

Homebush Boys High School

Annual Report



2018



8151

Introduction

The Annual Report for 2018 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.

Kevin Elgood

Principal

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Message from the school community

During 2018, the P&C has been represented at key school events. These include the 2018 Year 7 Orientation and Welcome event (including pop up shop); Ramadan / Iftar Dinner; the Year 12 Graduation. A number of parents also supported the Multicultural Day held at the school.

The P&C has continued involvement in key decision-making within the school and advocated on behalf of the school to the NSW Government. The School Council contributed to the development of the school plan and a number of parents have participated in staff selection processes. Throughout the year the P&C raised issues with the school executive. As an example, the P&C asked for a review of sports uniforms for representative teams.

In 2018, the P&C launched a public campaign for an upgrade of the school's facilities. A key feature was the launch of a petition to the NSW Legislative Assembly. Well over 2,000 signatures were collected in just 3 weeks. The petition was tabled by Jodi McKay MP, Member for Strathfield on November 21, 2018. Since that time a number of major capital works have been completed at the school.

The P&C met eight times during the year discussing a number of special topics such as *Student Well-Being Framework*; *HBHS Literacy & Numeracy Strategy*; and *Careers Advice at HBHS*. The P&C has continued to raise funds for the school – securing a number of grants. These included: \$20,000 to install outdoor seating; \$46,466 for a water safety program for students from disadvantaged and refugee backgrounds and a further \$5,000 to buy a ball machine for the sports program.

The P&C has continued to support the Strathfield Council Citizenship Ceremony, providing catering for six suppers in 2018. The P&C with the help of student leaders has continued to provide this valuable service – role modeling great community service and leadership.

School background

School vision statement

At Homebush Boys High School we strive for excellence and equity in the education and development of young men. This ethos is reflected in the school motto, Recte et Fortiter, which translates to "upright and strong".

Homebush Boys School remains committed to ensuring student personal and academic growth and developing strong, independent and future focussed learners.

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, with over 90% of students from a language background other than English. More than 50 cultural and language backgrounds are represented in our school population.

Our school staff of over 85 teachers is experienced and committed to engaging boys in meaningful learning experiences. Strong HSC results and 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. Our students actively engage in many community initiatives and volunteering programs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

Quality Teaching—Quality pedagogy for every student in every setting.

Purpose

To develop teacher capacity in line with the Australian Teaching Standards to develop rich and engaging teaching programs. To support teachers to design and develop innovative assessment tasks and seek consistent and visible reporting and feedback practices.

Overall summary of progress

School structures and practices continue to support the highest standards of teaching, through ongoing professional growth and the sharing of expertise within KLAs and across the school. An ethos of high challenge and high support underpins all teaching, with consistently high-quality assessment practices, integrated into teaching and learning programs catering for the learning needs of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of staff seeking higher levels of accreditation at HAT, Lead level.	Beginning Teaching Funds—\$34 355	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 wishing to pursue accreditation at HAT or LEAD level
Improved number of teachers engaging in collaborative practice and feedback.	TPL—\$ 10 000	TTFM survey data highlighted a need to address greater opportunities for staff to engage in collaborative decision making and feedback. The School's TEAMs structure allows staff to participate in school, student and community decision making on policies, events and initiatives.
Improved percentage of staff identifying student-learning needs and using student data to guide whole school teaching and learning focus.	RAM Funding – \$45 600	Funds are allocated to employ extra School Learning Support Officers (SLSOs) to help students meet English Language proficiency benchmarks. 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.
Increased parent school communication on how to improve student learning outcomes.	Information Nights School Curriculum and Subject Selections— \$5500	Parents are encouraged to participate in subject selection evenings and parent and teacher meetings to address student learning needs and future learning goals. This information is promoted through the School's website and individual contact with parents via email and letters sent home with students.

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 established in 2018 and will continue to address student teaching, learning and assessment needs in light of the DoE Literacy and Numeracy strategy. A whole school focus on effective teaching strategies to support continued growth in NAPLAN and HSC results remains the highest priority for improved student performances.

Strategic Direction 2

Quality Learning—Catering for the needs of all students through sustained and differentiated programs.

Purpose

To cater for the needs of all students through sustained engagement and differentiated programs. To provide opportunities for student growth and model high expectations to improve student learning outcomes.

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 goals 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 the state average in Bands 5 and 6. The continued success of the schools' learning partnerships has been supported by the following programs – Positive Behaviour for Learning practices and Bushy Boy Behaviours, Linkages Program with the Marie Bashir Public School, Transition and Reading Program with Hoembsuh Public 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
Increased program differentiation and assessment feedback is evident across all KLAs.	TPL – 55 000	All staff are experienced at differentiating programs to cater for individual student learning needs. Program development is evident in all KLAs and allows for effective feedback that aligns with course , assessment and reporting outcomes
Increased explicit literacy and numeracy strategies in all learning programs.	Integration Funding– \$112 205 RAM Funding– \$35 000	In 2018, the School employed a Literacy and Numeracy consultant who works closely with all executive and teaching staff to ensure that the School's literacy and numeracy focus areas are evident in all learning programs.
Increased awareness and engagement in the PB4L behaviours by staff and students.	Flexible Wellbeing– \$47 172	Continued strong progress has been made with a whole school Positive Behavior for Learning focus. The Positive Behaviour for Learning Team (PB4L) continues to collect data to measure and support baseline behaviors at school from staff, students and parents. There has been a marked increase in positive entries and a decrease in negative entries in SENTRAL in 2018.

Next Steps

The consistent whole school approach of the Positive Behaviour for Learning program (PB4L) together with the continued success 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 Policy and alternate educational pathways.

Strategic Direction 3

Quality Leading—Creating opportunities that inspire personal growth and excellence for staff and students.

Purpose

To provide students with and inspire them to take up leadership roles within the school and the local community and see the value of these roles within the positive school community. To provide staff with quality teacher development opportunities that foster their leadership capabilities. To promote staff as leaders within a positive workplace professional learning school culture. To recognise, encourage and develop leadership in the context of the classroom, whole school and broader educational environment.

Overall summary of progress

Student personal growth and excellence is at the heart of all teaching and learning practices at Homebush Boys High School. Students excelling in academic, sporting, public speaking, music, and the arts are encouraged and supported through a range of school and community programs. Staff Professional growth is addressed through 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
Increased student participation in extra curricular activities.	Duke of Edinburgh— \$1406 Public Speaking – \$723 Debating— \$751 Art Smart – \$1050	Student increased participation in extra curricular activities provides a platform for leadership across KLA specific extension programs. Extension programs are offered to all students. Student participation in these programs is supported by trained staff.
Increased support processes for new and beginning teachers to Homebush Boys High school. Improved structure of the Second in Charge (2IC) program to support staff leadership across faculty, team and whole school roles.	TPL – \$2000	All KLAs have a structured 2IC program that allows staff to develop leadership skills and capacity. The School actively encourages TEAM and whole school leadership roles that align with the School's strategic directions. TPL funds are allocated to provide support structures for all staff to successful transition and fulfill leadership roles across the School.
Increased opportunities for student and staff participation in community initiatives that foster leadership skills.	Student Leadership— \$456 Staff Leadership – TPL \$5550	Staff participation in the Transition programs with Homebush Public School and Marie Bashir Public School is promoted and evaluated annually. Student participation in the Homebush Public School Reading Buddies Program provides an opportunity for students from all year groups to foster their leadership skills and build relationships with our feeder school students.

Next Steps

Homebush Boys High School will continue to foster and provide opportunities for all staff and students to build their leadership skills both in and out of the classroom. All opportunities are evaluated to ensure they meet the needs of staff, student and community teaching and learning priority areas. The PB4L focus has ensured a renewed emphasis of the School's values and Safety, Learning and Respect behavioural expectations. 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 parent publications, the school's website, the school magazine, Facebook and Twitter feed.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>HSC Minimum Standards online testing data</p> <p>SENTRAL Wellbeing Data</p> <p>Faculty Assessment Data</p> <ul style="list-style-type: none"> English language proficiency (\$ 1500.00) English language proficiency (\$1 500.00) 	<p>All students were supported to access the requirements of the HSC minimum standards. Over 87% of students achieved the required HSC minimum standards in 2018.</p> <p>The School's PB4L Data reflects improvements in student engagement. This is highlighted in a 45% reduction in the number of SENTRAL Wellbeing negative incidents recorded. Measured improvements in student engagement and course performances and assessment outcomes are measured in a 67% reduction in the number of N-Warning letters for Stage 5 and 6 courses.</p>
Quality Teaching, Successful Students (QTSS)	<p>TPL</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$ 6000.00) Quality Teaching, Successful Students (QTSS) (\$6 000.00) 	<p>All staff comfortably undertake a program of classroom observations and feedback as part of the annual PDP process. Staff have been trained in the difference between judgment and observation. Lesson observations are discussed at the teacher, executive, and senior executive level.</p>
Support for beginning teachers	<p>Beginning Teacher Accreditation documents. Accreditation evidence documents.</p> <ul style="list-style-type: none"> Support for beginning teachers (\$ 1000.00) Support for beginning teachers (\$1 000.00) 	<p>All beginning teachers are supported to meet accreditation needs and all staff are encouraged to actively seek professional learning to meet mandatory accreditation requirements.</p>
QAR	<p>Quality Assessment and Reporting Schedules</p> <ul style="list-style-type: none"> Reporting Coordination (\$2500.00) 	<p>The School's Assessment and Reporting needs are successfully maintained by executive staff and the whole school Assessment and Reporting Team. The Reporting Team ensures that all student reporting needs are met in due time and that all student reports provide an accurate account of student achievement and strategies for future student academic growth.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	1156	1138	1137	1095
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	2015	2016	2017	2018
7	93.4	95.1	93.6	94.3
8	94.1	92.7	93.2	92.7
9	93	93	91.1	93.2
10	91.2	91.6	89.7	88.9
11	90.5	91.6	90.7	90.5
12	91.8	91.3	88.4	89.9
All Years	92.2	92.5	91.1	91.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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 Student Wellbeing Team, Administrative Staff and Classroom Teachers to ensure that student attendance is a priority. Attendance concerns are followed up with parents and students and the Home School Liaison Officer promptly. This

process has seen the school attendance rate increase by 0.5% while the state average has decreased by over 1%. In 2018 we had a vast number of students apply for leave for travel overseas and for participation in domestic and overseas sporting programs.

Retention Year 10 to Year 12

In 2018, Homebush Boys High School had a 96% 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 2018 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	1	3
Employment	2	10	10
TAFE entry	4	2	15
University Entry	0	0	92
Other	0	15	2
Unknown	0	0	2

Over **92%** of our 2018 Year 12 cohort successfully transitioned into 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 2018 are: C'sant Bhushal who achieved an outstanding ATAR of 98.35 and was named Dux for 2018, C'sant is currently enrolled to study Bachelor of Combined Commerce at UNSW. Suleyman Ersan attained an ATAR of 98 and has enrolled in a Bachelor of Advanced Maths (Hons) and a Bachelor of Science (Computer Science) at UNSW. Our outgoing School Captain, Fawad Faheem, Vice Captain Christopher Kadamani and Senior Prefect Ethan Tiah also performed exceptionally well, scoring the following ATARS 96.35, 97.05 and 95.05 respectively. Fawad and Christopher are pursuing a Bachelor of Physiotherapy degree at USYD, while Ethan is pursuing a Bachelor of Engineering (Hons) at USYD.

Across the cohort, there are 64 students who are on the Distinguished Achievers, that is, they have scored a Band 6 in one or more subjects.

We had over 25% 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. We have also been informed that 4 of our students got a scholarship at UNSW and many others successfully gaining Early Entry into various universities throughout NSW.

From our 2018 cohort, students pursued degrees in a broad range of areas, the most popular ones identified as Health / Medical Science, Engineering, Construction, and Business or Economics.

Others are studying at TAFE or Private Colleges in the IT, Construction, Health Sciences or Business fields and some are planning to do further study at a university in 2020. A few of our students have opted to step outside their comfort zone by taking 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 2020.

Our students have embraced the opportunities that life has to offer and will continue to thrive. They 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 2018 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 2018 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, Events Management, Financial Services, Design Fundamentals and Primary Industry.

At Homebush Boys High School, the following vocational education courses were offered: Business Services, Construction, Hospitality (Kitchen Operation) and Sport Coaching. Approximately 40% of the Year 12 students successfully completed the vocational courses and attained Industry qualifications.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, a total of 184 students completed the Year 12 at Homebush Boys High School. Of these, 95% achieved the award of the Higher School Certificate. The remainder completed mandatory qualifications in

vocational education courses.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	55.2
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	5
School Counsellor	1
School Administration and Support Staff	12.97
Other Positions	1

*Full Time Equivalent

All teaching and non-teaching staff are employed to meet the needs of a timetable that caters for the number of students at Homebush Boys High School and student individual learning needs.

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	5

Professional learning and teacher accreditation

The School Professional Learning funds are managed equitably to ensure that teacher accreditation needs are met and all staff are successfully working towards their 5 year accreditation plans. The School has ensured that all New Scheme Staff have a mentor and time is allocated to review, reflect and plan internal and/or external professional learning opportunities. The demands of the NESA Teacher accreditation program are suitably catered for by the Building Teacher Capacity Team.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	735,476
Revenue	12,666,552
Appropriation	11,363,342
Sale of Goods and Services	449,935
Grants and Contributions	767,516
Gain and Loss	0
Other Revenue	73,188
Investment Income	12,571
Expenses	-12,579,458
Recurrent Expenses	-12,579,458
Employee Related	-11,032,427
Operating Expenses	-1,547,031
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	87,094
Balance Carried Forward	822,570

The opening balance for the 2018 financial year is displayed in the SAP/SALM table. The financial summary table information is as accurate as 31 December 2018.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	9,840,152
Base Per Capita	219,861
Base Location	0
Other Base	9,620,291
Equity Total	853,378
Equity Aboriginal	2,603
Equity Socio economic	74,945
Equity Language	576,424
Equity Disability	199,407
Targeted Total	84,036
Other Total	160,145
Grand Total	10,937,712

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7 Literacy

In the Reading test (Comprehension), Year 7 showed an average growth of 48.4 points compared to State growth of 46.2 points. 16.50% of the students achieved the top two Bands (Band 8 and Band 9). Year 7 performed well in the Spelling test, 31.34% of students achieving proficiency standard (top two bands, Band 8 and Band 9) with an average growth of 50.36 points

compared to state growth of 51.17. In the Grammar and Punctuation test, 6.47% of the students achieved top Band of 9 while another 15.42% achieved Band 8 and students showing an average growth of 52.02 points compared to State average growth of 34.81 points. Writing seemed to be the most challenging area with only 0.50% achieving top Band of 9 and a further 5.50% achieving Band 8. The school has achieved above the state with 39.98 points average growth compared to state with 34.81 points.

Year 9 Literacy

In the Reading test (Comprehension), Year 9 showed an average growth of 62.05 points compared to State growth of 44.60 points. 15.91% of the students achieved the top two Bands (Band 8 and Band 9). Year 9 performed well in the Spelling test, 31.25% of students achieving proficiency standard (top two bands, Band 8 and Band 9) with an average growth of 53.42 points compared to State growth of 34.26. In the Grammar and Punctuation test, 6.25% of the students achieved top Band of 10 while another 19.32% achieved Band 9 well above the state result of 15.44% and students showing an average growth of 53.42 points compared to State average growth of 34.37 points. In Writing, Year 9 showed an average growth of 53.70 points compared to State growth of 34.26 points. 11.94% of the students achieved the top two Bands (Band 9 and Band 10).

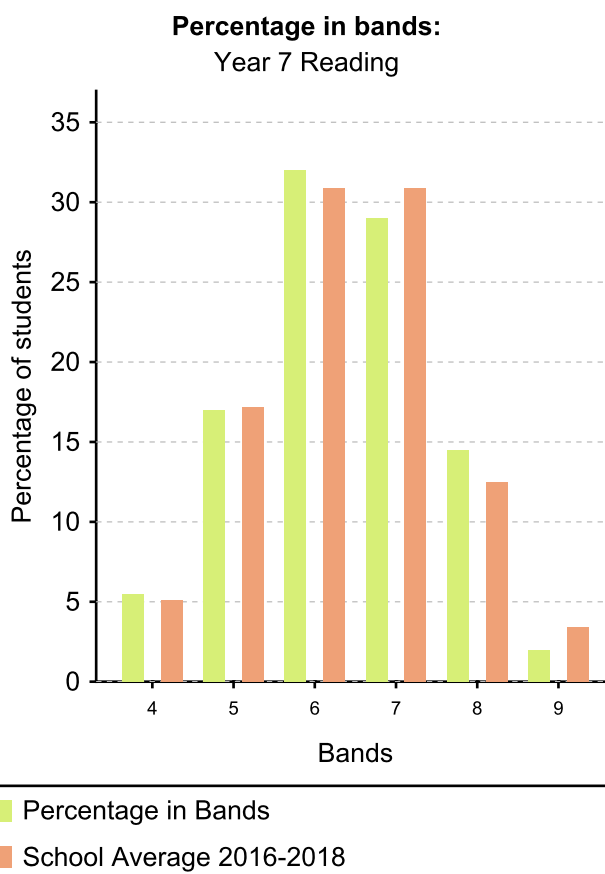
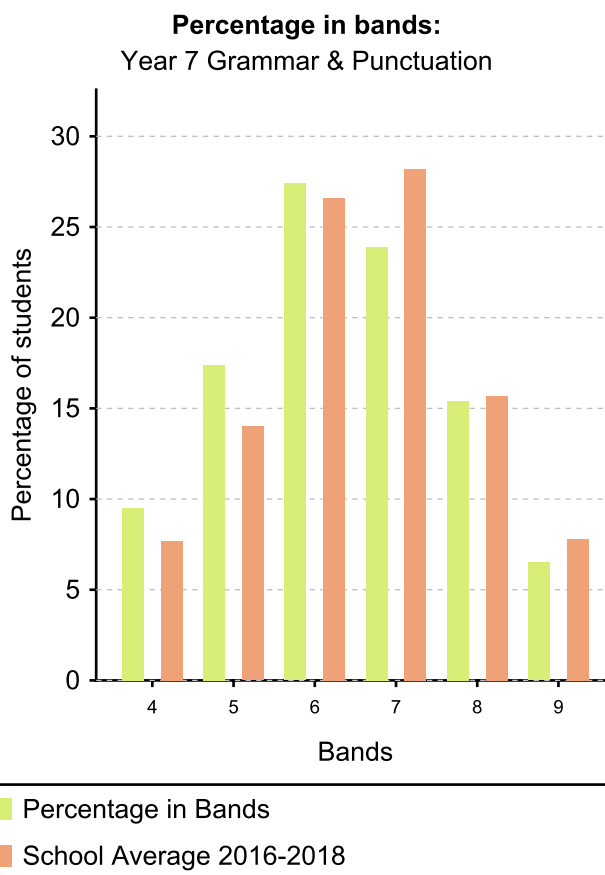
Individual student analysis showed targeted student groups achieving above expectations due to the school's focus on the explicit teaching of literacy techniques, the before and after school Literacy classes and the use of the MultiLit Reading and Comprehension Program for students with identified literacy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

About thirty Year 8 students who did not meet the minimum standard in at least one mode during Year 7 NAPLAN, were withdrawn and given intensive Literacy strategies. The students worked in small groups.

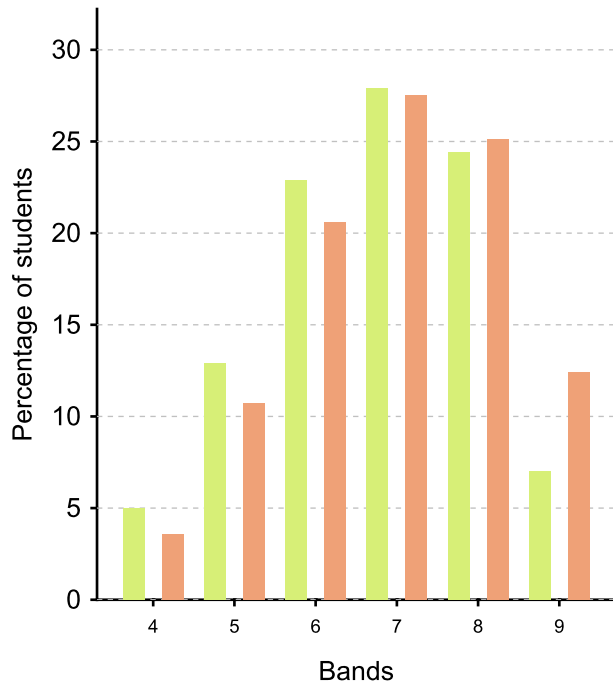
Also, all Year 7–9 were enrolled in WordFlyers, an online Literacy course.

In Numeracy a group of students who did not meet the HSC minimum standard required level have been given extra support in class. A very thorough program has been designed for them to practice with previous papers as individuals and groups.

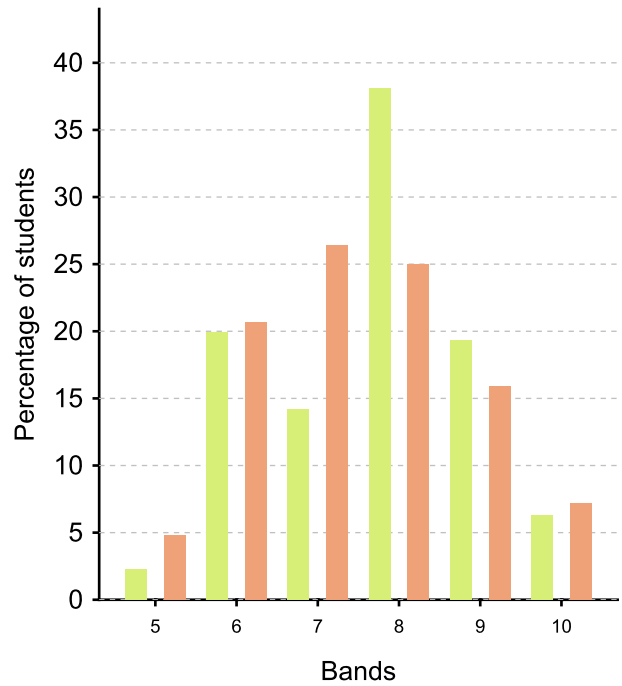
In order to further support the literacy and numeracy development of students, the school will continue to utilise Teaching English Literacy Learners (TELL) through Faculty Literacy Expert Advisers (FLEA) and will implement the Literacy and Numeracy Improvement Strategy (LANIS) in 2019. This project 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.



Percentage in bands:
Year 7 Spelling



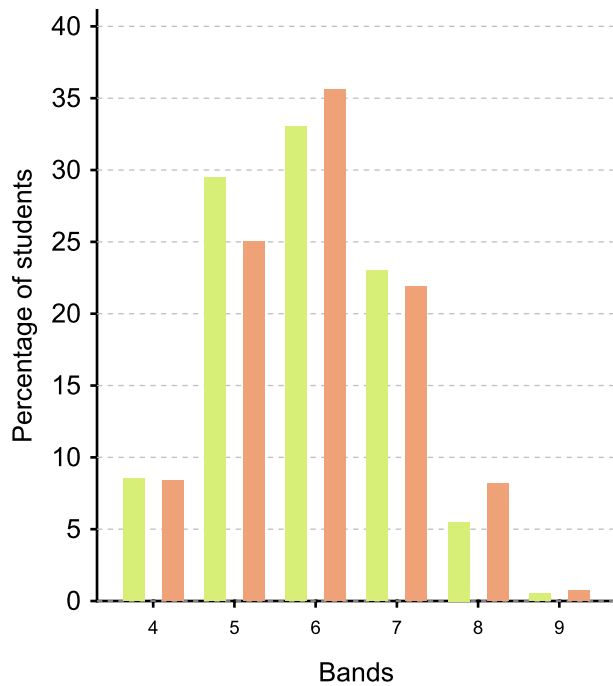
Percentage in bands:
Year 9 Grammar & Punctuation



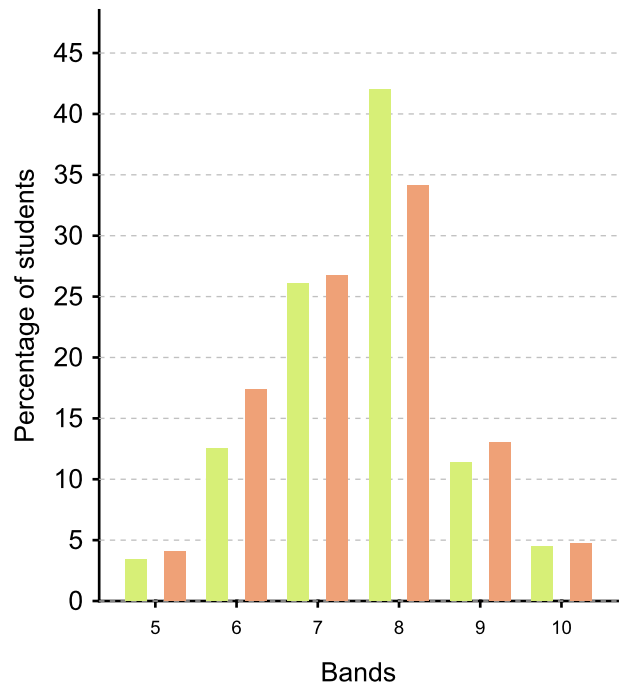
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing



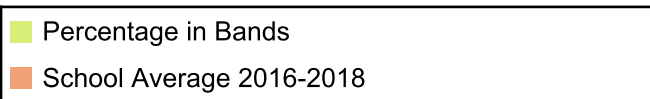
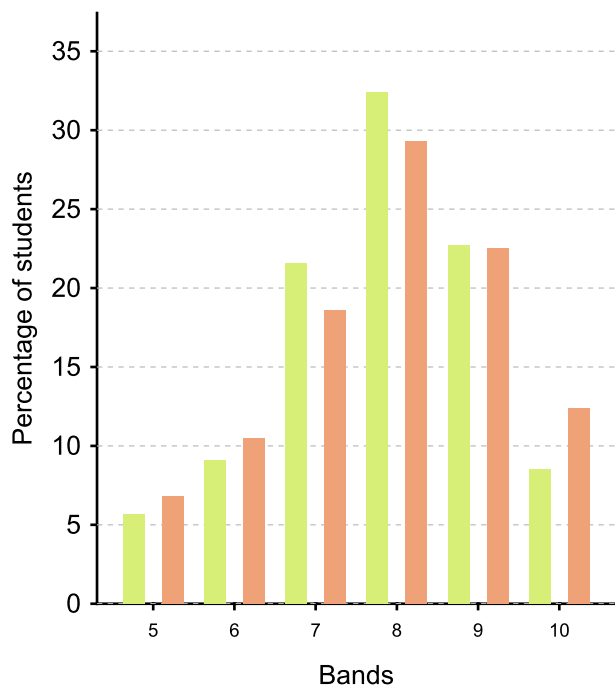
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

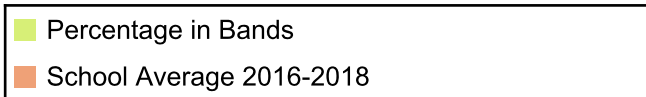
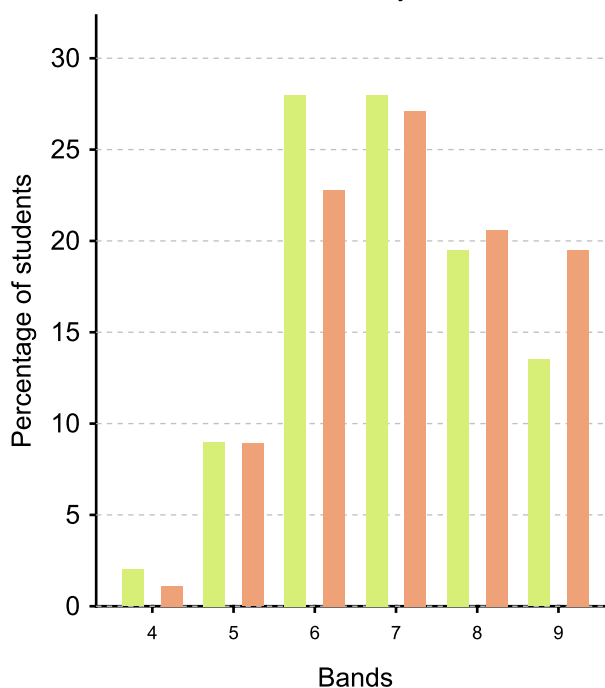
Percentage in bands:
Year 9 Spelling



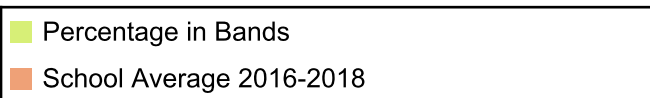
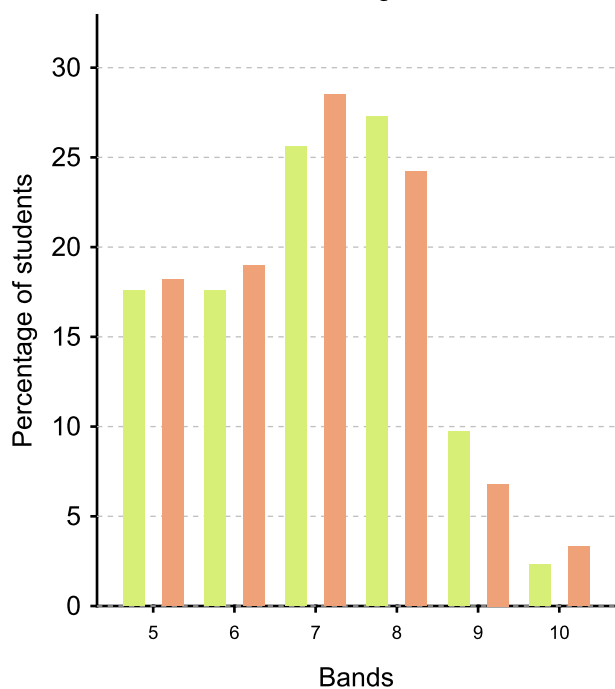
average. Year 7 showed an average growth of 60.97 points compared to state average growth of 53.80 points. 33% of the students achieved the top two Bands (Band 8 and Band 9). Four students of the total of 200 students in Year 7 have achieved below national minimum standard compared to the state average of 3.24%.

Year 9 showed an average growth of 55.23 points compared to state average growth of 47.00 points. 48.86% of the students achieved the top two Bands (Band 9 and Band 10). One student of the total of 176 students in Year 9 have achieved below national minimum standard compared to the state average of 3.52%.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing

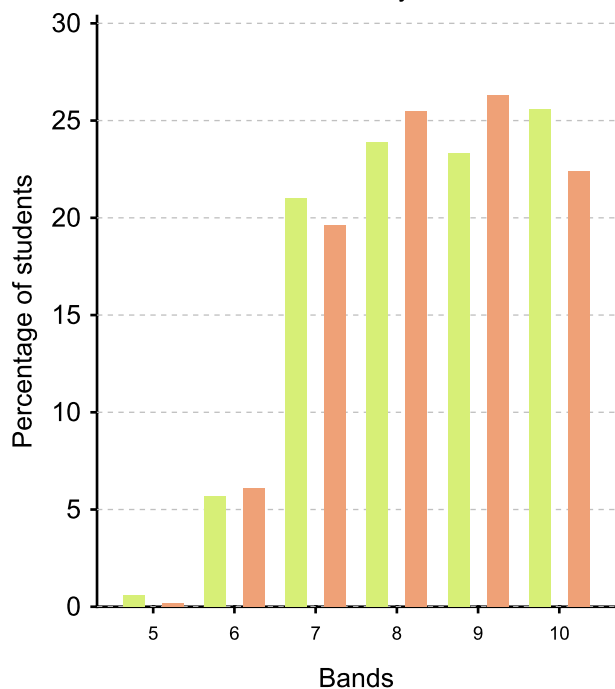


Year 7 & 9 Numeracy

Homebush school community continues to demonstrate outstanding numeracy skills and this can be seen in the graphs and information below..

Year 7 and 9 Numeracy performances of 2018 at Homebush Boys High School were well above the state

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

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.

NAPLAN requirements are monitored by the School's Literacy and Numeracy consultant. All staff are trained in delivering quality lessons that address the literacy and numeracy needs of all students.



Higher School Certificate (HSC)

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

Across all courses, the Year 12 class of 2018 achieved the school's best results in at least five years, with 44% of all bands awarded being Bands 5 and 6 (the highest two bands), and only 7% of all bands being Bands 1 and 2 (the lowest two bands). School average course

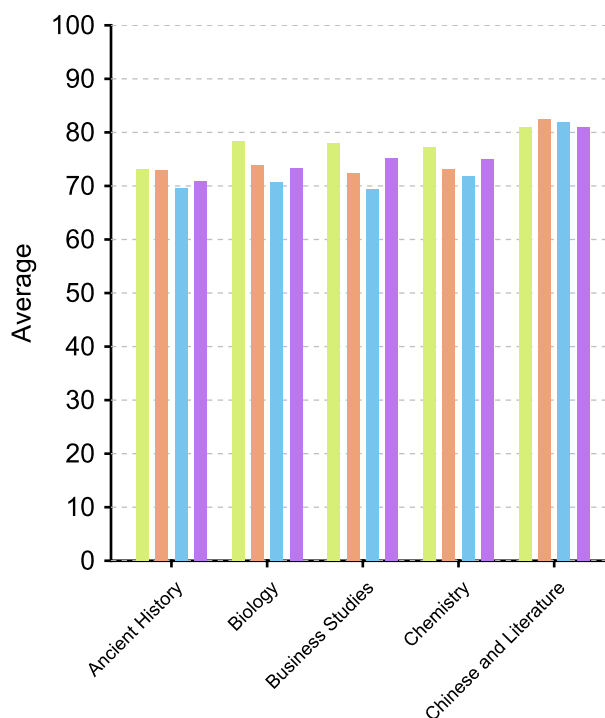
performance, over 35 courses, was above both State and Similar School Group (SSG) levels.

Individual courses which recorded results well above State average included Senior Science, Engineering Studies, English Standard, Software Design & Development, Biology, Business Studies, Biology, Economics, English Advanced, and Music. Across the school, there were 64 placements in the Distinguished Achievers' Merit List (students who scored Band 6 in one or more courses).

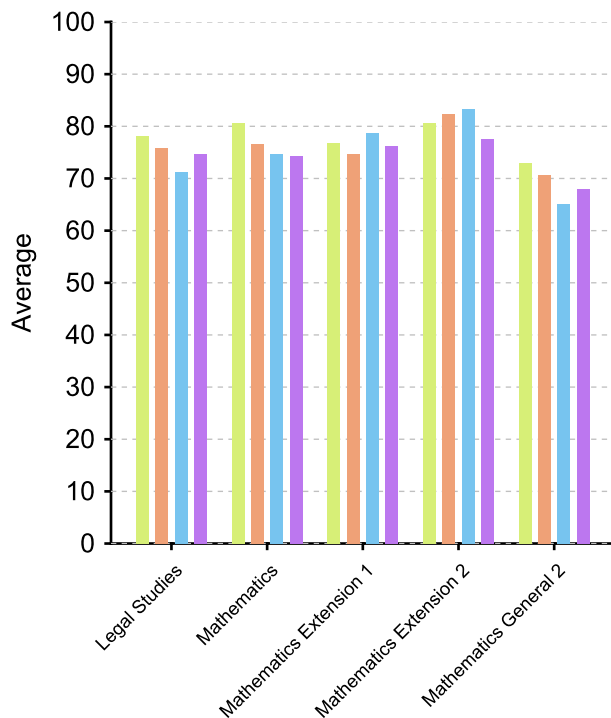
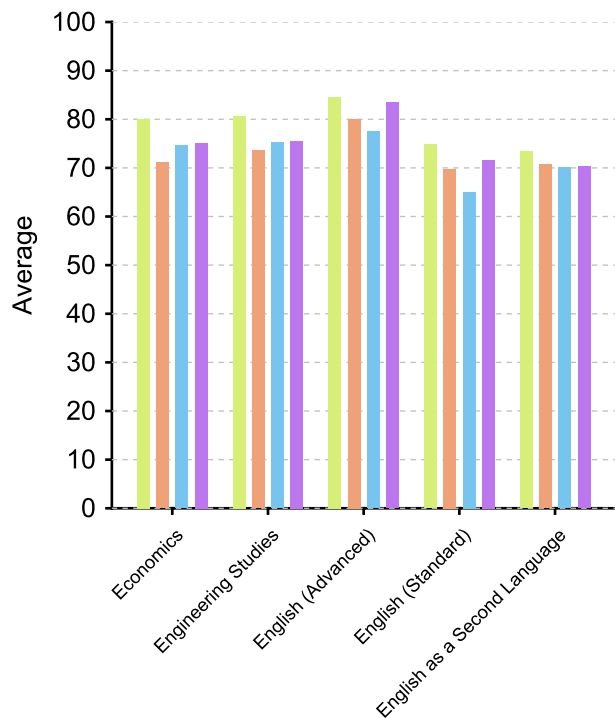
Congratulations are due to the student cohort which achieved these outstanding results, and to the teachers who taught them.

While gratified at these performances, the school's focus is on continuing growth trends in its exit results. These trends include minimizing scores in the lowest two bands, through systematic follow-up of underachievement; also, increasing the proportion of students achieving Band 6 (the highest band). Across-school programs are being put in place to ensure these trends continue in future years.

Further analysis of the school's 2018 HSC performance will take place following release, later this year, of school growth data. This data outlines growths of the high, medium and lower-performing student groups in the final three years of secondary schooling.

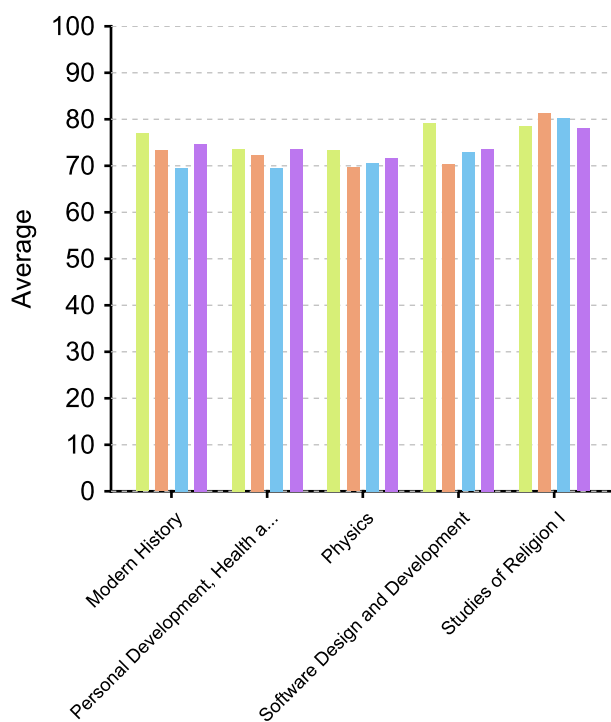
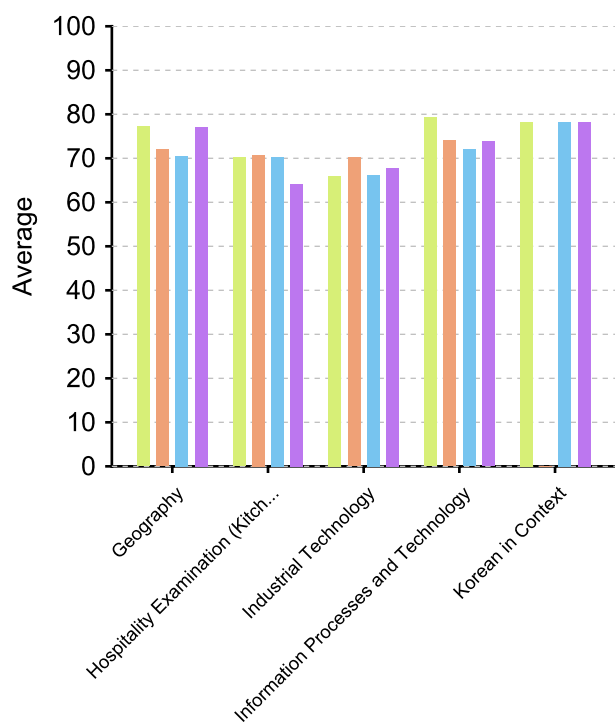


School 2018 SSSG Average 2018
State Average 2018
School Average 2014-2018



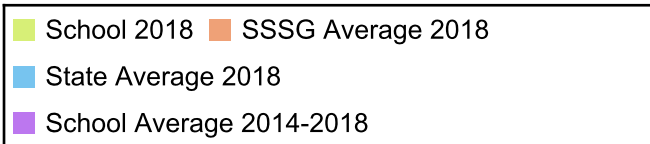
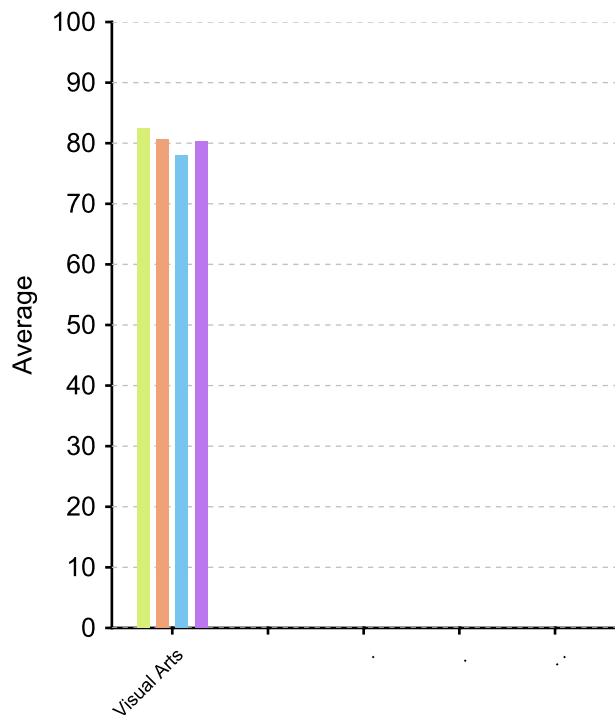
■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



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 2018, 890 students completed the Them From Me Survey from Years 7 to 12. This survey reported on ten measures of student engagement, categorized as social, institutional and intellectual engagement. 78% of students at Homebush Boys High School reported a high sense of belonging with 82% of students recording positive relationships with their friends as people they can trust who encourage them to make positive choices. 67% of students reported being intellectually challenged and engaged with 78% of students recorded high levels of interest and motivation in learning and extracurricular 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 extracurricular opportunities available to all students at Homebush Boys High School.



Policy requirements

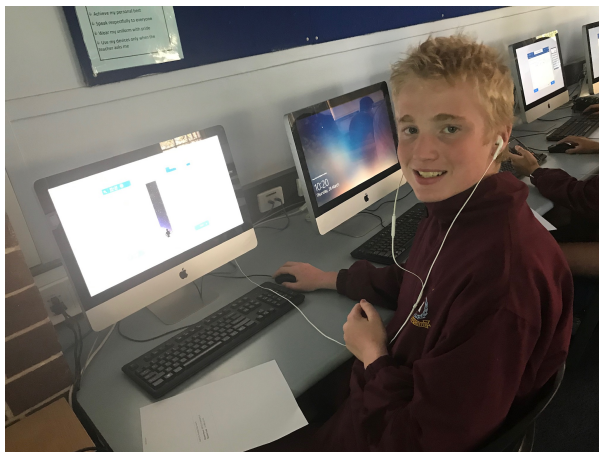
Aboriginal education

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 personal 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 2018, four 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 increased awareness of Aboriginal culture.

The Great Book Sale is a yearly event organized 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 recognized in the school. For NAIDOC week the school organized 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, artifacts, 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 acknowledgment 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.

Homebush Boys High School ensures that all 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, the Linkages Program, and the Study Skills program 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 communal 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 one trained Anti-Racism Contact Officers (ARCO), who is the contact point for students and teachers with concerns regarding racial discrimination. In 2018 the ARCO dealt with only a few instances of racist language. Students referred to the ARCO were counseled and all issues were resolved effectively within the school. The ARCO 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, coordinated by a designated teacher. The school held Multicultural Day on June 22 2018, embracing cultural diversity with a whole day extravaganza that included a formal assembly, cultural performances, and food stalls.