

Homebush Boys High School

Annual Report



2017



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Introduction

The Annual Report for 2017 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 fund.

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.

Homebush Boys High School is a truly comprehensive high school. It is one of our greatest strengths and one of the most important factors as to why our school is such a success.

At the beginning of 2017, we got off to a flying start and a very busy one at that!

I began my working year in 2017 by attending the Strathfield Council Australia Day Awards Ceremony. I was thrilled to watch some of our students take their citizenship and I was also thrilled to see our former student leader, Yunus Isik was bestowed a tremendous award as the Youth Citizen of the Year.

I reported to you in our last Annual Report that we had quite a bit of movement with seven members of staff retiring during 2016.

Mr Khurshed was replaced by Ms Anna Paleothodoros as Deputy Principal and many of you have now had the opportunity to meet her at a variety of school functions during 2017.

Mr Attwood had retired and Ms Juska has moved into the role of Head Teacher Creative Arts as well as maintaining her profile with the Student Wellbeing role. Mr Everett retired at the end of 2016 and Mr Iqbal Singh replaced him in Science from the beginning of Term 2 2017 as Head Teacher Science. Mr Paul Koff was replaced by Ms Emily Yong in English and Ms Vine was replaced by Mr Joel Howard as Head Teacher Administration and her role as Librarian was filled by Mr Guy Beal. Ms Annette Legge took a transfer from Homebush Boys High School to Blaxland High School from the beginning of Term 2.

In 2017, we welcomed our new Year 7 Advisors, Ms Cuneen and Mr Madyski and they made a tremendous effort to welcome, organise and manage all our new students in Year 7. Ms Cuneen and Mr Madyski are to be congratulated on the efforts they have made in 2017.

I was thrilled to start the year by reviewing our post school destinations for year 12 students from last year. I am pleased to report that once again close to 80% of our cohort from 2016 has had university offers. This is an outstanding result for a comprehensive school.

During 2017, the school's Executive team and I have spent a lot of time analysing all sorts of school data, and we place huge importance on the conversations and feedback we get from everyone. We believe that when you merge the two, you get a good idea of how things are going.

Our data thus far is improving in many areas of the school curriculum. We also continue to try to keep the pressure on in terms of attending school every day, bringing all necessary equipment every day, wearing school uniform every day and giving "personal best" every day. We have had great support from almost all parents in each of these areas.

As is always the case, our boys have began the year with a clear focus on supporting members of our community. Our lads put together a brilliant Shave for a Cure Fundraiser and many lost their hair and gave generously to the cause. Well done!

During 2017 the theme of Education Week was – I learn, We Learn.

As is always the case, we celebrated Education Week by holding our annual Multicultural Day. Multicultural Day was a very successful event and started with a bang! The Drum Corp began this fabulous day, which showcased a number of musical and dance items that continued throughout the day. A large variety of foods was on offer and I managed to purchase at least one item from nearly every stall. It was also a great opportunity to get involved in some Arabic and Greek dancing and I was very happy to have a number of staff join in the fun.

What a tremendous atmosphere Ms Sathya Kumaralingam and her team engendered on the day. It was truly a most enlightening and enjoyable day. It was just brilliant to see the boys and staff and many members of our community working in concert together in the spirit of Multiculturalism.

School planning for the next educational school cycle which runs from 2018–2020 has been a major focus for all of us during 2017.

In 2017 began the process by looking at our school vision from the perspective of all our key stakeholders. We worked on this with our staff for much of our Staff Development Days. We have also done some subsequent work with our Executive Team. Recently I had the great pleasure of working on this topic with our school council. I also worked with our student's representative bodies, the SRC and the Prefects on this endeavour. Ms Singh and I had a great workshop with our Prefect and SRC team. We worked on the concept of their vision for Homebush Boys High School over the next 3–5 years. The feedback from the boys was incisive and I shared this with our Executive Team.

The Executive Team attended an Executive Workshop where we worked on our School Plan for 2018–20.

We hope that soon we will have something concrete for the School Council to work with as we continue with the consultation process.

On the financial front, we worked hard to introduce the new school financial and administration system. LMBR and SAP are our new financial system, which began operation at Homebush Boys High School at the start of Term 3.

It was my great pleasure to present Ms Mirkova with her 30 Years of Service Award from the Department of Education. I outlined in my speech that Ms Mirkova is a great proponent of Public Education and has always put her students at the forefront of her teaching. Most importantly, Ms Mirkova knows her students well and always ensures she differentiates her teaching to suit their learning needs. Congratulations Ms Mirkova!

I would also like to congratulate Mrs Chadwick on 20 Years of service with the department. I presented Mrs Chadwick with her certificate recently with her peers. Mrs Chadwick has had a long association with our school as a parent and an employee. Congratulations Mrs Chadwick!

Late in 2017, Mr Ian Albertson and I attended the Annual John Lincoln Young Australian Youth Awards Ceremony at Government House. At this very prestigious event, Ibrahim Taha was presented with his award by Governor Hurley in the presence of Mrs Hurley. Ibrahim's family attended this special occasion where only 26 students from the state were selected for this honour. Congratulations Ibrahim and thank you Ian for your nomination of Ibrahim.

On the assets front I would like to report that the P & C and I have been successful in gaining another community grant of \$20,000 to go towards replacing some external seating for students. This complemented the grants we gained for the redevelopment of the cricket nets.

Throughout 2017, we saw much painting of A Block classrooms, corridors and this has had a marked improvement of the aesthetics of the school.

The Library was air-conditioned at the end of 2017 thanks to Ms Snell's application for a Westconnex Grant and we were thrilled to have the new Hospitality Kitchen commenced at the end of 2017 with completion due to occur at the end of Term 1 2018.

Recently I had one of those special moments when one of students returns to say hello and most importantly to say thank you. Utkarsh Putambekar visited the school late last year. He was absolutely over the moon because he had gained acceptance to a Derby, University in Manchester to study Motor Sport Engineering. When Utkarsh gains his degree, he will spend much of his life helping people to win Formula 1 races.

Utkarsh had taken the time to come in and thank Ms Anton for her assistance but he also wanted to thank Homebush Boys High School for helping him to get to this point in his life. Stories like this one occur regularly at Homebush Boys High School and I think they personify what it is this school achieves on a regular basis.

I would like to take this opportunity to reflect on our staff. At this point in the year, it is appropriate for me to farewell members of staff who left us at the end of 2017.

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 is the result of a well-deserved promotion, occasionally it's a transfer related to family life or personal reasons.

On other occasions, though it has 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 is a happy occasion as individuals move onto another exciting phase in their life.

The gods were smiling upon us one Friday morning. The crows were quite. The sun was shining. The wind from the day before had dissipated.

The scene was set and was perfect for our whole school farewell to Mrs Degney.

I think the atmosphere this morning said it all. The "funk jazz" provided by the Year 12 boys was superb, I could not stop tapping my feet. Lincoln Dale's saxophone solo was outstanding.

The speeches from staff were erudite, the speeches from the boys were heart felt and stunning and the number of old boys who joined us for the morning all told us one story, that Michelle was respected as a teacher, loved by those she looked out for and clearly will be sadly missed from the Homebush Boys High School setting.

I hope Ms Degney enjoyed the extravaganza that Mr Wilson and the History Faculty put together without her knowing.

It was a treat and honour to hold Mrs Degney's hand and walk her down through the guard of honour.

Mr Jonathon Sculthorpe has been successful at gaining a lateral move to Engadine High School as Head Teacher PD/H/PE. I know you will all join me in congratulating Mr Sculthorpe but naturally, we all will miss his contribution to our school greatly in 2018. Mr Sculthorpe has been at the forefront of a variety of school initiatives and always-willing support a myriad of extra-curricular activities. We wish Sir well at his new school.

During Term Four we formally farewelled Ms Erica Porteous from the English faculty. A morning tea was a great opportunity for us all to get together to formally farewell Erica. She looked resplendent on the day and she truly relished the opportunity to say goodbye formally.

Mr Ha's farewell retirement assembly was a fitting tribute to a man who has contributed so much to the life of this School. I know it had been a difficult decision for Mr Ha to leave Homebush Boys High School but it must have been heartening to hear the words from Chris Halkidis about his career and his dedication to the needs of our Maths students, particularly in the Stage 6 Extension 1 and Extension 2 courses. The audible gasp from many boys upon discovering that Mr Ha was retiring was notably inspiring.

These staff members have all made a significant contribution to our school.

Recently the Minister for Education, Mr Rob Stokes announced a new School Leadership Strategy. The strategy aims to increase the department's support for school leaders so they can focus on leading, teaching and learning in their schools.

A new position, Director Educational Leadership has been created (previously Directors Public Schools NSW) to help strengthen induction for new Principals and to provide better support for principals.

I wish to announce formally that I have been successful at gaining one of these positions through a comparative assessment process and I will take up my appointment from the start of Term 2 2018.

It is with mixed emotions that I take up this position. I have greatly appreciated the opportunity to lead Homebush Boys High School. It is a vibrant community of young men, dedicated staff and supportive parents and carers.

I will continue in my role as Principal of Homebush Boys High School until the end of Term 1 2018.

The process to fill my position and those of 40 other Principals is in train and I will endeavour to keep you informed of this process.

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

I congratulate you and challenge you to be even better in the year ahead.

To the teaching and ancillary staff and especially the school executive team, I thank you sincerely for your amazing dedication throughout 2017 and ask only this of each of you that which we ask of our students – to continue to deliver your personal best throughout 2018.

To Mrs Shadwick and Mrs Paleothodoros I thank them for their outstanding work as Deputy Principals in 2017. I congratulate and thank them for their endless energy and superb professionalism. Their support of me in this role has been smooth and seamless.

To my Executive team and staff 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 Captain, Vice Captain and student representatives I look forward to our working together in 2018 and thank you for your efforts this year.

I would also like to pay special tribute to our 2017 Captains and Leaders for the outstanding way they have represented our school throughout the year at many official functions.

To Cathy Callaghan, President of the P & C and Megan McLean, President of the School Council, together with the P&C, School Council, 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.

This is a very special school and place of learning.

Congratulations to everyone who has contributed to this positive fervor.

It has been a great year, and as a school, we have set new benchmarks in terms of what school improvement is all about however, I know we can do even better in 2018.

I wish you all a safe, prosperous and successful 2018.

Yours in education,

John G Kennedy

Principal

Homebush Boys High School

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. 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.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 continued success of the schools' learning partnerships has been supported by the following programs – Positive Behaviour for Learning, Linkages Program with the Marie Bashir Public School and our sister school connections with Strathfield Girls High School. The Year 10 Australian Business Week program provided students with the opportunity to work collaboratively to achieve positive student outcomes. Our student leaders participated in many community council initiatives such as the Strathfield Council Citizenship Ceremonies, the Red Shield Appeal and Rotary initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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	Additional student well-being funding – \$55000	Continued strong progress has been made with a whole school Positive for Learning focus. The Positive Behaviour for Learning Team (PB4L) continues to collect data to measure and support baseline behaviours at school from staff, students and parents. There has been a marked increase in positive entries on SENTRAL in 2017.
<ul style="list-style-type: none">• Establishing a broad range of productive, sustained connections with the local community, including our feeder primary schools	Transition Funding – \$7000	The allocation of funding for the Linkages Program and Transition Programs continues to support an increase in enrollments from local primary schools. The School continues to have a strong presence within the local community with involvement in leadership and fundraising events such as White Ribbon Day, World's Greatest Shave, RYPEN, ANZAC Day and Pink Ribbon Day.
<ul style="list-style-type: none">• Enhanced teacher collaboration within faculties and across Key Learning Areas to facilitate a higher level of student engagement.	RAM Equity Funding – \$10000	TTFM survey data highlighted a need to address staff and student engagement. The School's team structure allows staff to participate in school, student and community decision making on policies, events and initiatives. Student support to meet PB4L outcomes occurs via the Peer Support program and the PB4L activities which has ensured a positive growth in student participation in many curricular and extra curricular activities.

Next Steps

The consistent whole school approach of the Positive Behaviour for Learning program (PB4L) together with the implementation of the 2018 Peer Support program in Year 7 will guide wellbeing decision making. Connections with our feeder primary schools will strengthen through sporting and community connection programs in 2018. The School will continue to have a strong presence at significant community events such as ANZAC Day and Citizenship ceremonies. The School will continue to support local and broader community fundraising campaigns. The Student Engagement Team will continue to examine strategies to increase student engagement through the School's BYOD

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 continue to be a whole school focus. Faculty programs address formative assessment needs in support of all student learning needs. Staff continue to undertake a thorough Performance Development Program and align their professional learning needs to individual performance plans and the school plan. External assessment results from NAPLAN and HSC demonstrate positive student growth. NAPLAN results show above state average bench marks in literacy and numeracy. HSC results showed improvements in student performances with many courses above state average in Bands 5 and 6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Strengthened teaching capacity across all areas of the school, reflected in increased staff participation in a broader range of professional learning opportunities	TPL Funding– \$15000	The Building Teacher Capacity Team has successfully continued to provide support for new scheme teachers and those seeking accreditation at higher levels. There has been an increase in the number of staff seeking higher accreditation.
• 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.	TPL Funding– \$5000	Identified differentiation strategies in all Teaching and Learning programs were discussed in collaboration with staff, executive and senior executive. The school's NAPLAN results showed a positive improvement for over 75% of students resulting in above state averages for Literacy and Numeracy. The 2017 HSC results were above expectations with over 75% of students gaining university entry.
• Teachers design and implement effective assessment practices that support student learning using the principles of high challenge, high support.	Global funding –\$5000	The Quality and Assessment and Reporting Team supported staff with effective assessment and feedback practices that are embedded in faculty programs. Student reports continue to give a descriptive analysis of student learning and social development, based on curricula and extra-curricular student outcomes

Next Steps

The Building Teacher Capacity Team will continue to support new scheme teachers and staff seeking proficient and maintenance accreditation levels. The formation of the new Literacy and Numeracy Team is to be established in 2018 and will address teaching, learning and assessment needs in light of the DoE Literacy and Numeracy strategy. A whole school focus on teaching strategies to support continued growth in NAPLAN and HSC results.

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

Whole school PB4L practices have ensured that a positive culture of inclusivity is recognised and maintained. Student well-being data is gathered, analysed and reviewed in a timely manner at student, staff and parent forums. Students excelling in academic, sporting, public speaking, music and the arts are encouraged and supported through a range of school and community programs. The PDP process for teaching and non-teaching staff continued with Head Teachers and supervisors guiding their staff through meaningful goal development that aligns with staff, faculty and school needs. An increased number of staff were given opportunities for relieving positions in higher duties.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Strengthened culture of high expectations in all aspects of school life— academic, citizenship, sporting, musical and artistic spheres	Student Wellbeing funding —\$35000	The continued PB4L focus has ensured a renewed emphasis of the schools values and SLR framework. Our students continue to represent themselves and the school in many pursuits— academic competitions, citizen initiatives such as the Interact Club, Breakfast Club and community events such as ANZAC day. Our students continue to succeed in sporting events and demonstrated artistic talents in music performances and Visual Arts exhibitions. Student achievements are communicated through our Bush Bulletin publications, the schools website, the school magazine and Facebook and Twitter feeds.
<ul style="list-style-type: none">Ensuring strong teacher leadership is distributed across the school in formal and informal roles	PDP allocation \$10000 Professional Learning— \$20000	Staff leadership capacity was further developed in 2017 with many staff relieving in leadership roles. An increased number of staff were supported and undertook leadership roles within faculties, the Well-Being Team and the whole school team structure. PDPs contained leadership aspirations and staff professional learning opportunities were financially supported to ensure staff had the adequate skills to develop leadership capacity.
<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	RAM funding LaST, SLSO— \$310000	The School provided a broad range of curriculum and educational pathways to meet the needs of all students through a comprehensive and collaborative Stage 5 and 6 subject selection process, involving students, staff and parents. A wide selection VET frameworks were offered to all students as well as Transition to Work and Work Readiness and Employment programs. Together with the support of our EaLD and SLSO staff, all

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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		teachers continue to make adjustments for students learning and ensure that special provisions are adhered to. Student Individual Learning Plans and Access Requests are collaboratively developed with students, staff and parental involvement.

Next Steps

HBHS will continue to provide a broad curriculum that caters for student learning needs in Stages 4, 5 and 6 with the exploration of Extension and Advanced programs in Stage 6 Mathematics, as well as other subjects exploring similar educational opportunities for our students. Transition to Work programs, TAFE options and specialist VET programs to be further explored thus providing students with alternative pathways.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	RAM Funding– \$42500	Funds are allocated to employ extra School Learning Support Officers to help students meet English Language proficiency benchmarks. The School Learning Support Officers work in classes to support student learning and also liaise with classroom teachers on teaching and learning strategies that can best address student learning.
Low level adjustment for disability	RAM Funding–\$170000	Funds are allocated to employ extra School Learning Support Officers. These staff work in classes with students and sometimes on a withdrawal basis as guided by the classroom teacher and the demands of the teaching and learning program.
Quality Teaching, Successful Students (QTSS)	Professional Learning Funds and Beginning Teacher Funds–\$60000	The School places a strong emphasis on developing best classroom practice. Staff are encouraged to attend professional learning opportunities that align with School targets. Staff are also encouraged to share the expertise gained from these learning opportunities with colleagues at faculty and staff meetings.
Socio–economic background	RAM Funding–\$65000	The School allocates funds aimed at meeting the needs of students from many different socio–economic backgrounds. Funds are allocated for extra LaST and SLSO staff and for Student Assistance to ensure that students have access to all excursions and extra–curricular activities.
Support for beginning teachers	Beginning Teacher Funds–\$25000	Funds are allocated to ensure the smooth transition of beginning teachers into their new role and to ensure that they are supported through their teacher accreditation process.
Targeted student support for refugees and new arrivals	Refugee Funding– \$35000 Retrospective Immigrant Detention Funding–\$18500	Funding is allocated to support a small number of students who need financial assistance to participate in excursions and other extra–curricular activities. Extra LaST and SLSO staff are employed to help these students meet learning outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	1240	1156	1138	1137
Girls	0	0	0	0

The School has made an effort to reduce the number of out of area student enrolments in preparation for a predicted demographic growth of local students. The School continues to have a steady number of student enrolments from the Centre Sydney Intensive English High School following a successful School experience program.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	97	93.4	95.1	93.6
8	96.3	94.1	92.7	93.2
9	94.7	93	93	91.1
10	92.6	91.2	91.6	89.7
11	93.3	90.5	91.6	90.7
12	93.3	91.8	91.3	88.4
All Years	94.4	92.2	92.5	91.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance at Homebush Boys High School is closely monitored and managed through a collaborative process involving a number of staff, Head Teacher Administrations work in partnership with the Senior Executive, Head Teachers, the Wellbeing Team, Administrative Staff and Classroom Teachers to ensure that student attendance is a priority.

Attendance concerns are followed up promptly with students at school and regularly with parents and the Home School Liaison Officer. This process has seen attendance rates remain above the state average in each year group.

In 2017 we saw a vast increase in school approved leave for travel overseas and participation in domestic and overseas sporting programs.

Retention Year 10 to Year 12

In 2017, Homebush Boys High School had a 94% retention of Year 10 to Year 12 students. Many who left moved away from our drawing area and others moved into alternate educational and vocational pathways. The 2017 retention rate is consistent with previous years.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	3
Employment	2	8	6
TAFE entry	4	1	15
University Entry	0	0	85
Other	0	15	2
Unknown	1	0	2

Over 85% of our 2017 Year 12 cohort articulated 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.

Some of our highlights for 2017 are Nicholas Ngo who achieved an outstanding ATAR of 98.55 who also happened to be our Dux for 2017 and is currently enrolled to study Bachelor of Visual Science / Clinical Optometry at UNSW. Ibrahim Taha is our Premier All Rounder for 2017 with an ATAR of 96.9 and he has accepted an offer to study Political Studies and Law at USYD. Over 35 students are on the Distinguished Achievers List in over 15 subjects.

We had over 10% of our 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.

Our outgoing School Captain Zaki Ousmand has been successful in gaining a Cadetship in Maritime Engineering whilst simultaneously studying Fine Arts at the National Art School.

From our 2017 cohort, students pursued degrees in a broad range of areas, however, it seems as though the majority have gone into the following areas: Health / Medical Science, Engineering, Construction and Business or Economics.

Others are studying at TAFE or Private Colleges and are mainly in the IT, Construction, Health Sciences or Business fields and some are planning to do further study at a university in 2019. Some have moved away from the so called norm of going to university and chose to get into Apprenticeships. Kennu Challenger and Richard Trad received offers from University but instead opted to do a Draftsperson Apprenticeship prior to getting their ATAR results.

A few of our students have opted to take a Gap Year from their studies and have gone overseas or in other cases joined the Defence Force with the intent of continuing their studies in 2019.

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 2017 Year 12 cohort were very rewarding, 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 2017 and best wishes with your future endeavours.

Georgia Anton

Career Adviser

Year 12 students undertaking vocational or trade training

There were a total of 15 students in Year 11 and Year 12 studying alternate trade courses at the Northern Sydney Institute. Four of these students were from Year 11 and eleven 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 2017, a total of 204 students completed the Year 12 at Homebush Boys High School. Of these, 93% achieved the award of the Higher School Certificate. The remainder completed mandatory qualifications in vocational education courses.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	57
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	3.6
School Counsellor	1
School Administration & Support Staff	13.37
Other Positions	1

*Full Time Equivalent

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	28

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	587,305
Global funds	406,971
Tied funds	392,525
School & community sources	562,137
Interest	11,590
Trust receipts	-172
Canteen	169,781
Total Receipts	1,542,833
Payments	
Teaching & learning	
Key Learning Areas	155,656
Excursions	93,985
Extracurricular dissections	136,376
Library	5,471
Training & Development	9,461
Tied Funds Payments	368,513
Short Term Relief	120,948
Administration & Office	164,006
Canteen Payments	153,359
Utilities	87,868
Maintenance	95,810
Trust Payments	22,618
Capital Programs	0
Total Payments	1,414,071
Balance carried forward	716,067

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,883,673
Appropriation	1,329,302
Sale of Goods and Services	228,828
Grants and Contributions	324,256
Gain and Loss	0
Other Revenue	0
Investment Income	1,287
Expenses	-1,148,196
Recurrent Expenses	-1,148,196
Employee Related	-479,922
Operating Expenses	-668,274
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	735,476
Balance Carried Forward	735,476

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	9,738,090
Base Per Capita	173,855
Base Location	0
Other Base	9,564,234
Equity Total	628,254
Equity Aboriginal	1,896
Equity Socio economic	68,889
Equity Language	387,078
Equity Disability	170,391
Targeted Total	58,362
Other Total	156,281
Grand Total	10,580,986

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

In the reading test (Comprehension), Year 7 showed an average growth of 43.8 points compared to State growth of 38.6 points. 16.04% of the students achieved the top two Bands (Band 8 and Band 9). Year 7 performed best in the spelling test, 39.03% of students achieving proficiency standard (top two bands, Band 8 and Band 9) with an average growth of 53.3 points compared to state growth of 36. In the Grammar and Punctuation test, 8.02% of the students achieved top Band of 9 while another 11.76% achieved Band 8 and students showing an average growth of 39.1 points compared to state average growth of 34.8 points. Writing seemed to be the most challenging area with only 1.08% achieving top Band of 9 and a further 11.89% Band 8. This is the only area of test where the school had 43.8 points average growth compared to state with 46.5 points.

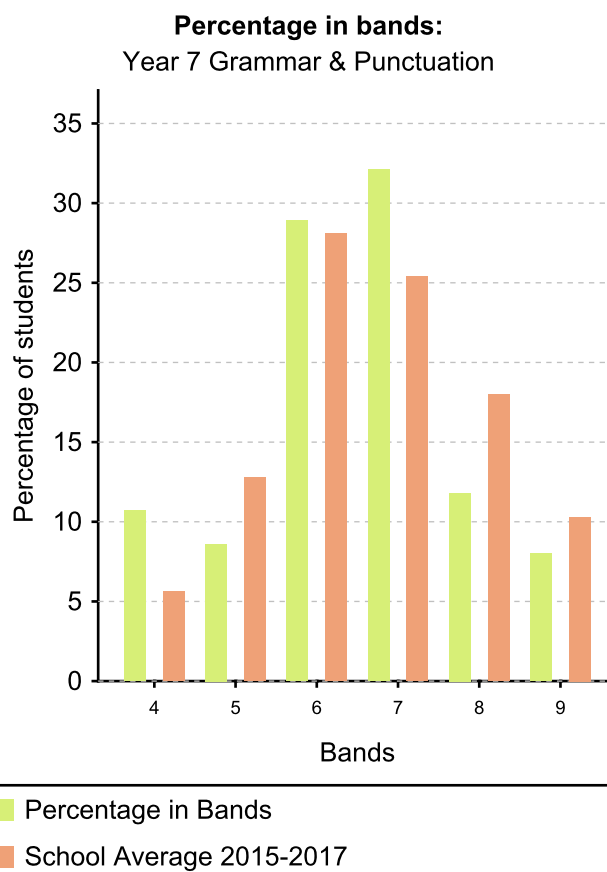
Year 9 Literacy

In the Spelling test, 41.08% of Year 9 students achieved proficiency standard (top two bands, Band 9 and 10), while in Grammar and Punctuation 25.6% achieved the two high Bands of 9 and 10. Reading (comprehension) results indicate only 19.05% of the students achieving proficiency Bands of 9 and 10. Once again the Writing test proved to be a challenge for the students with only 7.15% achieving top Bands of 9 and 10.

The average growth for the areas of Grammar and punctuation, Spelling and Reading have been similar to the state average growth data. However, there is a notable difference in the writing test average growth where the school has 25.9 points growth compared to state with 33.5 points average growth.

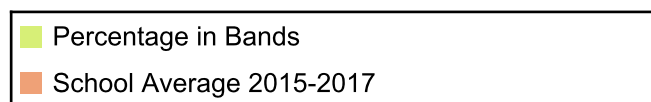
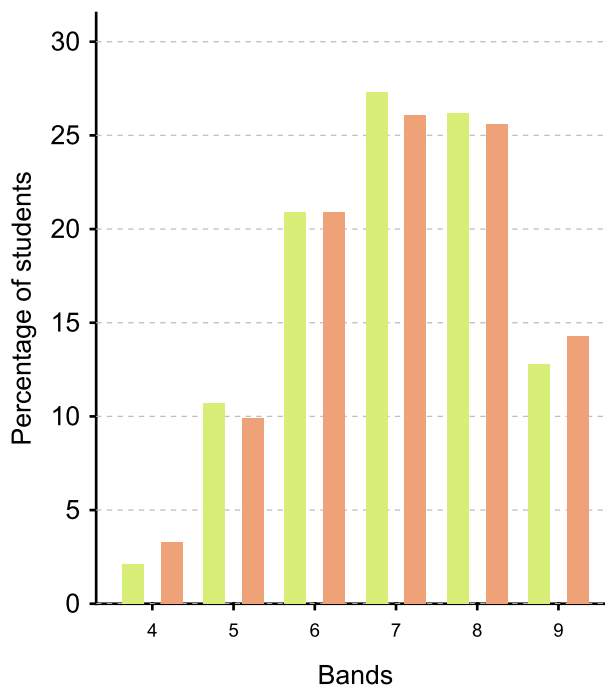
Individual student analysis showed targeted student groups achieving above expectations due to the school's focus on the explicit teaching of literacy techniques, the before and after school Literacy classes and the use of the MultiLit Reading and Comprehension Program for students with identified literacy needs.

In order to further support the literacy and numeracy development of students, the school will continue to utilise Teaching English Literacy Learners (TELL) through Faculty Literacy Expert Advisers (FLEA) and will implement the Literacy and Numeracy Improvement Strategy (LANIS) in 2018. This project will incorporate daily activities designed to support student learning under guidance of new leadership team focusing on school wide literacy and numeracy. This project will be underpinned by Literacy and Numeracy Framework and the new Minimum Standards introduced by NESA.



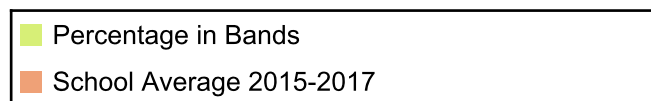
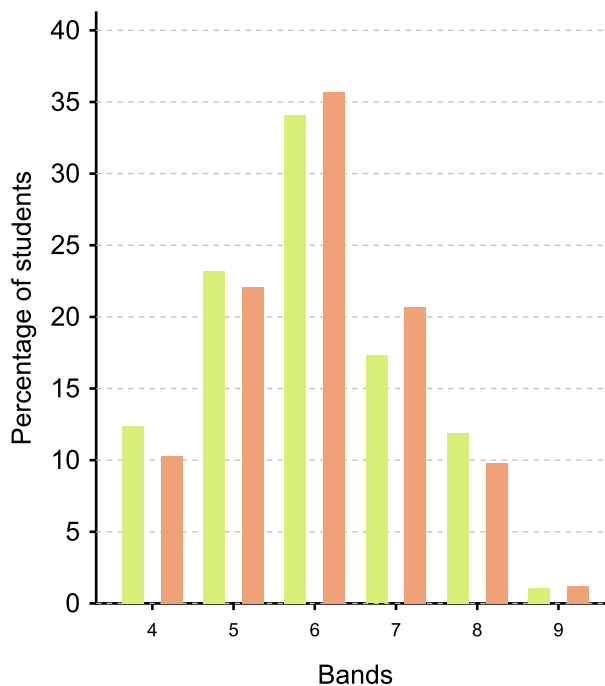
Band	4	5	6	7	8	9
Percentage of students	10.7	8.6	28.9	32.1	11.8	8.0
School avg 2015-2017	5.6	12.8	28.1	25.4	18.0	10.3

Percentage in bands:
Year 7 Spelling

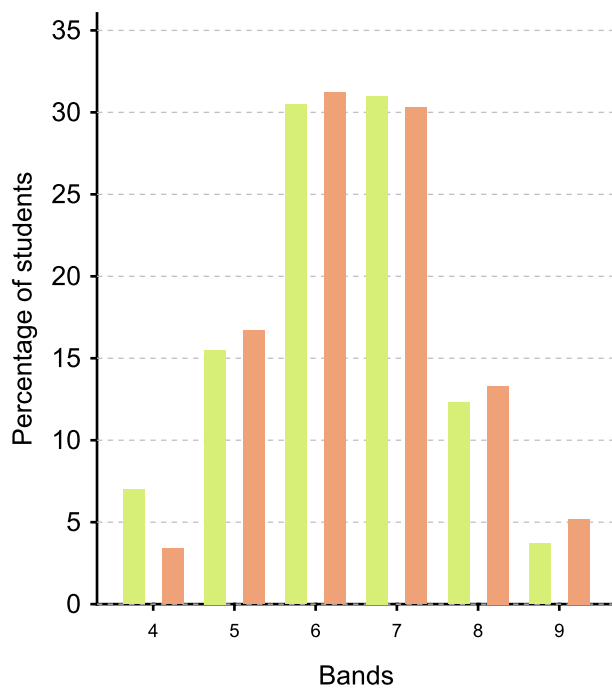


Band	4	5	6	7	8	9
Percentage of students	2.1	10.7	20.9	27.3	26.2	12.8
School avg 2015-2017	3.3	9.9	20.9	26.1	25.6	14.3

Percentage in bands:
Year 7 Writing



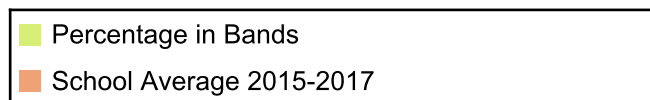
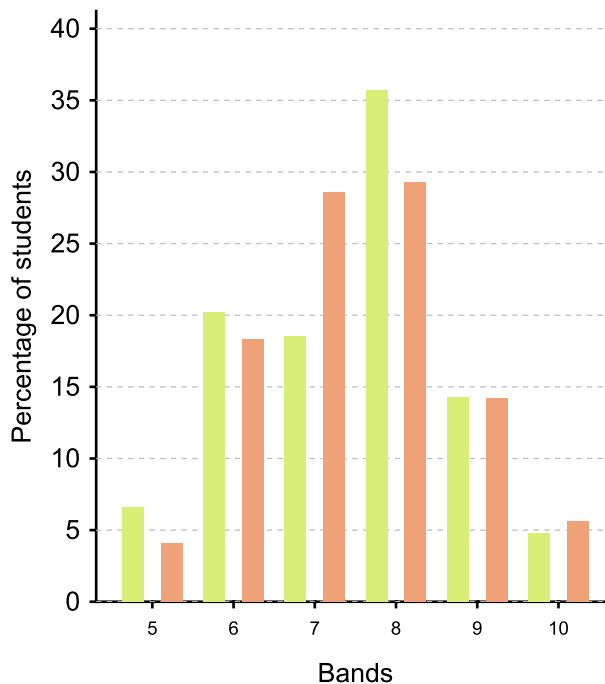
Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	7.0	15.5	30.5	31.0	12.3	3.7
School avg 2015-2017	3.4	16.7	31.2	30.3	13.3	5.2

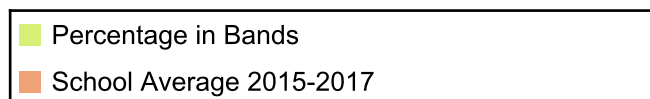
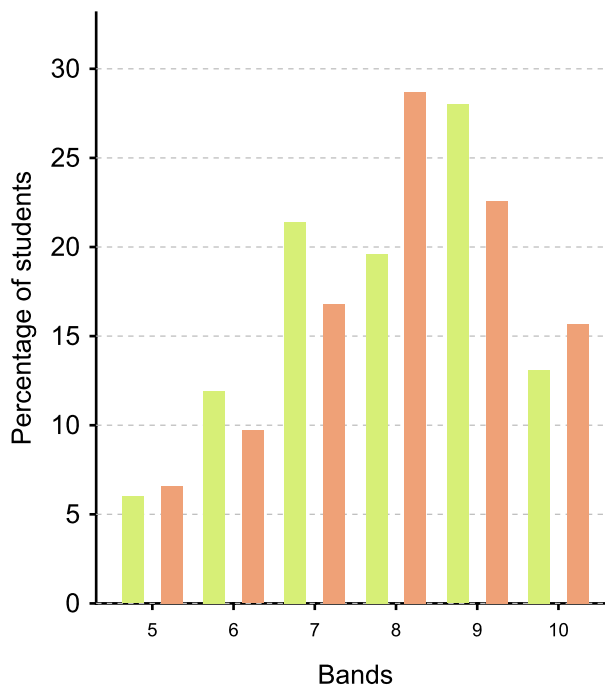
Band	4	5	6	7	8	9
Percentage of students	12.4	23.2	34.1	17.3	11.9	1.1
School avg 2015-2017	10.3	22.1	35.7	20.7	9.8	1.2

Percentage in bands:
Year 9 Reading

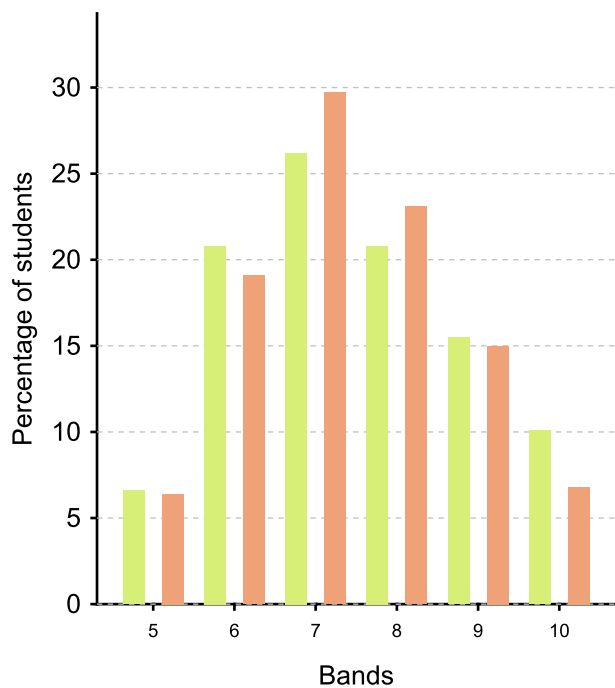


Band	5	6	7	8	9	10
Percentage of students	6.6	20.2	18.5	35.7	14.3	4.8
School avg 2015-2017	4.1	18.3	28.6	29.3	14.2	5.6

Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

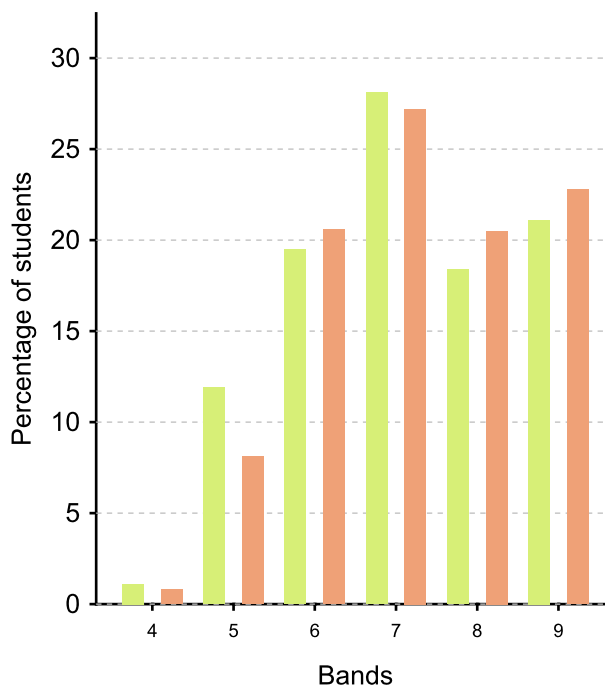


Band	5	6	7	8	9	10
Percentage of students	6.6	20.8	26.2	20.8	15.5	10.1
School avg 2015-2017	6.4	19.1	29.7	23.1	15.0	6.8

Band	5	6	7	8	9	10
Percentage of students	6.0	11.9	21.4	19.6	28.0	13.1
School avg 2015-2017	6.6	9.7	16.8	28.7	22.6	15.7

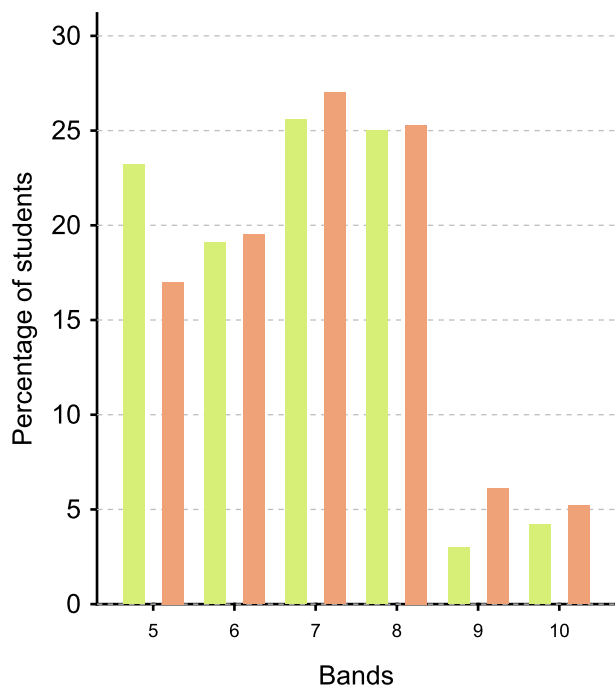
Year 9 have achieved below national minimum standard compared to the state average which was 3%.

Percentage in bands:
Year 7 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 9 Writing



■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	23.2	19.1	25.6	25.0	3.0	4.2
School avg 2015-2017	17.0	19.5	27.0	25.3	6.1	5.2

Band	4	5	6	7	8	9
Percentage of students	1.1	11.9	19.5	28.1	18.4	21.1
School avg 2015-2017	0.8	8.1	20.6	27.2	20.5	22.8

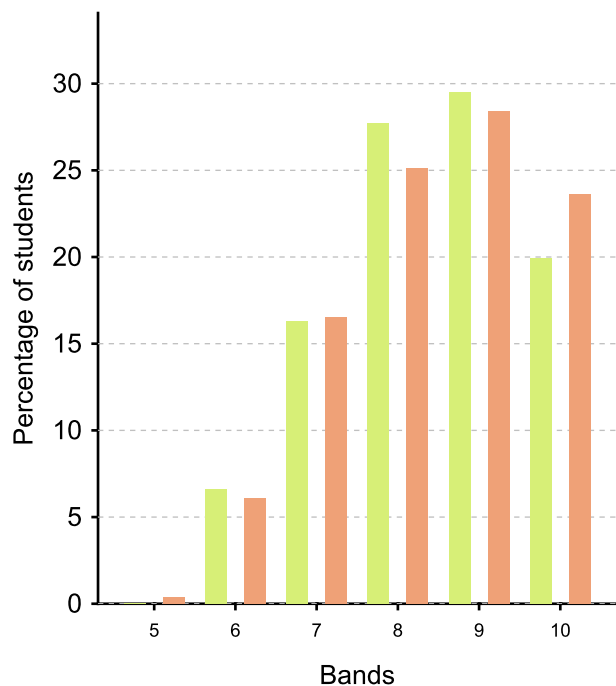
The outstanding numeracy skills of the Homebush community continue to be demonstrated in the graph and table below. It appears that Homebush students started with strong numeracy skills and the school's programs added significant growth to the students' strengths in these areas.

Year 7 and 9 Numeracy performances of 2017 at Homebush Boys High School were well above State Average. Thirty nine percent – 39 % of Year 7 students have achieved at proficiency level means completing the top two bands (Bands 8 & 9), which was well above state average. Only two students of the total of 185 students in Year 7 have achieved below national minimum standard compared to the state average which was 5.1%.

More than 60 % of the Year 9 cohort achieved expected growth or better in numeracy. Forty nine percent – 49 % of Year 9 students have achieved at proficiency level means completing the top two bands (Bands 9 & 10), which was well above state average.

None of the students of the total of 166 students in

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	0.0	6.6	16.3	27.7	29.5	19.9
School avg 2015-2017	0.4	6.1	16.5	25.1	28.4	23.6

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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 2017 achieved a total of 335 Band 5 or 6 performances across 29 courses offered at Homebush Boys High School. Ibrahim Taha, the School Vice-Captain, received the Premier's All Rounder Award for achieving a Band 6 in all courses. There were 35 students in the Distinguished Achiever's Merit List. These students gained a Band 6 or E4 in one or more of the following courses: Ancient History, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Visual Arts, Legal Studies, Business Studies, Business Services VET, Biology, English Advanced, English Extension 1, Chemistry, History Extension, Japanese Beginners, Korean and Literature, Chinese and Literature, Chinese in Context, Economics, Tamil Continuers, Modern History, Studies of Religion I, Hospitality, Senior Science, Information Processes and Technology and Music I.

Parent/caregiver, student, teacher satisfaction

Homebush Boys high School uses results from the annual Tell Them From Me survey completed by students, staff and parents to measure satisfaction levels of all stakeholders. In 2017, 940 students completed the Tell Them From Me Survey from Years 7 to 12. This survey reported on ten measures of student engagement, categorised as social, institutional and intellectual engagement. 83% of students at Homebush Boys High School reported a high sense of belonging with 75% of students recording positive relationships with their friends as people they can trust who encourage them to make positive choices. 57% of students reported being intellectually challenged and engaged with 67% of students recorded high levels of interest and motivation in learning and extra curricular activities. 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, wellbeing and sporting needs for all Aboriginal students are also met by the School's use of Norta Norta funding. The School developed individual learning plans for 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 2017, five students identified as having Aboriginal heritage. The school has undertaken a program of activities to ensure that the students' heritage is acknowledged and celebrated and that everyone in the school has an increased awareness of Aboriginal culture.

In Term 1, the school supported an Aboriginal student to attend the AECG STEM camp at Port Hacking. The Great Book Sale 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. For NAIDOC week the school organised a cultural performance by Fred Reid – ‘Let’s Bridge the Gap’. Fred spoke on the history of his people and of the Daingattie tribe’s traditional way of life and demonstrated dances, artefacts, didgeridoo as well as the design and symbolism of dress and body-paint. 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. In 2017 History introduced a new school-designed topic for Year 8 on the ‘Age of Exploration’ that includes a case study of the effects of British colonisation on Aboriginal people in the nineteenth century.

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 and Ramadan Iftar evening. Programs such as Peer Support, 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 for Learning strategies 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 intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.

The school has two trained Anti-Racism Contact Officers (ARCOs), who are the contact point for students and teachers with concerns regarding racial discrimination. In 2017 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 addressed issues via the school assembly and promoted intercultural understanding through recognition of Harmony Day.

The school has an allocation of five committed EAL/D 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. We also run a program for Refugee students, co-ordinated by a designated teacher. The school held Multicultural Day on July 21 2017, embracing cultural diversity with a whole-day extravaganza that included a formal assembly, cultural performances and food stalls.