

2020 Annual Report

Homebush Boys High School



8151

Introduction

The Annual Report for 2020 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.

School contact details

Homebush Boys High School
Bridge Rd
Homebush, 2140
www.homebushbo-h.schools.nsw.edu.au
homebushbo-h.school@det.nsw.edu.au
9764 3611

Message from the principal

Our philosophy is to provide all students with the opportunities to achieve their personal best. The school community is committed to the pursuit of excellence for all students while fostering responsible young men who are encouraged and supported to make a difference in our society.

I am extremely proud of the achievements of the school community where quality education is delivered in a caring and inspiring environment.

Kevin Elgood

Principal



School vision

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 focused 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 1100 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increased number of staff seeking higher levels of accreditation at HAT, Lead level.

Improved number of teachers engaging in collaborative practice and feedback.

Improved percentage of staff identifying student-learning needs and using student data to guide whole school teaching and learning focus.

Increased parent school communication on how to improve student learning outcomes.

Progress towards achieving improvement measures

Process 1: Accreditation Initiatives

The implementation of professional learning and systemic management of leadership through professional dialogue. The development of staff seeking accreditation at higher levels-HAT and Lead.

Executive team is professionally developed in managing and supporting the Maintenance of accreditation for their staff.

Evaluation	Funds Expended (Resources)
The Building Teacher Capacity Team facilitated and supported the delivery of the Staff Induction Program in 2020. Part of the induction program was a tailor-made sequence of workshops to support staff in gaining and maintaining their accreditation, as well as seeking higher levels of accreditation (Highly Accomplished and Lead Teacher Accreditation). As a result of the support provided through the workshops, four teachers were successful in attaining their Proficient Teacher Accreditation. Beginning Teacher Funds were utilised to support staff in release time, targeted professional learning and mentoring. Workshops were also delivered to staff seeking higher levels of accreditation. During these workshops, staff gained a better understanding of the process, evidence required and how to annotate the evidence against the Standards.	Documentation and assistance from DP and Head Teacher of the faculty. Some beginning teacher funding was utilised for new teachers to gain accreditation at proficient level. Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$20015.40)

Process 2: Quality teaching project

A whole school approach where teachers focus on professional dialogue and pedagogy through negotiated observations to improve professional knowledge and practice.

Evaluation	Funds Expended (Resources)
The Professional Learning Team identified a new online priority for implementation of the Quality Teaching Project, as the original priority area had to be changed due to the COVID-19 pandemic restriction. A new project focused on teaching and learning highlighting best practice in providing students with effective feedback. Staff were successful in transitioning to the new educational paradigm and used relevant technologies to provide ongoing diagnostic feedback to students via online tools.. The feedback provided staff with relevant information for them to be able to make modifications to content delivery as required to ensure achievement of	

Progress towards achieving improvement measures

course outcomes. Staff were able to develop a stronger understanding of the importance of relevant feedback to improve specific student learning outcomes. Executive discussions with classroom teachers regarding student feedback ensured there was consistency across all faculties of teacher practice in teaching and learning.

Process 3: Assessment & reporting

Review of school assessment and reporting and practices in each Key Learning Area. Clear and consistent whole school processes embedded that align with assessment and reporting practices.

Evaluation	Funds Expended (Resources)
<p>Integration Funding is allocated to employ additional School Learning Support Officers (SLSOs) to help students with specific learning needs. The School allocates funds aimed at meeting the needs of students from many different socio-economic backgrounds and ensures that all students have access to all areas of school life.</p> <p>The School has increased the lines of communication with parents to ensure that they are up-to-date with relevant information relating to attendance, behaviour and academic progress. The introduction of Sentral Parent Portal and Reporting has assisted in streamlining this communication, in addition to Subject Selection Evening, Parent Teacher Evenings, Year 7 Meet the Teacher and online updates through the Bush Bulletin and School Website. Parents have acknowledged the changes that have occurred and have provided positive feedback.</p>	<p>Integration Funding - \$115 510 (SLSO)</p> <p>ESL - \$555 569</p> <p>LaST - \$125 400</p> <p>RAM (Low SES) - \$87 155</p> <p>Sentral Reporting - \$16 000</p>



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.

Improvement Measures

Increased program differentiation and assessment feedback is evident across all KLAS.

Increased explicit literacy and numeracy strategies in all learning programs.

Increased awareness and engagement in the PB4L behaviours by staff and students.

Progress towards achieving improvement measures

Process 1: Differentiated learning programs

Teaching and learning programs are evaluated for differentiation strategies and assessment feedback opportunities.

Staff are implementing differentiation strategies to meet individual student needs.

Evaluation	Funds Expended (Resources)
<p>Differentiated teaching was implemented in lessons across all faculties and adjustments were made either with the content or the process used to ensure that learners at different starting points can receive the instruction they needed to engage and succeed in the learning process. Staff participated in a number of professional learning activities that highlighted appropriate teaching strategies to support improvement in literacy and numeracy. Students that were identified needing additional support were targeted for small group withdrawal support based on their results. The school data indicates that there has been growth in student literacy and numeracy skills. At the end of 2020, all students in Year 12 achieved HSC Minimum Standards.</p> <p>The school had a writing focus and in March, the school executive formally adopted ALARM as a program for delivery across the school, especially in the senior years. Executive were given update training during Term 2; the Term 3 School Development Day featured two sessions on staff ALARM training and resource-development, as well as presentation to Year 11 during that Term; and in Term 4, a joint ALARM project was embarked upon with Strathfield Girls' High School.</p>	\$10,000.00

Process 2: Literacy & Numeracy project.

A whole school approach to supporting students achieving at or above national minimum standards.

Evaluation	Funds Expended (Resources)
<p>The following summaries applied to the whole-school literacy & numeracy program.</p> <ul style="list-style-type: none">• Homework Help operates two afternoons per week, after-school supporting literacy and numeracy tutoring in the school library. Students have access to computers and online facilities as well as staff to support with additional learning needs in various key learning areas. Greatest attendance rates were recorded during Semester 1.• A whole-school program for Year 8 and 9 was implemented on a weekly basis providing additional literacy and numeracy skills exercises on a Google	\$102,000.00

Progress towards achieving improvement measures

Classroom platform where students could access material via computer in their homes or in the school Library. A school administrator posted new work each week, which was then completed and submitted by students. All work was automatically marked, and detailed feedback was provided for all students to improve their learning in areas identified requiring additional support. During the course of the program, parents were twice informed by letter about their sons' participation and average scores, and frequent student follow-up accompanied weekly submissions. The average completion of exercises over the first 10 weeks of the program in 2020 was approximately 80% of all posted work. A significant number of other students submitted work after the due date. This program has been extremely successful and will be continued next year.

- The Year 7 Accelerated Reader program was implemented in the Library, for two periods per week. Students were first assessed for reading levels, then matched with library books that matched those levels and interests. There was also a "virtual library" to choose from, and students were expected to borrow books, and continue their reading at home (20 minutes per night). At the end of each book, students completed a quick on-line assessment to see how much they had understood. The program generated reports to show how each student's reading levels were progressing. By the end of the year, 2,372 readers had been read, and comprehension quizzes taken, at an average of 12 per student. Students thoroughly engaged with the reading program and it will continue in the following year.

- The whole-school writing strategy commenced in Semester 2, one assessment task in each Year 8 and 11 course, each Semester, required extended writing. Students were prepared for these through practice exercises before each task, so they were clear about what they had to do. All writing was marked using the same marking scale across the school, and graded using the same standards. Students' writing grades in each subject (A-E) were shown on their Semester reports. In 2020, writing grades (A-E) appeared on all Year 8 reports in each of Semester 1 & 2. Students were requiring additional support were identified through this program and intervention strategies were implemented. Checks of faculty writing folders indicated the need for a greater emphasis on modelling-activity delivery, and on collaboration in the marking and grading of writing. Following staff consultation and feedback, a new common junior marking scale was adopted by the Executive for implementation in 2021.

Process 3: PB4L in every setting

A shared holistic approach to managing student wellbeing.

Evaluation	Funds Expended (Resources)
<p>The Positive Behaviour for Learning allowed the whole school community to contribute to developing a positive, safe and supportive learning culture. The framework allowed teachers to improve the social, emotional, behavioural and academic outcomes for students.</p> <p>Teaching and behaviour management approaches and practices were aimed at building positive learning environments while reducing the occurrence of challenging and unsafe practices through proactive and preventative approaches.</p> <p>The introduction of a revised behaviour strategy encompassed three key areas:</p> <ol style="list-style-type: none"> 1. Practice 2. Support and ongoing improvement 3. Systems reform <p>Promoting the learning, wellbeing and safety of all students is a high priority</p>	<p>Sentral, Markbook, presentation at executive and staff meetings.</p> <p>Uniform policy presented at whole staff meeting by the uniform committee.</p>

Progress towards achieving improvement measures

at the school. The implementation of PB4L via our Welfare Policy has facilitated teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

PB4L processes have ingrained some aspects of the program into the school's culture. The recognition of student application and achievements are widely used by the staff and the student expectations.

There was an increase in the distributions of Bushy Boy Behaviour (BBB) awards in all years. A pleasing trend is the greater recognition of effort and positive behaviour in the senior years as reflected by the increase use of BBBs. There was a pleasing increase in the senior data on BBBs. Specifically, there was an average increase of 50% in Year 11 BBBs every week.

The Blue and Maroon Awards recognised student effort each semester. The Blue and Maroon Awards are now part of the school culture and student expectations. These awards are based on the consistent effort of students and the data is derived from the school reports each semester.

Covid restrictions limited the potential to re-evaluate the Uniform Policy and this was not achieved. Further, the restructure of the school's teams structure limited the incorporation of the BBB lessons that aimed to reinforce the school values and expectations. This will be incorporated as a future direction in 2021.



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.

Improvement Measures

Increased student participation in extra curricular activities.

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.

Increased opportunities for student and staff participation in community initiatives that foster leadership skills.

Progress towards achieving improvement measures

Process 1: Student Leadership project.

A whole school evaluation of student leadership processes and the implementation of strategies to ensure better alignment with leadership expectations and practices.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• In 2020, the leadership team developed a collaborative process to solicit and address feedback from student Leaders. Weekly meetings were held with the Prefects, the Prefect Coordinator, the SRC and the SRC coordinator. This allowed for the sharing of ideas and discussion of areas of focus and implementation strategies to improve school life. This has developed best practice in leadership collaboration from both parties and student's needs are being addressed effectively and consistently.• Further developing and nurturing student leadership was a goal in 2020 and we increased student leadership positions. The Deputy Principal, Student Leadership, and the Prefect Coordinator further refined the student Leadership conference that was extremely successful.• Student voice forums were held to gain student feedback on school programs, curriculum offerings, extra-curricular activities and connection to the school. Student representatives were chosen from Years 7-10 to ensure all year groups were represented. To increase student leadership, the newly elected Prefects ran the forum groups, thus giving them another leadership opportunity within the school. It also allowed students to speak more freely as it was student led. The information gathered has been used by staff to inform future planning and has helped guide the development of the School Improvement Plan.	\$5,000.00

Process 2: Staff Leadership program

The implementation of staff leadership opportunities in the context of classroom, whole school and broader educational environments.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff Professional Learning Meetings were introduced into the rotation of Thursday afternoon meeting schedule. Part of this process was to create opportunities for staff to take leadership roles in Professional Learning. A	\$35,000.00

Progress towards achieving improvement measures

theme throughout the year was consistency of Practice and staff lead presentations on topics from classroom management, administrative systems, sports procedures and the Departments professional learning on effective classroom practice, *What Works Best*. Staff Development Days addressed staff professional learning needs and reviewed school data from students and parents as reflected in the Tell Them From Me survey results. This process enabled the leadership teams to establish a professional learning community focused on high expectations and continuous improvement of teaching and learning in the classroom.

- Consultation for the School Improvement Plan gave the school community the opportunity to plan and discuss future directions to support improvement in student learning outcomes. The leadership team, through this process, maintained a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement of students and staff in the learning process.

Process 3: Community Leadership Initiative

The development and support of student and staff engagement with the wider community.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Inviting parents and the community into the school on a regular basis was challenging in 2020 due to the Covid-19 restrictions, however, the school was proactive and ensured that the community was informed throughout this time. At the beginning of the year we ran an Open night for 2021 prospective students and parents, and a Meet the Teacher Evening for the current Year 7 Cohort. Both functions were well attended and all parents embraced the opportunity to tour the school, talk with student representatives and meet the teachers and discuss curriculum opportunities. P and C meetings moved to the zoom platform to ensure that the school was communicating and informing parents of school organisational and management matters as well as achievements. These proved successful and ensured our community remained informed and connected despite these challenges. • The school continues to be a school of choice for the local community and the communication strategy was reviewed and updated to reflect great use of online platforms. The level of traffic on social media increased significantly. Tweet impressions increased by 1250% and Facebook engagement increased by 3843%. This strategy has been successful in increasing communication with the school community. • Our primary linkages program with our feeder schools continued, however, due to Covid-19 restrictions was not able to be implemented in its full capacity. The school started the year with a visit from Marie Bashir Primary school for a Geography lesson that was engaging and provided students with first-hand experience in a high school key learning area. To maintain contact, our Year 7 students, through the newly created Primary Transition Coordinator, wrote, directed, filmed and starred in a Video on "The day in the life of a Bushy Boy." This was sent to our Primary Feeder schools so they could get a glimpse into life at HBHS. Our Prefects also recorded a message about life at HBHS for Primary school assemblies. In this way the school stayed connected and students were given leadership opportunities through participating in these projects. • During 2020, we worked to strengthen the network links with our sister school, Strathfield Girls High School (SGHS). We welcomed Melinda Wong, Deputy Principal of SGHS to work with our team at HBHS. As part of the initiative we laid the groundwork for shared classes with HBHS students studying Music at SGHS in 2021 and SGHS Students studying Engineering at HBHS. The partnership provided positive insights to the school community and we were able to strengthen the bond between both schools. 	

Key Initiatives	Resources (annual)	Impact achieved this year
Literacy and numeracy	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$102 000.00) 	<p>A whole school Literacy and Numeracy program was implemented tracking all students to determine areas of strength and further development in literacy and numeracy. The employment of a Literacy and Numeracy teacher has facilitated improvement in learning outcomes.</p> <p>The percentage of students achieving expected growth, or better than expected growth in reading was 80%, writing 71.5% and numeracy 71.1%. The school has excelled in its value-add in all of these three areas. The value -add in reading was +21.9, in writing +20.3 and numeracy +22.1.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$49 989.00) 	<p>An additional teacher was employed to support students from non English speaking backgrounds with developing their writing skills. The focus was on Year 8 and Year 11 and a whole school approach was implemented using ALARM. The program was successful and student data indicated improvement in the learning process.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$29.00) 	<p>Beginning teachers are supported by the Deputy Principal and have scheduled weekly meetings. The meetings focused on mandatory requirements, teaching practice and behaviour management.</p> <p>All beginning teachers were successful in gaining their accreditation and release from face to face teaching gave them the opportunity to observe colleagues and learn from their practice.</p>
QAR	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$40 000.00) 	<p>A central tracking system has been implemented across the school to keep track of all student data in Years 7-10 to support improvement in Literacy and Numeracy outcomes. All students were successful in meeting the HSC Minimum Standards in 2020 as the provision of remedial materials and additional learning time supported students achieving the standards.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	1137	1095	1076	1075
Girls	0	0	0	0

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.6	94.3	93.9	94.6
8	93.2	92.7	92.2	92.5
9	91.1	93.2	92.3	92.2
10	89.7	88.9	92	90.2
11	90.7	90.5	89.3	94.5
12	88.4	89.9	92.1	93.5
All Years	91.1	91.6	92	92.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	0	0	10
TAFE entry	0	8	9
University Entry	0	0	78
Other	0	2	1
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

31.45% of Year 12 students at Homebush Boys High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.3% of all Year 12 students at Homebush Boys High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

- Congratulations to Tolga Sirkeci who achieved an outstanding ATAR of 99.20, our Dux for 2020 and is currently enrolled to study Bachelor of Engineering (Honours) Bachelor of Science at UNSW.
- 30 students were recognised as Distinguished Achievers which meant their results were above 90 in at least one subject.
- Loshanan Athavan in the Tamil HSC Exam, achieved an outstanding result of 96 and came second in the state.
- Ethan Soejanto, Anshul Trivedi, Victor Zhang, Ayman Kharbutli and Loklan Duong achieved an All-Rounder which means that they got in the highest band for at least 10 Units of study.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	52.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	2.8
School Counsellor	1
School Administration and Support Staff	12.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional Learning concentrated on four main areas in 2020. Literacy initiatives and data analysis to improve teaching and learning, development of online platform skills for all staff, consistency in policies and procedures across the school, and consultation and planning for the Strategic Improvement Plan. Overall, the aim was to build and strengthen the capabilities of staff and provide teachers with expertise to improve student learning outcomes. This was particularly important during the challenging times of Covid-19 lockdown where staff had to move to online learning platforms overnight.

As a main objective of Professional Learning the school worked collaboratively to comprehensively analyse student progress and achievement data for insights into student learning. Throughout the year staff engaged in data analysis of HSC, NAPLAN and the ALARM Literacy initiative as a whole school and at the faculty level to inform practice. Through Professional Learning, Staff worked collaboratively to analyse, interpret, and extrapolate data to inform planning, identify interventions and differentiate teaching practice to ensure quality learning outcomes for all students. Professional Development was also held throughout the year to ensure staff were well informed of the Literacy Initiatives.

Another main focus throughout 2020 was online learning platforms. Due to unforeseen Covid-19 lockdown, staff had to move to online teaching platforms overnight. The school developed and delivered workshops, using the expertise of staff, to ensure all staff were confident to provide quality lessons on these new platforms. This Professional Learning also provided staff members leadership opportunities as they shared their expertise and engaged in professional dialogue networks with staff.

A whole school approach to creating rich learning environments which are well structured was another focus throughout 2020. The approach was one of distributed instructional leadership where a variety of staff presented on different aspects of school life to improve practice with a focus on continuous improvement of teaching and learning. School practices, Student Learning Needs, the new Support Unit and Managing a diverse classroom were some of the areas of focus. Again, Professional learning at Homebush Boys High School emphasises developing effective leadership amongst the staff, to deliver workshops to facilitate whole school learning, create productive learning environments and develop strong leaders.

The Strategic Improvement Plan was another main focus with Senior Executive leading consultation workshops at both School Development Days and Twilight sessions. Workshops were held on the process to be undertaken and staff were given information about staff and school expectations of creating the SIP and their role. Presentations were also given on the School Excellence Framework and CESE '*What Works Best*' to emphasise the connection of these documents to create a strong Plan. Staff workshops in cross-KLA groups were run, led by the Executive, to gather ideas, feedback and analysis of information which has been used to create the 2021-2024 SIP for Homebush Boys High School.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,151,925
Revenue	12,273,588
Appropriation	11,566,666
Sale of Goods and Services	162,964
Grants and contributions	383,922
Investment income	4,059
Other revenue	155,978
Expenses	-11,720,921
Employee related	-10,655,618
Operating expenses	-1,065,304
Surplus / deficit for the year	552,667
Closing Balance	1,704,592

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	137,465
Equity Total	686,704
Equity - Aboriginal	2,043
Equity - Socio-economic	105,964
Equity - Language	356,264
Equity - Disability	222,432
Base Total	9,940,406
Base - Per Capita	258,782
Base - Location	0
Base - Other	9,681,624
Other Total	412,972
Grand Total	11,177,547

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.



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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

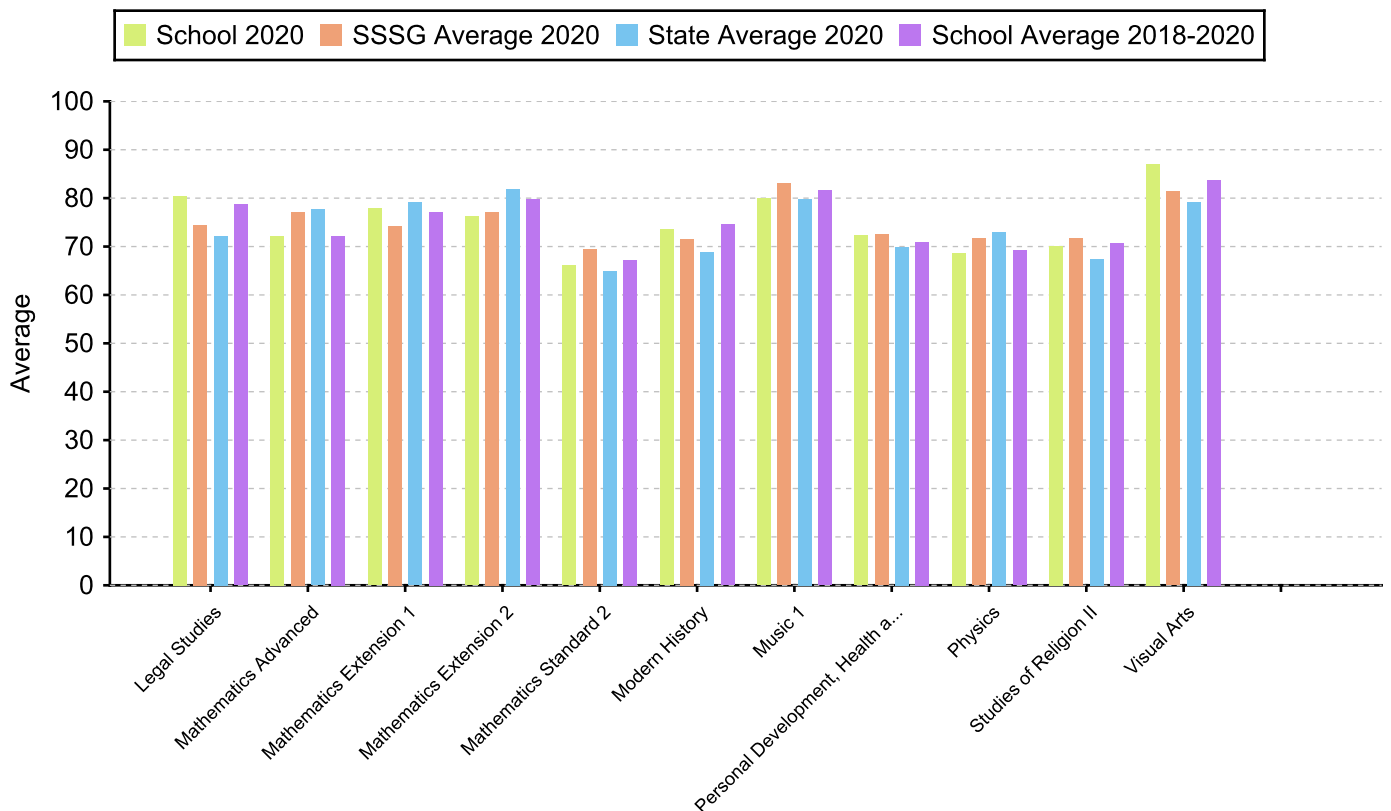
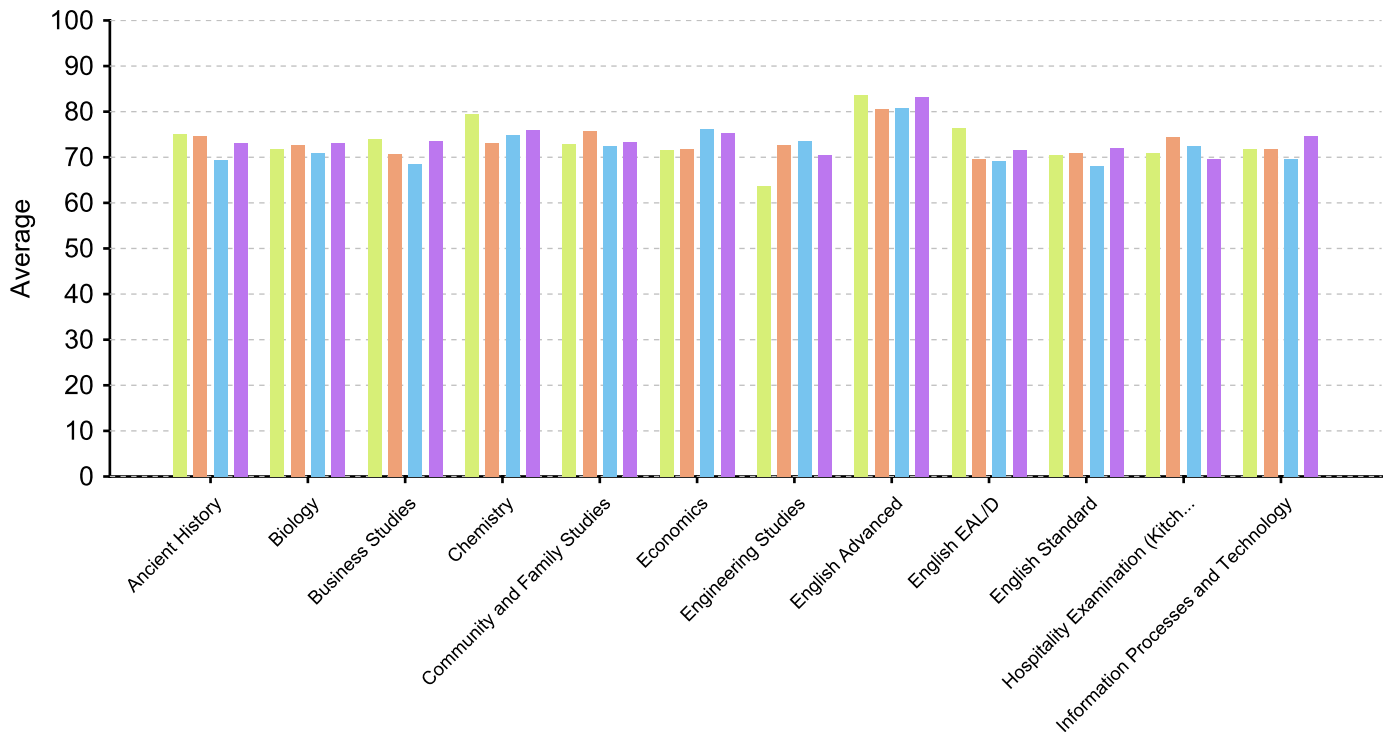
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	75.2	74.6	69.4	73.1
Biology	71.7	72.8	70.8	73.0
Business Studies	74.1	70.8	68.6	73.7
Chemistry	79.4	73.1	74.8	76.0
Community and Family Studies	73.0	75.8	72.4	73.4
Economics	71.5	71.8	76.1	75.2
Engineering Studies	63.8	72.7	73.6	70.5
English Advanced	83.7	80.7	80.8	83.2
English EAL/D	76.5	69.5	69.3	71.7
English Standard	70.4	70.8	68.1	72.1
Hospitality Examination (Kitchen Operations and Cookery)	70.9	74.4	72.5	69.6
Information Processes and Technology	71.9	71.8	69.6	74.7
Legal Studies	80.4	74.4	72.1	78.7
Mathematics Advanced	72.2	77.2	77.7	72.2
Mathematics Extension 1	77.9	74.2	79.1	77.1
Mathematics Extension 2	76.2	77.1	81.8	79.7
Mathematics Standard 2	66.1	69.5	64.9	67.2
Modern History	73.5	71.6	68.9	74.5
Music 1	79.9	83.0	79.8	81.6
Personal Development, Health and Physical Education	72.3	72.5	69.9	70.9
Physics	68.7	71.6	73.0	69.2
Studies of Religion II	70.1	71.7	67.5	70.7
Visual Arts	87.0	81.4	79.2	83.7

Congratulations to the students from Homebush Boys High School who achieved outstanding results in the Higher School Certificate. Tolga Sirkeci was Dux for 2020 achieving an ATAR of 99.20.

Band distributions showed that, 31% of all bands awarded were Bands 5 or 6 (the top two bands, an increase over the previous year), 56% were Bands 3 or 4 (the middle two bands), and 13% were Bands 1 or 2 (the bottom two bands, a decrease over the previous year).

Congratulations to the staff who have worked tirelessly and are committed to supporting our students in achieving significant gains in their learning outcomes for the Higher School Certificate.

Parent/caregiver, student, teacher satisfaction

Parent satisfaction with the school remains high despite the challenges of COVID-19 and the priority to communicate with families in a online platform. Parent feedback was overwhelmingly positive in regards to the school's social media platforms and newsletter. The P&C has been active in supporting the school to achieve its vision and highly value the opportunity to provide feedback in preparation for the new Strategic Improvement Plan 2021-2024.

Parent surveys indicated that their sons were encouraged to do well at school and were clear about the rules for school behaviour. 75% of parents indicated that they had high aspirations for their son in continuing with further academic studies.

Students indicated that they feel accepted and valued by their peers and by others at the school, and had a strong sense of belonging. 92% of all students compared to 87% NSW Govt Norm indicated they had a positive behaviour at school. All students feel that classroom instruction is well organised with a clear purpose. Students indicated that they have someone at school, home or in the community who consistently provides encouragement and can be turned to for advice.

Teachers set high expectations for student learning and discuss assessment strategies to improve the learning outcomes of students. Teachers give students regular feedback on how to improve their performance on formal assessment tasks and help students set challenging goals in reference to their learning.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

