inter-cultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.

The school has two Anti-Racism Contact Officers (ARCOs), who are the contact point for students and teachers with concerns regarding racial discrimination. In 2016 the ARCOs had to deal with only a few instances of racist language. Students referred to the ARCOs were counselled and all issues were resolved effectively within the school. The ARCOs regularly

addressed issues via the school assembly and promoted inter-cultural understanding through recognition of Harmony Day. The school has an allocation of 4 committed Learning Support teachers who conduct a range of programs to support students from non-English speaking backgrounds to develop their language skills so they can better participate in Australian society. The school held Multicultural Day on June 3 2016, embracing cultural diversity with a whole-day extravaganza that included a formal assembly, cultural performances and food stalls celebrating our differences and similarities.