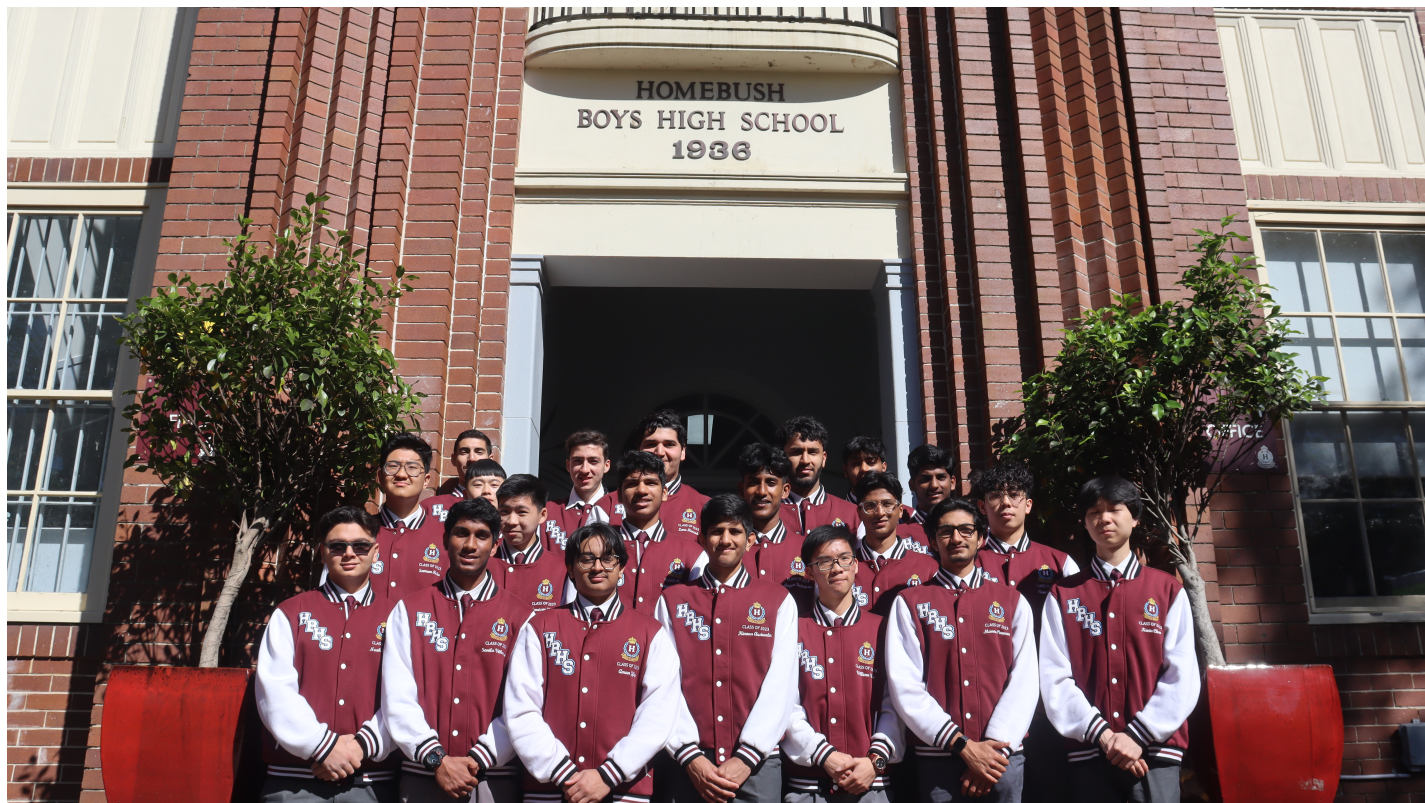


# 2022 Annual Report

## Homebush Boys High School



8151

# Introduction

The Annual Report for 2022 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.

## School contact details

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## Message from the principal

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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



Presentation Day Awards Ceremony

## 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 Concert Band

## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling



## 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.

- Highly effective teaching practices
- A strong focus on value adding for all students
- Increased attendance through student engagement

### Resources allocated to this strategic direction

**Professional learning:** \$550.00

**Per capita:** \$12,236.00

### Summary of progress

Homebush Boys High School is committed to building educational aspirations and demonstrating high expectations of learning processes. Our school community has a learning culture dedicated to ensuring continuous improvement in student growth and achievement. NAPLAN data identifies positive trends in reading and writing, however, expected growth for Years 7 - 9 cannot be calculated for 2022 as the NAPLAN test did not occur in 2020.

Our school demonstrates outstanding progress in the achievement of top two bands in NAPLAN reading, with only a 0.14% difference from achievement of system negotiated targets. In 2022, we continued the implementation of our school-developed Literacy curriculum. This entailed three periods per cycle of explicit teaching of literacy to support student growth in Years 7-9.

In Stage 6, literacy programs have focused on targeting writing using the ALARM scaffold. In 2022, HSC minimum standards data was extremely positive, **with 100% of Year 12 students achieving the required levels. In addition, by the end of Year 11, 99% of students had passed the reading test, 97% of students passed the writing test and 100% of students passed the numeracy test.** In addition, HSC teachers from across all curriculum areas participated in the Department of Education HSC Professional Learning designed to improve HSC learning outcomes for all students. This system-wide routine of professional learning provides high-quality and evidence-based, high leverage strategies which staff have subsequently embedded in their programs and lessons. Staff have expressed interest in completing this professional learning in 2023. All faculties, including individual staff members have analysed their HSC data to identify their successes and areas for development. Successful explicit strategies used to achieve the school's HSC targets across all KLAs are identified.

Attendance in 2022 was negatively impacted by COVID, long COVID, students or family members testing positive to COVID and periods of mandatory isolation if a student was considered a close contact.

### 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
<b>Numeracy- Top 2 Bands</b>  Uplift of 2.7% of students achieving top 2 bands in NAPLAN numeracy from baseline.	37.43% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress toward the lower-bound target.
<b>Reading - Top 2 Bands</b>  Uplift of 7.4% of students achieving top 2 bands in NAPLAN reading from	22.53% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress toward the lower-bound target. There was only 0.14% difference from achievement of the lower bound target.

baseline.	
Uplift of 2% of students achieving expected growth in NAPLAN reading from baseline.	Expected growth for Years 7 - 9 cannot be calculated for 2022 as the NAPLAN test was not run in 2020.
Uplift of 2% of students achieving expected growth in NAPLAN numeracy from baseline.	Expected growth for Years 7 - 9 cannot be calculated for 2022 as the NAPLAN test was not run in 2020.
<b>Top 2 Bands HSC</b>  Uplift of 4.4% of students achieving top 2 bands in HSC course results from baseline.	35.6% of students attained results in the top two bands demonstrating progress toward the lower bound target.
<b>Attendance</b>  Uplift of 5.2% of students attending >90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 29.21%. Due to the impact of COVID, the attendance data has been negatively impacted.



Presentation Day 2022

## 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
- Effective teaching practices

### Resources allocated to this strategic direction

Professional learning: \$5,000.00

### Summary of progress

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. 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 teaching and learning.

In 2022, NAPLAN data identified 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 and provide opportunities for students to acquire and harness their talents and abilities to their full potential.

Staff worked with Curriculum Advisers (external Department of Education experts) to extend their knowledge and skills in HPGE strategies using the Differentiation Adjustment Tool as well as the Inclusive Practice Hub to cater to the needs of all students. In addition, in-house experts delivered workshops sharing strategies that are now utilised across the school. Staff used these newly acquired skills to embed differentiation strategies in their own key learning areas.

This will continue in 2023 with the addition of embedding the numeracy progressions within KLA programs.

### 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
Year 7 teaching and learning programs reflect differentiation strategies for all levels of achievement, including HPGE.	Approximately 12% of teachers participated in the University of NSW mini-certificate in Gifted Education with emphasis on differentiation for high potential and gifted students. In addition, 100% of staff participated in differentiation professional learning with Department of Education Curriculum Advisers to embed differentiation strategies in all Year 7 programs.
Progress measures will commence in 2023 with new syllabus implementation.	Delay in implementing initiatives in Term 3 have required this work to be postponed in 2022 with new syllabus implementation occurring in 2023. To date there has been an increase of two Key Learning Areas (KLAs) who were able to fulfil this progress measure.



Year 12 Artwork 2022



## 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.

- Building Leadership Capacity
- Student Tracking

### Resources allocated to this strategic direction

**Professional learning:** \$37,600.00

### Summary of progress

At Homebush Boys High School, there is a strong, visible culture that monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. The school promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

In 2022, all Year 7 student data was tracked to identify academic successes and areas for improvement by the Year 7 Deputy Principal. This tracking enabled students requiring academic and/or learning support to be identified and intervention strategies were implemented. Academic successes were also tracked and celebrated through whole-school prestigious awards and ceremonies. Furthermore, tracking data was utilised to supplement wellbeing concerns in order to identify certain patterns and behaviours. This helped provide students with holistic support mechanisms to improve their learning outcomes and in turn, reach their potential.

### 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
Increased proportion of staff seeking higher levels of accreditation.	Approximately 10% of teachers participated a Highly Accomplished/ Lead Teacher workshop led by the Head Teacher Teaching and Learning to enquire about the requirements of seeking higher levels of accreditation. One teacher has since begun their Highly Accomplished Teacher accreditation.
Year 7 assessment data is tracked and monitored for progress and improvement. This use of data will allow intervention, recognition and enrichment strategies to be implemented.	Review of student progress using a school-wide student tracking in Year 7 indicates approximately 80% of students have achieved or exceeded learning goals. This tracking allowed students requiring intervention to be identified and supported through mentoring, the development of Individual Learning Plans (ILPs) and learning support team intervention.
Targeted leadership professional learning to build the capacity of the Executive Team.	The Senior Executive team collaborated with an educational leadership expert at Australian Catholic University to create targeted professional learning for the Executive team throughout 2022. This targeted leadership professional learning was positively embraced by all Executive and established a consistent and common language to describe learning and good practice at Homebush Boys High School. This partnership will continue throughout 2023.



Multicultural Day 2022

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$175,213.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to students learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms. Four SLSOs were employed to support students identified with learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$124,551.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through UNSW GERRIC program and whole school literacy and numeracy program to support student learning</li> <li>• employment of additional staff to support literacy and numeracy program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Year 7 NAPLAN Numeracy above both state and statistically similar school groups (SSSG). Year 9 NAPLAN results above state and SSSG in all categories. 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><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Socio-economic background</p> <p>\$124,551.00</p>	<p>To continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. In 2023, Homebush Boys High School will diversify the role Head Teacher Wellbeing, to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$2,877.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  An increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for an extended period as a result of the welcoming and informal setting.  The continuing 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 Key Learning Areas.  The celebration of whole school activities utilising the school's newly established yarn circle and native garden.  The Deputy Principal completing the UNSW Aboriginal Leadership program.  All staff understand the Aboriginal Education Policy and are implementing strategies to engage ATSI students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  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 professional develop and strengthen relationships and cultural understanding.</p>
<p>English language proficiency</p> <p>\$522,881.85</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  EAL/D students are more confident and prepared to take risks with their</p>



<p>English language proficiency</p> <p>\$522,881.85</p>	<p>language use, as noted in teacher observations and work samples. 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.</p> <p>An additional teacher has continued their employment in supporting EAL/D students 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's success in 2021 continued in 2022 with student data indicating improvement in the learning process.</p> <p>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><b>After evaluation, the next steps to support our students will be:</b> To capitalise on teacher confidence and their and their capacity to design integrated writing units that reflect the needs of EAL/D learners , identified next steps is to transfer this practice across all key learning areas. Ongoing professional learning will identify language and cultural demands across the curriculum.</p> <p>Personalised and targeted professional learning will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p> <p>Targeting Year 7-10 students who are at risk of not meeting the NMS in literacy and numeracy through small tutorial groups.</p>
<p>Low level adjustment for disability</p> <p>\$221,976.73</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of LaST and interventionist teacher</li> <li>• 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</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Homebush Boys High School has achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>The school cannot determine whether students were achieving at or above expected growth in NAPLAN in Year 9 as they did not sit for NAPLAN when they were in Year 7 in 2020.</p> <p>The Learning Support team meet fortnightly to monitor and assess identified students and determine the appropriate learning and support adjustments to be implemented across Key Learning Areas.</p> <p>The Learning and Support Teacher (LaST) has led whole professional learning on pedagogy and research on students with additional learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to fund SLSO program to best cater for students with additional learning needs. The Learning Support Team continue to identify and support students with additional learning needs.</p>

<p>Professional learning</p> <p>\$87,755.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Homebush Boys High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Increased attendance through student engagement</li> <li>• Effective teaching practices</li> <li>• Building Leadership Capacity</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• Engaging a Literacy Consultant to support Executive professional development</li> <li>• Engaging with an academic mentor to build leadership capacity</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>COVID ILSP</p> <p>\$135,405.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of students in the program achieving significant progress towards their personal learning goals. Student engagement increased in all Key Learning Areas due to greater confidence.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will be a priority.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Homebush Boys High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of school SSO to run wellbeing initiatives to support student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Enhanced student participation, engagement and learning. This support has a significant impact. The introduction of extra-curricular activities engaged students and increased attendance. Mentoring 'at risk' students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Whole school and/or year group presentations to highlight wellbeing and attendance issues. Small group activities targeting vulnerable students.</p>
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Presentation Day 2022

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	1076	1075	1047	989
Girls	0	0	0	0

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.9	94.6	93.6	89.3
8	92.2	92.5	91.9	86.1
9	92.3	92.2	90.6	86.2
10	92.0	90.2	88.6	83.2
11	89.3	94.5	88.9	86.2
12	92.1	93.5	90.8	87.6
All Years	92.0	92.9	90.7	86.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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	3	3	0
Employment	8	7	10
TAFE entry	3	2	7
University Entry	0	0	82
Other	0	8	0
Unknown	0	0	1

## Year 12 students undertaking vocational or trade training

41.52% of Year 12 students at Homebush Boys High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

92.6% of all Year 12 students at Homebush Boys High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	50.6
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	3.8
School Counsellor	2
School Administration and Support Staff	16.17
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.



Presentation Day 2022

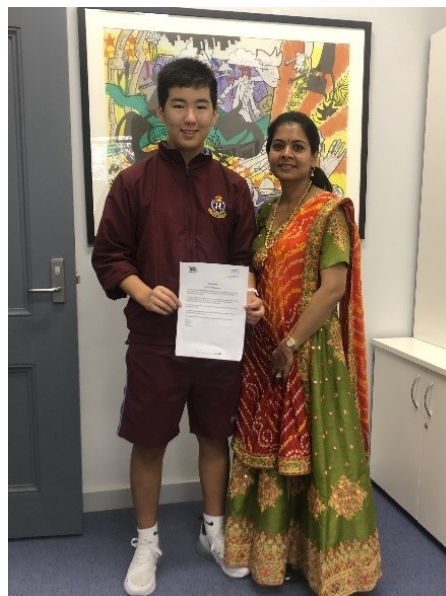
## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,279,509
<b>Revenue</b>	13,783,725
Appropriation	12,885,254
Sale of Goods and Services	139,374
Grants and contributions	661,527
Investment income	8,010
Other revenue	89,561
<b>Expenses</b>	-13,769,513
Employee related	-11,478,458
Operating expenses	-2,291,055
<b>Surplus / deficit for the year</b>	14,213
<b>Closing Balance</b>	1,293,722

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.



Celebrating success



## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	152,650
<b>Equity Total</b>	872,286
Equity - Aboriginal	2,877
Equity - Socio-economic	124,551
Equity - Language	522,882
Equity - Disability	221,977
<b>Base Total</b>	10,443,034
Base - Per Capita	266,845
Base - Location	0
Base - Other	10,176,190
<b>Other Total</b>	746,098
<b>Grand Total</b>	12,214,069

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.



Homebush Boys High School Drum Corp

## 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](https://myschool.edu.au) to access the school data.

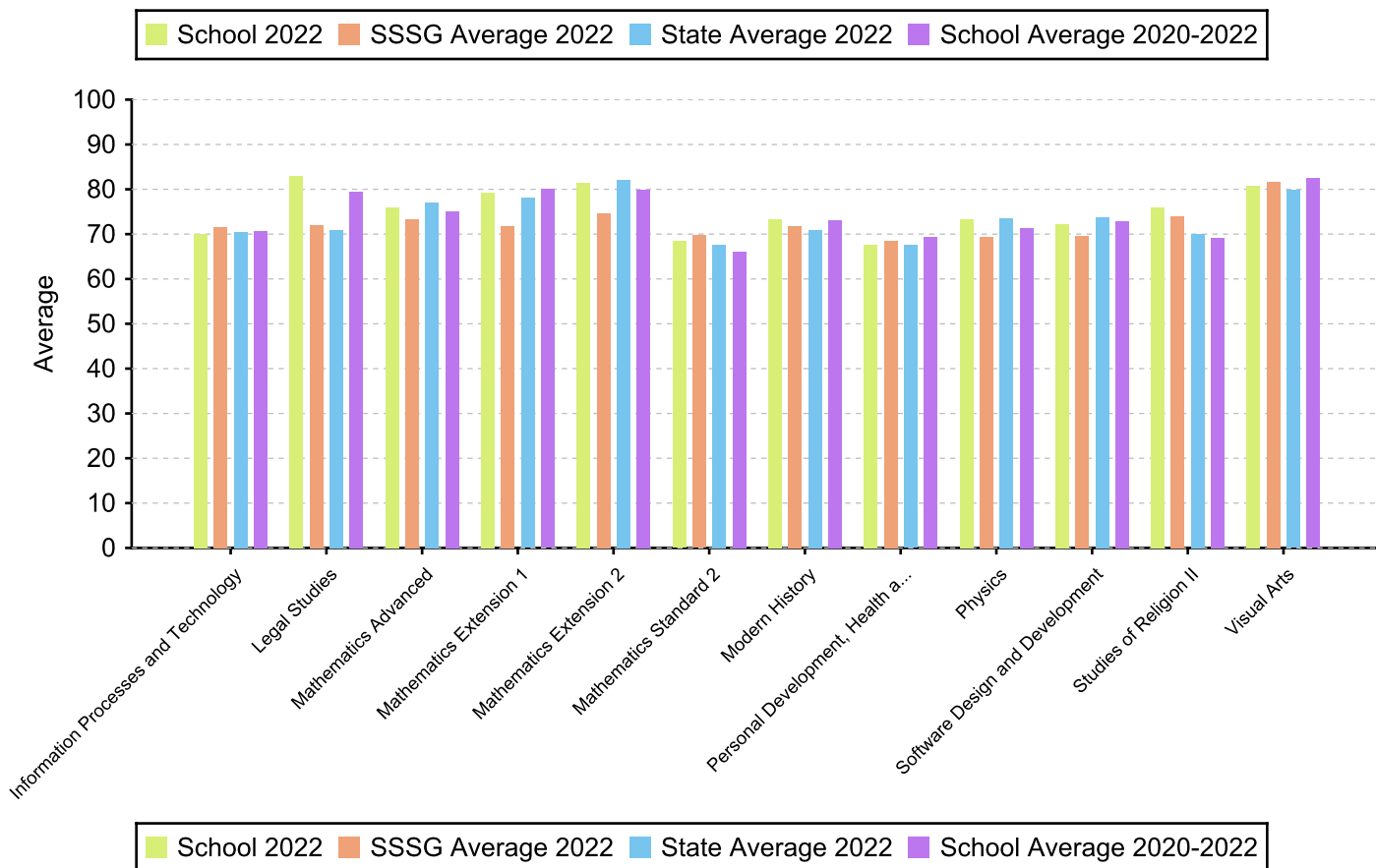
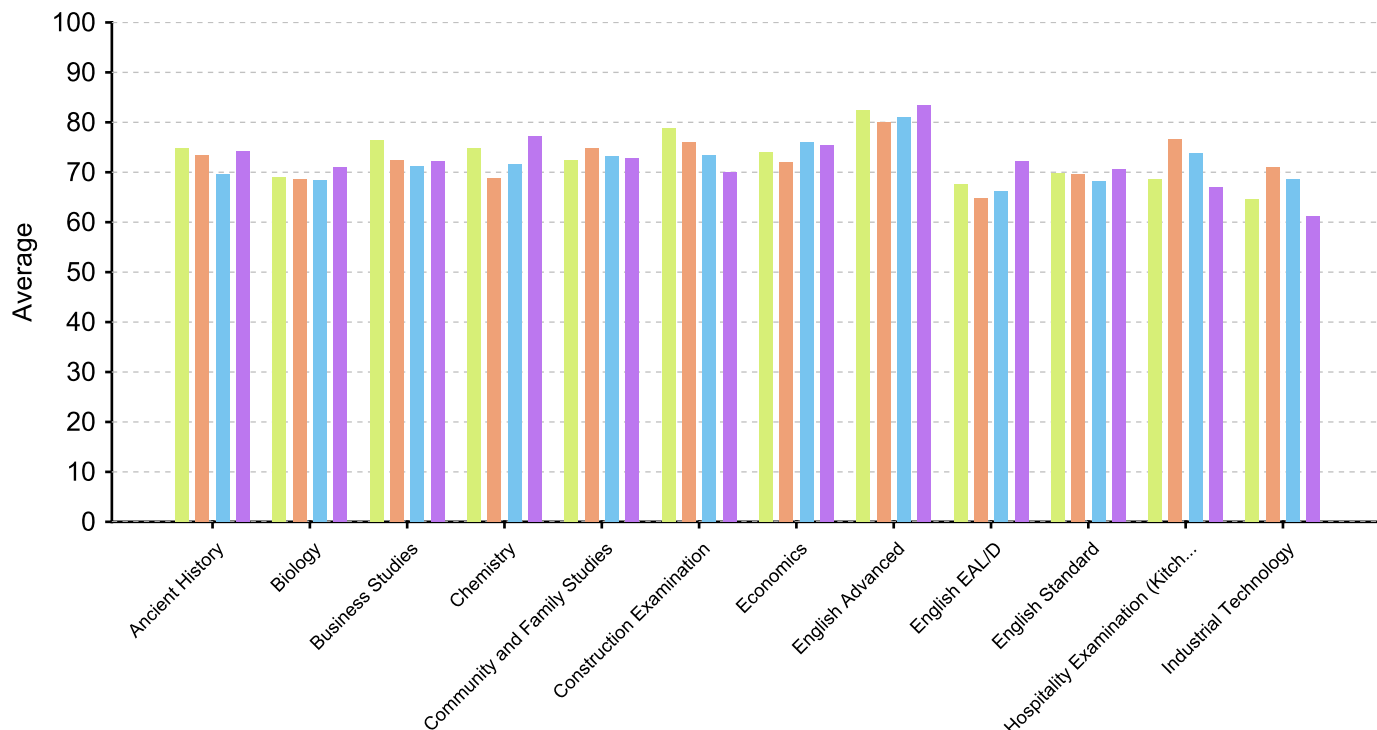


Homebush Boys Drum Corp

## 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 2022	SSSG	State	School Average 2020-2022
Ancient History	74.8	73.3	69.6	74.2
Biology	68.9	68.6	68.5	70.9
Business Studies	76.3	72.5	71.2	72.3
Chemistry	74.7	68.9	71.7	77.1
Community and Family Studies	72.4	74.7	73.2	72.7
Construction Examination	78.8	76.0	73.3	69.9
Economics	74.0	72.0	76.0	75.3
English Advanced	82.4	79.9	81.0	83.4
English EAL/D	67.6	64.9	66.1	72.2
English Standard	69.7	69.7	68.1	70.7
Hospitality Examination (Kitchen Operations and Cookery)	68.6	76.7	73.7	67.1
Industrial Technology	64.6	71.0	68.6	61.2
Information Processes and Technology	70.1	71.6	70.5	70.7
Legal Studies	82.9	72.1	70.8	79.4
Mathematics Advanced	76.0	73.4	77.1	75.1
Mathematics Extension 1	79.3	71.7	78.0	80.0
Mathematics Extension 2	81.4	74.7	82.2	79.9
Mathematics Standard 2	68.4	69.7	67.6	66.1
Modern History	73.3	71.7	70.9	73.0
Personal Development, Health and Physical Education	67.7	68.5	67.5	69.4
Physics	73.3	69.5	73.5	71.4
Software Design and Development	72.3	69.6	73.7	73.0
Studies of Religion II	75.9	74.0	70.1	69.2
Visual Arts	80.8	81.7	79.8	82.4



The final Year 12 Assembly 2022

## Parent/caregiver, student, teacher satisfaction

In 2022, parent/caregiver satisfaction with the school remained high despite the challenges of COVID in 2020-2021 continuing to make a negative impact in various areas of our educational platform. Parent feedback was overwhelmingly positive about regular bulletins from the school, with clear information and evidence depicting a positive learning environment.

Student Voice is integral to school improvement. Student Voice is highly valued at Homebush Boys High School and students are regarded as partners in decision making and evaluation. The Student Representatives Council and Prefect Leaders meet every week with the Senior Executive to discuss whole school matters such as, the schools infrastructure, fund raising and wellbeing issues. The Student Interact Board also meets on a fortnightly basis to discuss and make informed decisions in regards to whole school initiatives. Homebush Boys High School is recognised for their prioritisation of student voice in the Strathfield Network. This is a very unique partnership with positive feedback from our local and broader communities.

Teachers were united in their efforts and collaboration throughout 2022 with the common objective of returning to the normality of pre-COVID years, delivering the curriculum to their students, ensuring that progress in learning was consistent and collectively viewed as a priority.

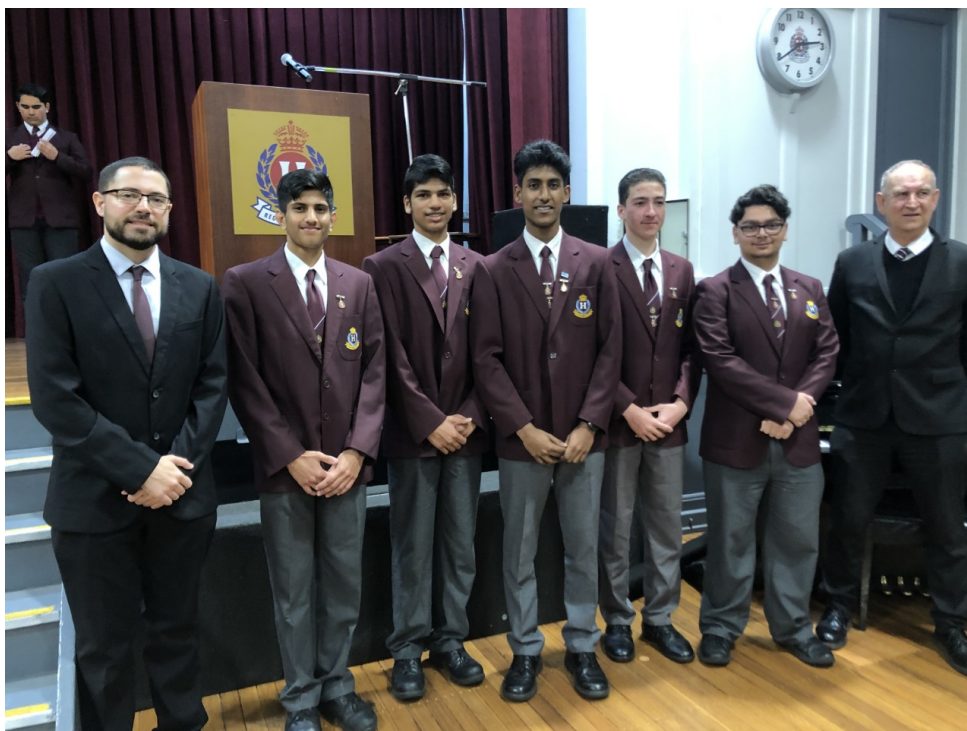
Teachers are also given regular opportunity to contribute and provide feedback related to the school planning process, teaching and learning and priority areas of the school. Teachers overall indicated strong satisfaction in taking a shared learning approach to the new school plan, enjoying the additional opportunities to collaborate. Feedback surveys have also provided additional information related to areas for the school to pursue in the future related to professional learning and indicated that the school's distributed leadership model is seen as beneficial.

In 2022 the **Tell Them From Me (TTFM)** data indicates:

A positive sense of student wellbeing in the 3 areas **Advocacy of School, Expectations for Success and Sense of Belonging**, irrespective of 2020 and 2021 being disruptive years due to COVID. Students reported the following

- 57% of students reported a positive sense of advocacy - 2% above statistically similar school groups (SSSG)
- 78% of students reported positive expectations for success - 1% above SSSG
- 70% of students reported a positive sense of belonging - 6% above state and 10% above SSSG

Overwhelming the level of satisfaction of students was high with a significant increase of students participating in sport.



2023 incoming leaders



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.



Our Fig Tree