

2021 Annual Report

Homebush Boys High School



8151

Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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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



Homebush Boys High School Drum Corp
Homebush Boys High School 8151 (2021)

School vision

At Homebush Boys High School we strive for excellence and equity, and are committed to improving our education of students in an inclusive environment to develop responsible, engaged and successful young men in a diverse range of pathways. We work with the wider school community to ensure that every student and every teacher is challenged to continue to learn and improve every year.

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. Our ethos is reflected in the school motto, Recte et Fortiter which translates to *Upright and Strong*.

The school enjoys the support of its culturally and linguistically diverse community which is highly multicultural in nature, with an enrolment of approximately 1000 students. Homebush Boys High School has over 90% of students from a language background other than English. More than 50 cultural and language backgrounds are represented in our school population.

The school's staffing consists of approximately 80 teaching staff and approximately 20 non teaching staff. The school is committed to continually enhancing the connectedness, inclusion and belonging of all students, and is experienced and committed to engaging boys in meaningful learning experiences. The school has proudly established a Support Unit catering to the needs of students with Autism Spectrum Disorder.

Additionally, the school employs a Strategic Planning Adviser and a dedicated Literacy and Numeracy Team to identify, develop and extend student learning outcomes. This initiative will continue to support engagement and academic achievement and growth in NAPLAN and HSC.

Student wellbeing initiatives focus on ensuring a safe and supportive learning environment that each student can connect, thrive and succeed. Our students actively engage in many community initiatives and volunteering programs to develop their confidence in their ability to learn, adapt and be responsible citizens.

Homebush Boys High School is recognised for its excellence in delivering progressive pedagogy and academic success. The School embraces and values strong community support which enhances our school culture of high personal expectations.

Our emphasis on values prepares responsible young men who make a significant contribution to our society. Our staff are passionate about boys education and are committed to quality teaching and authentic learning creating a world of opportunities in and beyond school.



Homebush Boys High School Prefects
2021-2022

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 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	Delivering
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

In 2021, Homebush Boys High School undertook an external validation. The panel reviewed rich contextual evidence of impact in the domains of Learning, Teaching, and Leading initiatives. In addition to validating the school's self-assessment, the panel determined that the school is **excelling** in the domain of Leading in the element, **Educational Leadership**. It was also determined the school is **sustaining and growing** in the elements of **Student performance measures and Data skills and use**, positioning the school as sustaining and growing in 12 of the 14 elements.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student is highly engaged and shows strong growth in their learning through explicit, research-informed teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Teaching Practices
- Curriculum and Assessment

Resources allocated to this strategic direction

Professional learning: \$19,725.90

Integration funding support: \$117,194.00

Low level adjustment for disability: \$225,438.87

Per capita: \$5,000.00

Aboriginal background: \$2,805.48

English language proficiency: \$62,916.84

Socio-economic background: \$79,759.25

Summary of progress

Homebush High School is committed to building educational aspirations and demonstrating high expectations of learning processes and has a learning culture dedicated to ensuring continuous improvement in student growth and achievement.

In 2021 our key areas for growth in Strategic Direction 1 Student Growth and Achievement were Effective Teaching Practices and Curriculum and Assessment incorporating data driven practices and personalised learning initiatives. In 2021, Professional Learning was delivered to all staff on CESE's 'What Works Best 2020 Update' directly targeting Explicit Teaching. In 2021 teachers were provided with professional learning opportunities to develop their ability to explicitly teach literacy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Furthermore, in 2021 a Literacy program was established dedicating explicit teaching of literacy to support student growth, three periods per fortnight for all Stage 4 students. Furthermore, twenty-four staff members were trained through the UNSW GERRIC program to cater for student growth within the realms of High Potential and Gifted Education (HPGE). In 2021 students were required to complete HPGE prerequisites to be considered for placement in the Enrichment Class. This will continue in 2022 with additional staff receiving professional learning in GERRIC.

Literacy programs have focused on targeting inferential reading and writing using the ALARM scaffold. These targets were identified as areas for growth through analysis of internal and external data sources. In NAPLAN, improvements were made in moving up students from the Bottom 2 bands compared to previous years, however there is still a lack of movement to the higher bands, hence there is further work to be done in this area. The NAPLAN score distribution in data supports the need for differentiation in programs, particularly identifying students with additional learning needs, requiring targeted support.

Furthermore, the NAPLAN data identifies a need to focus on HPGE strategies in all classes to lift and extend students. The Head Teacher Teaching and Learning provided Professional Learning to upskill staff and collaborate with faculties in programming to develop activities and provide opportunities for students to acquire and harness their talents and abilities to their full potential. Further faculty-based support on Literacy professional learning delivered by the HT T&L has been identified as a mechanism to improve practice, particularly through embedding stronger links of cross-curricular activities in Stage 4 Literacy programs. This will enable a whole school approach to strengthening literacy skills. Work has begun in embedding literacy progressions in KLA programs and aligning assessment tasks with progressions to assess and authentically support the development of literacy skills. This will continue in 2022 with the addition of embedding the numeracy progressions within KLA programs.

Professional learning in data analysis and using SCOUT data was incorporated in whole school staff and faculty meetings. This led to staff gaining greater confidence and understanding in analysing internal and external data to inform practice.

HSC Minimum Standards

In 2021 the HSC Minimum Standards data was extremely positive with 100% of Year 12 students achieving at the required level. Additionally, by the end of Year 11, 99% of students had passed the reading test, and 98% of students had passed the writing and 100% numeracy tests. By the end of Year 10, 99% of students had passed the reading test, 95% the writing test, and 96% the numeracy test. Consequently, extended writing was identified as an area for development. To support the development of students below the NMS in Writing in 2021, a Strategic Planning Adviser was employed to run writing workshops for students and to professionally develop staff in this area, with explicit professional learning in using the ALARM scaffold. These writing workshops will continue in 2022.

HSC Results

All faculties, including individual staff members, analysed their HSC data to identify successes and areas for development. Successful explicit strategies used to achieve the school's HSC targets across all KLAs are identified. The 2021 HSC results showed improved results with 67.41% of students attaining results in the top three bands, up from 65.18% in the 2020 HSC.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Uplift of 4% of students achieving the top two bands in NAPLAN reading from baseline.	20.11% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target. (Baseline being 17.48%)
Uplift of 1% of students achieving the top two bands in NAPLAN numeracy from baseline.	37.64% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target. (Baseline being 49.13%)
Uplift of 1% of students achieving expected growth in NAPLAN reading from baseline.	The percentage of students achieving expected growth in reading decreased by 5.75% (to 62.18%) indicating progress yet to be seen toward the lower bound target. (Baseline being 67.93%)
Uplift of 1% of students achieving expected growth in NAPLAN numeracy from baseline.	The percentage of students achieving expected growth in numeracy decreased by 20.97% (to 56.41%) indicating progress yet to be seen toward the lower bound target. (Baseline being 71.38%)
Uplift of 3% of students achieving top two bands in HSC course results from baseline	34.33% of students attained results in the top two bands demonstrating progress yet to be seen toward toward the lower bound target. (Baseline being 41.12%) 67.41% of students attained results in the top three bands demonstrating progress yet to be seen toward toward the lower bound target. (Baseline being 74.11%)
Uplift of 2.5% of students attending >90% of the time.	In 2021, 69.29% of students had an attendance rate greater than 90% indicating that more work is required to achieve the target (the school's lower bound system negotiated target of 74.11%) . It is acknowledged that ongoing lockdowns and the global pandemic have affected school attendance.



Strategic Direction 2: Learning and Engagement

Purpose

Our teachers hold high expectations of their students through differentiated instruction, individualised feedback and meaningful classroom interactions, in order to challenge students and encourage continuous improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiation
- Expertise and Innovation

Resources allocated to this strategic direction

Socio-economic background: \$32,671.00

Summary of progress

Differentiation

At Homebush Boys High School teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. Our school faculty guidelines outline our policies in meeting the needs of all students including EAL/D, Life Skills and Gifted students. Teaching and learning programs are regularly evaluated by faculties, and are differentiated for specific learning needs across the full range of abilities in collaboration with the Learning Support Team and Head Teacher Teaching and Learning.

Programs are developed to ensure equitable and ongoing participation of all students through explicit teaching strategies, differentiated teaching approaches and a strong focus on key vocabulary which includes adjustments to support learning or increase challenge.

Student samples illustrate participation of students across various abilities and indicates that most students can articulate their learning to enable continuous improvement.

In 2022, Deputy Principal and Head Teacher fortnightly meetings will be timetabled to mentor this area of requirement in all KLAs.

Expertise and Innovation

At Homebush Boys High School, the expertise of staff is valued and celebrated. Teachers are confident in their own expertise and are willing to share and develop their peers within the school community. Collaborative discussions and strategies occur at Faculty Meetings, thus sharing expertise and developing our professional community. Presentations are also made at Staff Meetings and School Development Days by our in-house experts to ensure that all teachers are updated and aboard with key concepts and programs. An excellent example of whole school professional development is the workshops organised and delivered by our Strategic Planning Adviser and the Head Teacher, Teaching and Learning. ALARM has been successfully implemented with all staff across all Key Learning Areas. In 2022 the Stage 4 Writing Strategy and continued professional learning in the use of various literacy and numeracy strategies will continue as well as a focus on uplifting our HSC results in the top 2 bands.

In Term 4 2020, a Head Teacher, Teaching and Learning was employed to deliver professional learning, as well as identify and support our in-house experts in trialling innovative future-focussed practices. This included supporting high potential and gifted students. In 2021, quality professional learning occurred at staff meetings, faculty meetings and school development days with regular in-house and external experts ensuring all staff members were upskilled. Teacher experts were valued and recognised by colleagues as great mentors in supporting collaborative practice. This will continue in 2022 with scheduled professional learning at Executive Meetings that can be filtered through to Faculty Meetings.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Staff have a shared understanding of high potential and gifted practices.	<p>In 2021 all staff completed the online HPGE course with 24 staff members completing the two day UNSW GERRIC training to support our High Potential and Gifted learners and differentiation goals in the School Plan. Furthermore, 2 staff members completed the HPGE Leadership course.</p> <p>In 2022, 10 staff members are targeted to complete UNSW GERRIC training.</p>
All students in Years 11 and 12 are tracked and monitored for progress and improvement.	<p>In 2021, all Year 11 and 12 students were interviewed to discuss their personal goals, achievements and areas of concern. Students results of all assessments were tracked by faculties and classroom teachers to ensure appropriate intervention was given to students. Students in Year 11 were mentored by the Deputy Principal in regards to moving into Year 12 and provided with assistance and guidance in moving forward, such as Homework Help and/or working with a specific in-house expert such as with our Strategic Planning Adviser who hold regularly holds literacy workshops.</p> <p>The monitoring, mentoring and tracking of Stage 6 student progress is a school wide responsibility where teachers engage in discussion in stages and faculty meetings to develop intervention strategies for identified students.</p> <p>In 2021, students progress, engagement and attendance were tracked and monitored in Years 10, 11 and 12. This will continue in 2022 along with introducing formal tracking for Stage 4 students. Tracking will be completed by the DP.</p>
There is a shared understanding of quality coaching and mentoring practices.	<p>In 2021, a Beginning Teachers program was established to support new and beginning teachers. In 2021 there were 6 Beginning Teachers with 2 receiving Beginning Teacher funds. The team met fortnightly where they were coached and mentored by the Deputy Principal and their relevant Head Teachers. The fortnightly program concentrated on the Accreditation process, classroom practice, classroom management and school policies. The program will continue in 2022 and will be led by the HT, Teaching and Learning.</p> <p>Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers commonly occurred during timetabled Professional Learning Staff Meetings and filtered to Faculty Meetings.</p> <p>In 2022, mentoring and coaching practices will be introduced in Executive Meetings.</p> <p>In 2021 expert staff were identified, and coaching and mentoring systems were embedded across all Key Learning Areas. The delivery of literacy and numeracy strategies, including the Year 8 Writing Strategy and a whole school approach to using ALARM.</p> <p>Development of Educational Networks with Strathfield Girls High School and Strathfield South High School to support student improvement in the learning process did not eventuate due to COVID 19 restrictions. This is an area that will be targeted in 2022.</p>
Shared understanding of student voice co-designed curriculum.	<p>Student voice forums are held every week to gain student feedback on school programs, curriculum offerings, extra-curricular activities and connection to the school. Student representatives were chosen from Years 7-11 to ensure all 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</p>

Shared understanding of student voice co-designed curriculum.

the School Improvement Plan.

Weekly meetings are held with the student leadership teams. The School Captain and Prefects meet every second week with the Principal, Deputy Principal and Prefect Coordinator. The SRC, Principal, Deputy Principal and SRC Coordinator meet every other week. This has allowed each leadership group to share ideas and have open discussions of areas of focus and implementation of strategies to improve school life, including faculty curriculums and how they want aspects of courses to be delivered. This has developed best practice in leadership collaboration from both parties and students' needs are being addressed effectively and consistently. These meetings also provided our students to develop an understanding whole school practices, NESA requirements and progress measures.

In 2021, student voice forums were not conducted as regularly as anticipated due to ongoing lockdowns and the global pandemic.

In 2022 Senior Executive (Principal and three Deputy Principals) will meet weekly with the School Captains, Prefects and SRC. In 2022 there will be 2 elected School Captains to allow the sharing of responsibilities.

In 2022, greater opportunities for students to work shoulder to shoulder with staff, including the Senior Executive, in co-designing learning outcomes related to the syllabuses will be targeted.



School Leaders

Strategic Direction 3: Collaboration

Purpose

Collaborative practice enhances teacher quality and collective efficacy where every student is known, valued and cared for.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Continuous improvement
- Connect, Succeed, Thrive and Learn

Resources allocated to this strategic direction

Professional learning: \$25,000.00

Socio-economic background: \$5,000.00

Per capita: \$10,000.00

Summary of progress

Continuous Improvement

In 2021, all staff were active participants in the development of the School Improvement Plan(SIP) and had a thorough understanding of the SIP, improvement measures, initiatives, the success criteria for each of the three strategic directions and Implementation and Progress Monitoring (IPMs) for each of the three strategic directions.

Collaborative sharing and professional learning consisted of both faculty based and cross-KLA activities, enabling in-house experts to provide professional learning and to collaborate within and across the network to share curriculum knowledge, pedagogical practices and expertise to improve teaching practice.

In 2021, Homebush Boys High School has a planned and implemented their Literacy Program which recognise set skills and student's ability to:

- * read, and understand what is read;
- * write clearly and effectively; and
- * use number accurately and confidently to determine school results, career choices and life opportunities.

Homebush Boys High School has put in place a number of programs to specifically and explicitly support literacy and numeracy. These programs include:

- * Homework help and after-school tutoring
- * Online literacy and numeracy tutoring program
- * Accelerated reader (Year 7)
- * Writing program (Year 8 and 11)
- * Timetabled literacy classes (Year 8 and 9)
- * Literacy and numeracy tracking program
- * Minimum standards testing
- * A Learning and Responding Matrix (ALARM) writing which is a package that improves access to the highest bands of HSC performance
- * School communication, publications and internal assessment

All our programs are based on:

- * training of staff and students;
- * high-quality teaching resources, which deliver on essential literacy, numeracy and thinking skills;
- * gathering and analysing critical information about progress, giving support where it is needed, and keeping parents informed; and
- * high expectations of parent support and involvement, and students taking responsibility for their own learning.

In 2022, these programs will continue to be a focus, as progress in 2021 was hampered by ongoing lockdowns due to COVID 19.

Connect, Succeed, Thrive and Learn

Homebush Boys High School adopts a strategic and planned approach to whole school wellbeing processes that support all students to connect, succeed, and thrive. The wellbeing curriculum is shaped annually by the Wellbeing Team comprised of the Head Teacher Wellbeing, Year Advisers and Assistant Year Adviser, Principal, Deputy Principals, School Counsellors, the Student Support Officer, Head Teacher Learning Support, the Student Leadership Body and the P&C through our annual Wellbeing Conference and by evaluating relevant data sources such as TTFM and feedback from focus groups, to ensure the social and emotional wellbeing programs are age-appropriate and relevant to the identified needs of the cohort. Our comprehensive wellbeing programs align with the NSW Wellbeing Framework for Schools promoting an inclusive and safe environment through learning, Year Assemblies, whole school Assemblies, student leadership activities, and extracurricular activities. The wellbeing curriculum is published to all students, staff, and families to promote a common understanding of our expectations and values. Our efforts are recognised by our learning community and praised for their ability to address in-depth student wellbeing and engagement. Homebush Boys High School monitors and refines the whole school approach to wellbeing and engagement for improved learning outcomes.

The school has implemented an evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Year Advisers track and interview students in their cohort and conduct focus groups in year meetings to further unpack trends and hear student voices on how to address their needs. The school collects, analyses and uses data from various sources-student, parents, and staff surveys, and verbal feedback to monitor and further refine a whole school approach to student wellbeing and engagement. Each year we contact student conferences to determine the evidence impact of current wellbeing programs and seek feedback for further improvement. The collected data advises the next steps in the wellbeing of whole school practices. An example is the students' involvement in co-designing our peer support program with staff members which demonstrates an on-going commitment to student wellbeing. The program is an opportunity for student leaders, peers and identified staff members (Head Teacher Wellbeing, Deputy Principal and Year Adviser) to meet regularly to support identified welfare goals and boost student engagement at school whilst building a positive rapport with students in different years.

Wellbeing at Homebush Boys High School is paramount to the growth and success of all students and is an area that significant funding has been afforded to. In the latest Tell Them from Me Survey, 73% of students reported a positive sense of wellbeing at the school. This is derived through the creation of a school-wide culture that is focussed on the positive health and wellbeing of its students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Map evidence-based teaching and learning strategies.	<p>Professional Learning staff meetings are scheduled along with staff meetings and faculty meetings. The three are rotated every week. Professional learning is delivered by the Head Teacher Teaching and Learning, as well as and by in-house experts as well as external providers. Homebush Boys High School will continue to draw on staff collective expertise to build capacity across the entire staff, and upskill teachers in 2022.</p> <p>Professional Learning has been consistently refined and monitored to reflect teacher aspirations and best practice in teaching and learning. The school has invested in a quality professional learning agenda that builds the leadership skills of staff and students to enhance the learning opportunities for all stakeholders.</p>

<p>Map evidence-based teaching and learning strategies.</p>	<p>Mapping of cross-curriculum strategies in the teaching of literacy has been embedded in all faculty programs. The Year 8 Writing Strategy and the ALARM scaffold have been implemented in all KLA teaching and learning programs. In 2022, this will continue to be a priority.</p> <p>Timetabled meetings between the Deputy Principal and Head Teacher are conducted twice a term with clear expectations that Deputy Principals act as instructional leaders for Head Teachers. Deputy Principals attended Faculty Meetings, had open discussions with members of the faculty and provided assistance and instruction in regard to whole school processes and practices, as well as individual faculty requirements. The success of this initiative has eventuated in the Deputy Principal and Head Teacher being scheduled every fortnight in 2022.</p>
<p>Establish the baseline of wellbeing programs across the school.</p>	<p>In 2021 ongoing Wellbeing meetings with key personnel to identify, monitor, discuss and resolve student wellbeing concerns continued via ZOOM. During extended lockdown periods, staff were employed to ensure students were participating in lessons and regular telephone consultations with students and their parents allowed staff to monitor and identify student learning needs and adjust and implement intervention strategies to support achievement in the learning process. This support was strengthened on the return to school. Staff continue to make telephone call to parents to discuss progress and any areas of concern in their son's learning.</p> <p>Deputy Principal and Year Adviser meetings are timetabled every fortnight to discuss and support students at risk.</p> <p>The development of an attendance policy which includes monitoring lateness. HSLO meetings are held on a regular basis to discuss students at risk.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$117,194.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Homebush Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum and Assessment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. Three SLSOs were employed to support students identified with learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs. Provide staff professional learning opportunities in supporting students with additional needs.</p>
<p>Socio-economic background</p> <p>\$117,430.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Homebush Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Curriculum and Assessment • Continuous improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Literacy & Numeracy program to support identified students with additional needs • professional development of staff through UNSW GERRIC program and whole school literacy and numeracy program to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Improved learning and wellbeing outcomes for all students. Improved understanding and delivery of literacy and numeracy strategies across the curriculum. Equitable distribution of resources to support the ongoing needs of all students.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$117,430.25</p>	<p>funding will be: To continue to implement, evaluate and develop the current strategies in order to provide the greatest opportunities for all students at Homebush Boys High School. To continue to ensure all students have equitable access to resources and that identified students are provided targeted support to demonstrate improvement in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$2,805.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Homebush Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum and Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • creation of school literacy resources embedding local language • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: The allocation of 3 periods per cycle of the timetable for formal literacy lessons in Years 7 - 9. Ongoing professional learning on employing literacy strategies in faculty programs and within classroom practice across all KLAs. The establishment of yarn circle and native garden. The Deputy Principal completing the UNSW Aboriginal Leadership program. All staff have an understanding of the Aboriginal Education Policy and are implementing strategies to engage ATSI students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Revisiting our Acknowledgement to Country to make it more meaningful to Homebush Boys High School. Engage with our local Aboriginal Elders to work with staff and students to professional develop and strengthen relationships and cultural understanding.</p>
<p>English language proficiency</p> <p>\$62,916.84</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Homebush Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum and Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: EAL/D specialists teachers work collaboratively to develop and incorporate resources and strategies into their programs to address the identified cultural and language needs of EAL/D students at Homebush Boys High School. An additional teacher continued their employment in supporting students EAL/D students with developing their writing skills. The focus was</p>

<p>English language proficiency</p> <p>\$62,916.84</p>	<p>on Year 8 and Year 11 and a whole school approach was implemented using ALARM. The programs success in 2020 continued in 2021 with student data indicating improvement in the learning process. Three additional teachers were employed to teach explicit literacy strategies to Years 7, 8 and 9. Timetabled classes of 3 periods per cycle were allocated for this initiative. Student data clearly depicts improvement in all areas of literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued explicit Literacy lessons will be delivered in 2022 with allocations of 3 periods per cycle for Years 7 - 9. The Head Teacher, Teaching and Learning will lead this initiative and separate it from the English Faculty. Formal literacy classes with explicit literacy programs targeting inferential reading and the development of numeracy programs targeting measurement and geometric reasoning taught by Stage 4 Mathematics teachers. EAL/D students will be supported through the co-teaching of parallel teaching, as well as straight EAL/D classes. Students will be taught separately by specialist teachers, covering curriculum area content with language development focus. Furthermore, KLA teachers and EAL/D teachers will plan together, identifying language and cultural demands, develop content and language outcomes, and share observational and assessment data to ensure that EAL/D students' needs are understood and met across a range of contexts. The EAL/D specialist teachers will co-design materials and/or present professional learning for class teachers to support EAL/D students' learning. Targeting students who are at risk of not meeting the NMS prior to entering Year 11 by assigning small tutorial groups to work on literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$225,438.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Homebush Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum and Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: The Learning Support team meet fortnightly to monitor and assess identified students and determine the appropriate learning and support adjustments to be implemented across KLAs. The Learning and Support Teacher (LaST) has led whole professional learning on pedagogy and research on students with additional learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to fund SLSO program in order to best cater for students with additional learning needs.</p>
<p>COVID ILSP</p> <p>\$112,837.28</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p>

COVID ILSP

\$112,837.28

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy and numeracy
- employing staff to supervise and monitor progress of student groups engaging in online tuition in all KLAS.
- development of resources and planning of small group tuition

The allocation of this funding has resulted in:

Literacy and numeracy outcomes increased in students participating in small tutorial groups of Literacy and Numeracy.

Student engagement during online learning was maintained due to daily monitoring and contact by COVID tutors.

After evaluation, the next steps to support our students with this funding will be:

Program will be continued in 2022 with small group tuition in Literacy and Numeracy.

Tutor will also work with students at Homework Help who require assistance in these areas.



Reading for Learning

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	1095	1076	1075	1047
Girls	0	0	0	0

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.3	93.9	94.6	93.6
8	92.7	92.2	92.5	91.9
9	93.2	92.3	92.2	90.6
10	88.9	92	90.2	88.6
11	90.5	89.3	94.5	88.9
12	89.9	92.1	93.5	90.8
All Years	91.6	92	92.9	90.7
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	2	3	0
Employment	8	5	8
TAFE entry	5	2	7
University Entry	0	0	85
Other	0	11	1
Unknown	0	0	1

Our Class of 2021 can be commended on their excellent achievements in the 2021 HSC. Over 92% of our 2019 Year 12 cohort articulated into a tertiary institution, the breakdown being 85% of last year's cohort pursuing tertiary studies at a university and 7% at another tertiary institution predominantly being TAFE. 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 2021 are: Student MC who achieved an outstanding ATAR of 99.65 who also happened to be our Dux for 2021 and is currently enrolled to study Bachelor of Applied Science (Diagnostic Radiography) at USYD. He has been awarded an All Rounder, awarded to students who have achieved the highest band in at least 10 Units and a Distinguished Achiever for those who score 90 or above. This was followed by one of our Vice Captains, Student DK who got an ATAR of 99.55 currently studying Medicine at WSU who also got a Distinguished Achiever in 8 of his Units. Our source, HSC results 2021: student honour roll smh.com.au indicates that there are many other highlights, that is, there have been 35 students who achieved a Distinguished Achiever, and they are students who achieved a mark of 90 or above in at least one subject. Students such as AF who achieved this in 8 Units, and he is currently doing B Laws/ B Psychology (Hons) at MQU. EW also got an All Rounder and he is studying B Comm/B Adv Stds (Scholars) at USYD. JA was awarded Top Achiever as he got 1st in Korean in Context and Distinguished for both Korean and Music. He is currently at USYD studying B Nursing (Advanced Studies). Si KR was awarded both an All Rounder and Distinguished Achiever in all of his subjects. He is studying alongside Merton at USYD doing Bachelor of Applied Science (Diagnostic Radiography).

We had over 20% 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 many successfully gaining Early Entry into various universities throughout NSW.

From our 2021 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 2023. 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.

Year 12 students undertaking vocational or trade training

30.18% of Year 12 students at Homebush Boys High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.7% of all Year 12 students at Homebush Boys High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Homebush Boys High School students connect with NRL West Tigers

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	54.5
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	15.57
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,704,592
Revenue	13,286,749
Appropriation	12,491,729
Sale of Goods and Services	136,441
Grants and contributions	551,728
Investment income	1,232
Other revenue	105,619
Expenses	-13,449,858
Employee related	-11,530,839
Operating expenses	-1,919,019
Surplus / deficit for the year	-163,109
Closing Balance	1,541,483

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.

	2021 SBAR Adjustments (\$)
Targeted Total	117,194
Equity Total	789,793
Equity - Aboriginal	2,805
Equity - Socio-economic	117,430
Equity - Language	444,118
Equity - Disability	225,440
Base Total	10,669,978
Base - Per Capita	265,006
Base - Location	0
Base - Other	10,404,972
Other Total	509,045
Grand Total	12,086,010

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.

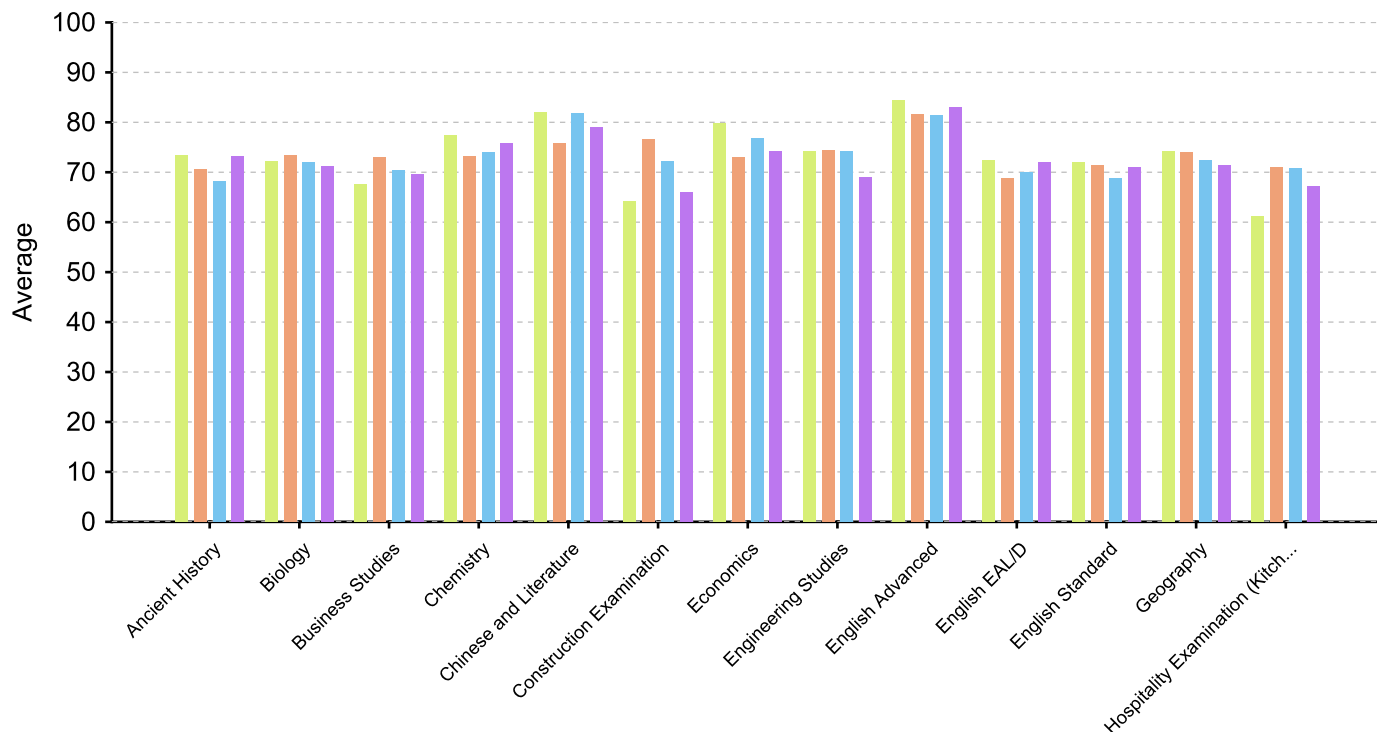
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



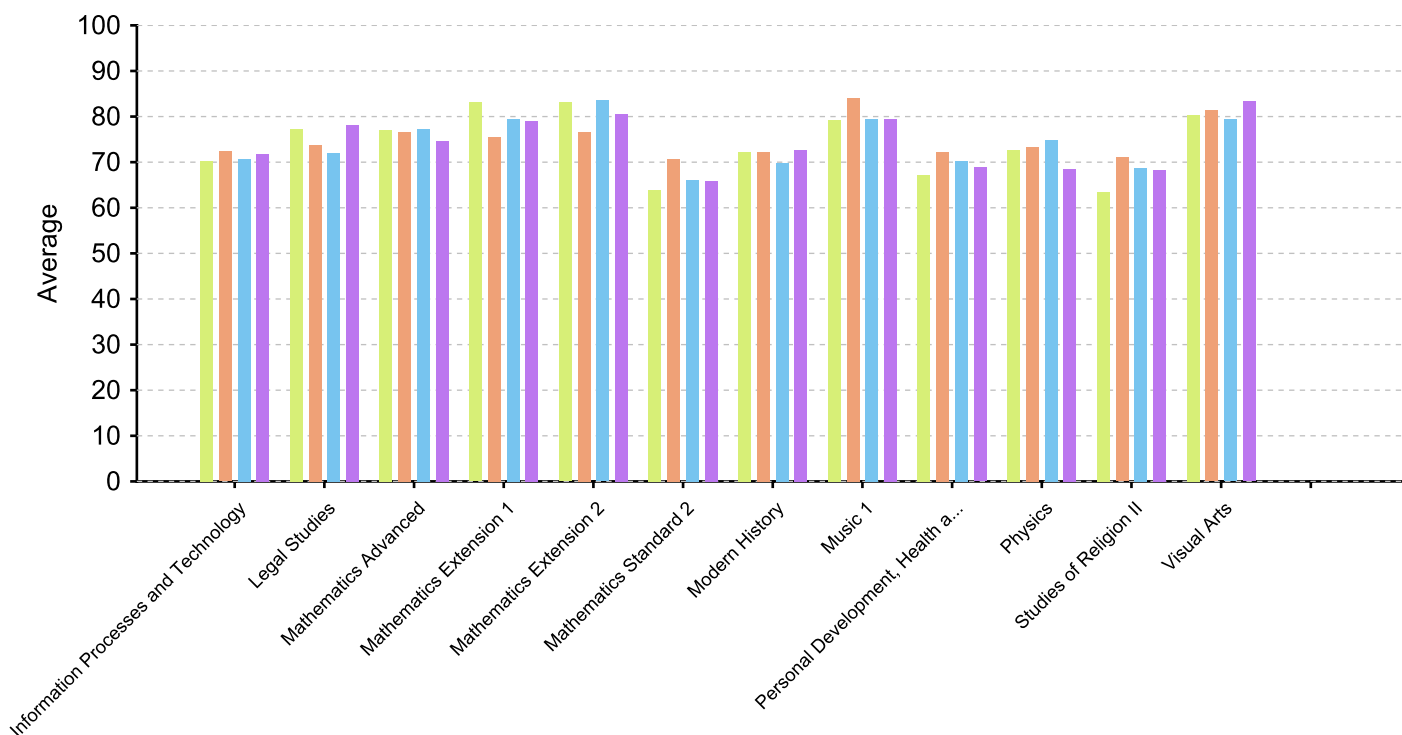
School performance - HSC

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.



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021

Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	73.3	70.6	68.1	73.2
Biology	72.2	73.4	71.9	71.2
Business Studies	67.6	72.9	70.4	69.6
Chemistry	77.3	73.2	74.1	75.8
Chinese and Literature	82.1	75.7	81.7	79.0
Construction Examination	64.2	76.5	72.2	66.1
Economics	79.9	73.1	76.7	74.1
Engineering Studies	74.1	74.4	74.1	69.0
English Advanced	84.5	81.6	81.4	83.1
English EAL/D	72.4	68.9	70.0	71.9
English Standard	72.0	71.5	68.8	71.1
Geography	74.1	74.0	72.4	71.5
Hospitality Examination (Kitchen Operations and Cookery)	61.1	71.0	70.8	67.1
Information Processes and Technology	70.2	72.4	70.8	71.8
Legal Studies	77.2	73.8	72.0	78.1
Mathematics Advanced	77.1	76.6	77.4	74.6
Mathematics Extension 1	83.1	75.6	79.5	79.1
Mathematics Extension 2	83.1	76.6	83.5	80.7
Mathematics Standard 2	63.9	70.7	66.1	65.9
Modern History	72.2	72.2	69.7	72.7
Music 1	79.3	84.1	79.4	79.6
Personal Development, Health and Physical Education	67.1	72.3	70.3	68.8
Physics	72.7	73.3	74.8	68.5
Studies of Religion II	63.4	71.0	68.8	68.3
Visual Arts	80.4	81.3	79.4	83.3

Parent/caregiver, student, teacher satisfaction

In 2021, **parent/caregiver satisfaction** with the school remained high despite the challenges of COVID- 19 and the necessity to communicate with families in an online environment. Parent feedback was overwhelmingly positive about the regular bulletins from the school, with clear information and calm messages as each iteration of the school's operations was modified according to COVID protocols.

There was very strong support from parents for the decision to maintain the normal school daily timetable for students, albeit with a longer break between lessons, as an acknowledgement of the impact of concentrating online for such long times. Teachers and students developed ways of collaborating which connected groups of students within their class, to ensure all students had the same resources and understanding despite the variations in technology access in different family settings. Feedback from families was regular and very supportive.

The normal connections with parents which are highly valued, such as Parent Teacher evenings, forums on key topics for specific Year Groups and P&C meetings were all able to be conducted using different modes of communication and the combined problem solving capacities of the school's Executive staff. The Parent Teacher evening online bookings continued in the regular way, however, the interviews were held by telephone with a designated tight time frame, in order to keep the appointments as scheduled. Feedback to the school was positive and the efforts to maintain the calendar with the normal Parent Teacher nights, highly appreciated.

For school forums and P&C meetings the online meeting platform Zoom was the key application and the online attendance was very high. The work of the school's IT team was greatly appreciated as the IT personnel were key to setting up the technology and ensuring the effectiveness of the planned approach. Members of the IT team worked exceptionally hard and their efforts and expertise were appreciated by all members of the school community.

The decisions to hold key events such as the Year 12 Graduation online were universally endorsed by families as was the decision to delay the Year 7-11 Presentation Day to 2022. Families were more than happy to wait until such time as a proper celebration, in person, could occur.

Student satisfaction was measured most significantly by the strong engagement of the student body across all years, in the online learning environment. Attendance of online lessons was very good to excellent and the care and collaboration between students, assisting all class members to sustain coursework and maintain access to the curriculum, was a gratifying feature of the student response to the COVID changes. The online relationships with teachers and Year Advisers were strong and the efforts of teachers to create positive and new experiences for their classes appreciated by students from the youngest to the most senior. Regular online year meetings were organised by Year Advisers were a standout feature for the whole cohort. These meetings were attended by the Principal, Deputy Principal, HT Wellbeing, School Counsellors and the Student Support Officer. The Class of 2021 progressing to the HSC were very appreciative of the tutorials and additional time provided by their teachers on their return to face to face schooling. The HSC cohort was especially well supported by their Year Adviser, Careers Adviser and the Year 12 Deputy Principal.

Teachers were united in their efforts and collaboration throughout 2021 with the common objective of maintaining the 'normal' operation of the school, delivering the curriculum to their students, ensuring that progress in learning was consistent and collectively viewed as a priority. Appreciation was frequently expressed to colleagues and professional learning presenters who delivered intensive workshops prior to the COVID lockdown, which enabled all staff to feel confident in delivering quality lessons online, in real time. Teachers also appreciated the flexibility of delivering online lessons from classrooms or from home as the conditions suited them. The common response from teachers was that the professional learning undertaken had been of great benefit to them in the COVID world and also when they returned to face to face teaching, instigating more innovative use of technology teaching tools and the chance to more closely engage with different kinds of learners in their classrooms. There was universal appreciation of the work of the school's IT team.

Tell Them From Me (TTFM) Data

In the TTFM survey **parents** indicated substantial increase in the categories:

- of parents feel welcome - there was an **increase** of +0.4 from 2020
- parents are informed - there was an **increase** of +0.9 from 2020
- the school supports positive behaviour - there was an **increase** of +0.4 from 2020
- school supports learning - there was an **increase** of +0.4 from 2020
- inclusive school - there was an **increase** of +0.2 from 2020

Overwhelmingly, the level of satisfaction of **students** was very high, despite the challenges of a COVID 19 year. Students showed their passion again for sport after the lockdown and there has been a dramatic increase in students participating in sport.

- 70% of students have continued to perceive an improvement in their sense of belonging (an **increase** of 4% compared to NSW Govt Norm 66%)

- 94% perceived positive behaviour at school (an **increase** of 7% compared to NSW Govt Norm 87%)
- 67% enjoy participating in sport (an **increase** of 14% compared to NSW Govt Norm 46%)

Teachers indicated improvements in the areas of:

- challenging and visible goals
- quality feedback
- learning culture
- overcoming obstacles in 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

