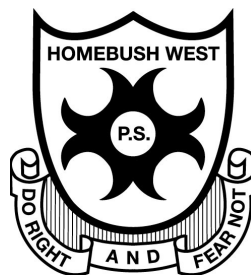


Homebush West Public School

Annual Report



2016



5251

Introduction

The Annual Report for **2016** is provided to the community of **Homebush West Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Estelle Southall, Principal

School contact details

Homebush West Public School
20 Exeter Road
Homebush West, 2140
www.homebushw-p.schools.nsw.edu.au
homebushw-p.School@det.nsw.edu.au
9746 9304

Message from the Principal

2016 was a year of significant innovation and change for Homebush West Public School as we engaged with a transformational major capital works planning process, and continued to drive improvement and innovation in our quest for excellence and equity for every student.

Our school's success continues to be underpinned by:

- a highly professional staff who work collaboratively and engage with significant ongoing professional learning to maximise their effectiveness,
- a wonderfully supportive, diverse community who value education and support the school's plan and directions,
- students who seek to be their best and contribute to a cohesive, motivated learning community.

The following achievements are key features of the successes of 2016, identified through our school's evaluation and review processes. They include:

- the implementation of Growth Mindset education K–6.
- a focus on student self-regulation and metacognition as core pedagogy.
- complete revision of our assessment and reporting to parents processes, a new report format, electronic student portfolios, individual student learning goals jointly developed by students, teachers and parents and an enhanced parent-teacher collaboration model.
- establishment of a temporary school site, within the current school site, to facilitate the major capital works project ahead.

In 2016 the school community, particularly staff and students, demonstrated significant flexibility and agility in responding to the needs and challenges of the various stages of restructuring the current site, in order to establish the site for the capital works project. We are very proud of the design and plans for our future building and landscaping which are a product of broad consultation and input from all our stakeholders. It will offer our school community an outstanding contemporary educational facility.

The achievements that our school community made this year are attributed to our shared values and partnership. They were achieved under a model of co-principalship, with the substantive principal also engaged as a Principal, School Leadership, Leadership and High Performance Directorate. Together we have ensured that our school is a safe, nurturing, inclusive, and enriching environment that sees staff, students and our community access fulfilling outcomes and opportunities.

Estelle Southall and Roxanne Picoaga, Co-Principals

School background

School vision statement

The school is an inclusive, innovative school that delivers holistic, engaging learning. The school sets high expectations and standards for all students and placing a strong emphasis on the creative and performing arts, contemporary curriculum, healthy active life skills, and sustainable futures.

Homebush West Public School is committed to educational excellence through the provision of high quality educational opportunities for each child, high quality teaching and teacher development, and strong partnerships with the broader community, ensuring the consistent improvement of student outcomes and narrowing of achievement gaps between students from diverse backgrounds within a safe, cohesive learning community.

Our vision is to empower every student to thrive and become successful learners, creative and confident individuals and active, informed citizens. This is recognised in our school mission: *'Empowering every student to be active, informed, creative and successful in a dynamic world'*.

School context

Homebush West Public School caters for students from K– 6, in a medium density urban setting within the Strathfield Public Schools Network, acknowledging Aboriginal connections to the Wangul Clan, Darug Tribe. The school was established in 1912 and now comprises over 540 students, 95% from culturally diverse backgrounds..

Homebush West Public School fosters strong partnerships with our parents and has established effective transition practices from Preschool to Primary School and from Year 6 to High School. The school has a highly professional, collaborative staff and enjoys a reputation for excellence. The school provides a safe, welcoming environment that promotes a strong sense of belonging and well-being.

The school is a Bring Your Own Device (BYOD) school from K– 6. Teaching is 'stage based' from Year 1 to Year 6. Stage 3 (Year 5 and 6) implement a very successful Middle School program. A Chinese Community Language Program is available.

The school offers enriching learning opportunities beyond the classroom, including; *Orchestra, Music Tuition, Dance Clubs, French classes, Martial Arts, Tennis, Chess, and Coding*. The school offers an on-site before and after school care(YMCA).

Homebush West has established partnerships with multiple community users. A school chaplain plays a significant role in connecting the community with the school. We are part of the Wingara Community of Schools. We value the contribution of all our partners and stakeholders.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our findings indicate that our practices across the school are continually improving and that **we are sustaining and growing our success, and moving towards excellence in most areas** of the School Excellence Framework. The evidence demonstrates that our school's learning culture is positive and tangible. It builds educational aspiration. Our data highlights the positive, respectful relationships that exist across the school and shows a positive, productive learning community with a strong sense of inclusion and belonging.

In the **domain of Learning** our efforts have primarily focused on well-being and assessment and reporting. In 2016 we strengthened the Homebush West approach to learning well-being with the introduction of Growth Mindset education. We enhanced strong participation and sense of identity for Aboriginal students through engaging Indigenous elder mentors. We continued to improve curriculum and learning with every stage engaging in inquiry based learning, STEM lessons, and Coding lessons. We redesigned the assessment and reporting in our school to improve parent understanding of their child's learning progress and capacity to partner effectively with the school.

Self-assessment using the School Excellence Framework cont

Our value-added **data indicates the school is excelling** in the value it adds to student achievement from Year 3 to 5 and Year 5 to 7, and is **well above average** from Kindergarten to Year 3. Our consistent high performance in this element, supports the directions of our school plan and is a product of staff commitment to ongoing professional development.

In the **domain of Teaching** we continue to implement the most effective teaching methods, with a high priority given to evidence-based teaching strategies and significant investment made in collaborative practice and the provision of instructional leaders. Through our Instructional Rounds and Classroom Walkthrough practices, and the shared vision of our Wingara Community of Schools, we focused on embedding student self-regulation and metacognition as core pedagogy. We continue to induct and mentor teachers in developing student-centred, visible learning and digital pedagogy that provides students with effective feedback. Collaborative practice is the touchstone for our professional development and our staff readily share practice with colleagues from across NSW. The Australian Professional Teaching Standards drive all aspects of our professional conversation and conduct and our teachers demonstrate high levels of contemporary content knowledge and practices.

In the **domain of Leading**, our priorities have been to develop the capacity of our leadership team, respond to feedback, enhance our learning spaces and technology, and in particular to successfully transition to new financial and administration products and processes, and optimise increased school funding to maximise the success of every student.

The synergy of increased school funding, enhanced local decision making and the new approach to School Excellence drive our school planning and improvement. Details of our achievements and future directions are outlined in the following pages of this report.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Excellence in Teaching and Learning

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires *every student* to become skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

Overall summary of progress

The introduction of Growth Mindset education has had a tangible impact on learning culture and student engagement. The language of Growth Mindset is evident across the school and there is evidence that these concepts are contributing to improved engagement and resilience.

Strong student participation (Yr 4–6) in Tell Them From Me (TTFM) surveys, expanded student leadership development and enhanced Student Representative Council practice have all increased student voice within the school.

The broad range of extra curricular opportunities available to students at Homebush West expanded further to include Coding, non-native Chinese and Spanish language classes. Our students have all contributed to the design of our future school major capital works project and they are proud of their role in selecting building graphics for our temporary site.

Our redesign of assessment and reporting practices included; the establishment of individual learning goals for every student; a new written report format in 'plain English' that more clearly demonstrates student achievement, strengths and next steps; and transition to a digital student portfolios.

We invested significantly in teacher time to focus on developing deep knowledge of each child's needs. The changes were positively received, with parents valuing the early parent teacher meetings and teachers affirming the additional time enhanced their capacity to develop responsive, tailored learning for their students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieve expected growth or higher, on internal and external data sets (PLAN/NAPLAN/EALD Progression) with the school achieving at or above state averages and at or above <i>like school groups</i> in all measures; national minimum standards, % top two bands, value added, attendance, equity measures	School Excellence Framework Value-added data NAPLAN Reading and Numeracy indicates: K–3, Above Average, Y3 to Y5, Excelling, Y5 to Y7, Excelling. Our data is in the top percentile of primary schools, for value added Y5 to Y7. 40 – 44% of students are in the top two NAPLAN bands, with Y5 data exceeding our similar schools' data. 98% of our students are at or above the National Minimum Standard NAPLAN, and we are closing the gap for low SES students with equity outcomes in the top 20–30% of schools.	\$68 100
New curriculum and revised well-being frameworks measurably enhance teaching, learning and student well-being.	TTFM data indicates that students experience a strong sense of belonging, positive relationships, positive behaviour and a positive learning climate, with all measures at or beyond NSW Government norms. Significantly bullying data is 20% lower than NSW Government norms at 18% (HWPS) compared with 36% (NSW Govt).	\$51 900

Next Steps

- Review and align well-being programs and practices with the NSW DoE Well Being Framework to ensure they are both comprehensive and effective for all students.
- Introduce Mindfulness Meditation.
- Develop a teaching and learning framework mapping our approach to integrating quality teaching and learning, authentic, contemporary curriculum delivery and highly effective assessment practice.
- Improve the staff capacity to analyse and utilise internal and external data with greater confidence and effect.



Strategic Direction 2

A Dynamic, High Performing, Learning Culture

Purpose

Excellence in teaching and learning is underpinned by highly professional, teachers who are effective leaders of learning, deeply committed to ongoing learning and improvement, developing highly effective, evidence based practices through; collaboration, inquiry, reflection and feedback, setting high expectations and sharing responsibility for the improvement of every student and contributing to a dynamic, transparent, collegial learning culture.

Overall summary of progress

In 2016 we continued to focus on collaborative multimodal professional learning to ensure our staff training is of the highest calibre, and has a tangible impact on student learning and school operational success. Our school administration staff and executive achieved successful transition to, and implementation of, substantial new business and administration software and practices.

The quality of the professional learning at Homebush West is such that we welcomed observers from local and remote schools, Principals School Leadership and Directors Public Schools NSW, to participate in structured observation and feedback on teaching practice.

We strengthened the links between staff in our Wingara Community of Schools and strategically shared professional development to develop teacher capacity each term.

Our teachers newly introduced Personal Development Plans evidenced direct impact on student outcomes, as observed by internal and external observers 2016 Instructional Rounds. By year's end, four teachers gained promotion positions to Instructional Leadership or executive roles beyond our school, reflecting the impact they've achieved in leading professional learning and improving teacher quality within our school.

All eligible teachers, seven in 2016, achieved Australian Professional Teaching Standards Accreditation with the NSW Education Standards Authority.

Our teacher librarian Alyson Windon, and our school administration manager Judy Holland, were both recognised with Director Public Schools NSW, Excellence in Education Awards.

Progress towards achieving improvement measures

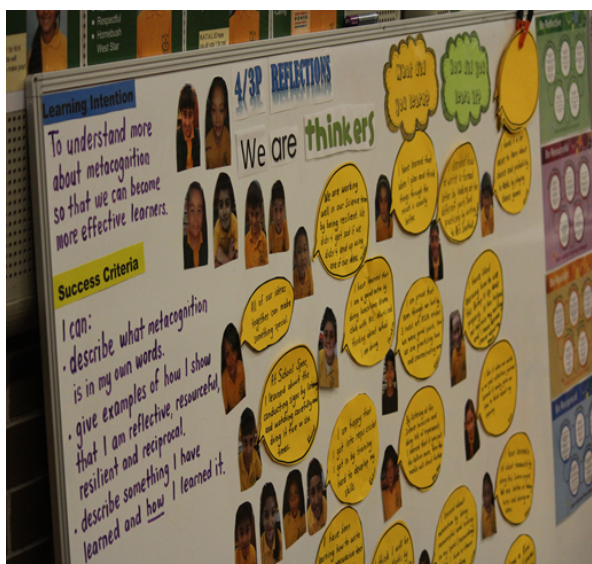
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff achieve personal professional development plan goals, demonstrating effective collaborative learning and reflective practice, within and beyond the school, evidencing increased impact on student outcomes.	Employment of two dedicated Beginning Teacher Mentors, to develop and lead tailored Beginning Teacher learning. Support for both funded and non-funded beginning teachers was achieved by the mentors and their programs. Introduction of executive coaching to maximize leadership practices and teacher effectiveness. Specialist training for pre-service teacher mentors to build the capacity of staff to mentor and share practice with teachers in training. All teaching staff hosted pre-service teachers, totalling twenty four pre-service teachers from six universities. Fifteen staff members shared and led professional learning in and for other schools on multiple occasions, in a variety of settings. Ten teachers were identified as aspiring leaders.	\$70 962

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of learning contexts evidence data driven, differentiated 'visible learning' pedagogies for the 21st century, embedding 4Cs, feedback and formative assessment in practice.	<p>All teachers participated in the Wingara Community of Schools Twilight School Development Training focusing on 21st Century Pedagogy and Formative Assessment. Ten staff members led sessions for colleagues.</p> <p>All teachers attended the 'iOnTheFuture4' International Conference accessing global educational training.</p> <p>Differentiated induction training was provided for all staff new to the school.</p> <p>2016 Classroom Walkthroughs and Instructional Rounds classroom observation and reflection practices focused on school wide incorporation of self-regulation and metacognition strategies in pedagogy. Feedback indicated observable practice in every learning environment.</p>	\$73 000

Next Steps

- Incorporate the collaborative inquiry model of Lesson Study into our whole school collaborative learning practices.
- Develop staff capacity to use data analytics and evaluative thinking to drive individual, stage and whole school improvement.
- Expand Personal Development Plan success to include all non-teaching staff.
- All teachers to successfully gain accreditation status by 2018.
- Increase staff capacity to embed 21st Century pedagogy.
- Improve staff confidence in catering for learners with specific needs within their classroom.



Strategic Direction 3

Productive Partnerships, Innovation, Efficacy

Purpose

Dynamic, high performing schools forge strong connections with the wider community, enhancing learning outcomes and the learning environment. They utilise resources strategically, ensuring accountability, efficacy and innovation within clear, effective policy and procedures, proactively engaging with all stakeholders, ensuring a proud, cohesive, reputable school with a sustained legacy of excellence.

Overall summary of progress

High levels of school pride and an excellent reputation are key markers of the continually improving leadership, teacher quality and effective practices, within the school.

Our commitment to high levels of community engagement was evident in the extensive opportunities extended to parents to participate in school events and learning opportunities. We added a partnership with the Australian Catholic University, as a spoke school in a comprehensive PEX (pre-service teacher program) Hub in 2016.

The School Leadership team expanded to include Instructional Leaders in the areas of Digital Pedagogy and Curriculum to achieve products and practices articulated in the 2015–2017 School Plan. This was possible through the strategic use of additional school funding (QTSS and RAM) and capitalising on increased local decision making opportunities.

In preparation for significant major capitals works, the school underwent a series of staged transitions (movement of buildings and playgrounds) to establish a temporary school site and a building site, within the existing school grounds. The entire school community, particularly staff and students, responded to the intense challenges and changes within tight timeframes, in a supportive, cohesive and agile way achieving minimal impact on learning.

As we underwent changes to the site we used the opportunity to trial new learning/co-teaching structures and we transitioned to a flexible, multimodal model for the use of all of the spaces in our school. We utilised our physical resources in new ways, with the view that 'every space is a learning space'. We ensured continued access to play spaces and a safe, aesthetically pleasing environment, in the process. Students, teachers, parents and community members all contributed to the design of our future learning spaces.

Reforms to the Department of Education's business and administration processes and software were used to drive improvements in our finance practices and procedures. We trialled a once per semester payment for parents, reducing the regular one off payment requests for excursions and events. We employed additional administration and grounds staff to assist with the challenges of both business reform and building programs.

We improved our communications with parents and the wider community, through the employment of a Social Media Communications officer, improving the effectiveness of our school website, school app. We added a Facebook page to our communications suite. Our partnership with our school chaplain expanded to include an adult English program, additional parent programs, in addition to the thriving playgroup and Wrap with Love programs offered.

Every student in the school accessed specialist drama tuition, specialist Athletics or Gymnastics programs, and Cyber Safety training, which was also made available to parents and to staff. We added tennis, table tennis, Spanish classes, basketball, and coding classes, and School Spectacular participation to the extensive range of rich and extra-curricular opportunities students access.

We innovated our approach to Meet the Teacher/Parent Information Night to include a dynamic 'expo' which gave parents a choice of short, sharp opportunities to touch base with key school staff/policies and procedures through optional workshops repeated across the night.

Our parent teacher interview opportunities included a much earlier individual goal setting meeting, and we incorporated specific STEMs and coding learning into the curriculum at every stage.

Our commitment to ongoing improvement was evident in the refinements to every event and activity achieved through the feedback regularly solicited and used to shape next iterations. Innovations to Award Night, Year 6 Farewell and School Musical practices achieved significantly high levels of community support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sustained—increased high levels of parent, student, staff and community engagement with and feedback to school, increased reputation, user satisfaction and school pride.	<p>Successful transition to new business and administration software and practices with improved financial processes for parents.</p> <p>Employment of Social Media Communications support to enhance effectiveness of the school website and introduce Facebook to our suite of communications.</p> <p>Creation of a temporary school site and a building site within the school ensuring good aesthetics, student safety and student/staff well-being, maintained in the process.</p> <p>School participation in creative and performing arts expanded to include Schools Spectacular. The School Musical embedded Growth Mindset learning for students, parents and the wider community.</p>	\$105 883
Improved parent understanding and support of contemporary learning models and modes and increased capacity to support this learning effectively.	<p>School Chaplain partnership facilitated Adult English and Parenting classes in addition to playground and student/family well-being strategies.</p> <p>Cybersafety educators provided parents with detailed support for understanding social media and parenting in a digital context. All staff and students accessed Cybersafety training.</p> <p>Instructional Leaders, School Executive and Instructional Rounds team created opportunities for parents to gain insight into contemporary curriculum and pedagogy.</p>	\$14 680

Next Steps

- School administration staff develop personalised learning plans that develop each staff member and have measurable impact on school improvement.
- Increase 'online and virtual learning' opportunities for staff, parents and students.
- Include Twitter in our communications repertoire.
- Refurbish 'middle school' learning spaces.
- Expand co-teaching opportunities.
- Review homework policy and practice.
- School wide evaluation of the 2015–2017 School Plan to shape the development of 2018–2020 School Plan that captures inclusively the needs and aspirations of the school.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have individual learning plans and are making gains in all Key Learning Areas.</p> <p>All students from Aboriginal backgrounds were connected with Indigenous mentors in a weekly 'Identity' program with significant improvements cultural knowledge, social skills and attitudes to learning achieved.</p>	\$ 437
English language proficiency	<p>All students from EALD backgrounds access specialist support, tailored to their needs as identified in the EALD progression.</p> <p>All staff access professional learning, coaching and feedback to manage EALD learners effectively within the classroom.</p> <p>Multilingual communication, including use of translations and translators across various modes of school communication, and in all formal parent teacher meetings.</p> <p>Inclusion and celebration of our diverse community to ensure a strong sense of belonging and connection through events such as Multicultural Day, Lunar New Year, Diwali, Shrove Tuesday and Harmony Day.</p>	\$21 064
Low level adjustment for disability	<p>Increased teacher and SLSO staffing to provide one to one support for students requiring Individual Learning Plans.</p> <p>Nationally Consistent Collection of Data (NCCD) processes utilised to improve teacher capacity to personalise learning and make appropriate accommodations and adjustments to student learning.</p> <p>All teachers accessed specialised training and in-class mentoring and support to respond to identified students accommodation and adjustment needs.</p>	\$32 340
Quality Teaching, Successful Students (QTSS)	<p>All members of the school executive team accessing professional, tailored executive coaching each term including feedback on improvement plans and support to develop leadership and mentoring skills.</p> <p>School leaders released to support teachers with development of new Performance and Development Plans, including providing constructive feedback to individual teachers in their teams, to maximise teacher impact.</p> <p>All teachers developed highly professional, standards referenced Performance and Development plans with clear evidence of high levels of achievement and impact on teaching and learning.</p>	0.386 FTE
Socio-economic background	<p>All students engage with access to music and drama specialists to increase student engagement and enhance learning outcomes.</p>	\$18 534

Socio-economic background	<p>All teachers trained in L3, or Focus on Reading and using the Literacy and Numeracy Continua.</p> <p>All eligible students accessed assistance for equitable participation in extra-curricular opportunities including attending music camp and performance opportunities (eg Opera Houses) school resources including uniforms and classroom resources and daily access to healthy food.</p>	<p>\$18 534</p>
Support for beginning teachers	<p>Two beginning teacher mentors engaged to provide mentoring and support to beginning teachers.</p> <p>Induction provided to all new to site staff and volunteers.</p> <p>Ten beginning teachers received tailored support and additional release to develop quality teaching skills. Six beginning teachers were identified to participated in aspiring leader training. Two groups of beginning teachers received regular accreditation support. Five non-funded beginning teachers also accessed regular mentoring and support through strategic use of available resources.</p> <p>Seven beginning teachers successfully awarded accreditation against the Australian Professional Teaching Standards, at Proficient, NSW Education Standards Authority (NESA).</p>	<p>\$73 915</p>
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • EALD teachers ensured students from traumatic backgrounds connected strongly with the school, and accessed additional support. • Teacher training raised awareness of refugee experiences and the support needs of students who have suffered trauma. 	<p>\$3 159</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	205	248	260	265
Girls	201	232	239	249

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	96.1	93.2	95.1
1	95.6	96.3	93.5	94
2	96.7	96.9	92	93
3	96.6	96.7	94.7	96
4	97.3	96.2	93.5	96.2
5	96.3	97.1	93.1	95
6	97.4	95.6	91.9	93.7
All Years	96.5	96.4	93.2	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Structure of classes

At Homebush West Students from Year 1 to Year 6 are groups in multi-age groups called **Stages**. Kindergarten are grouped in same age classes.

Year 1 and Year 2: Stage 1

Year 3 and Year 4: Stage 2

Year 5 and Year 6: Stage 3

Stage 3 students operate in a '**middle school**' mode. Students have a home class, and a variety of group structures and teachers for different key learning areas.

Workforce information

Workforce composition

Position	FTE*
Principal	1.5
Assistant Principal(s)	4
Classroom Teacher(s)	20.78
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	3.6
School Counsellor	0
School Administration & Support Staff	3.96
Other Positions	0.19

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	84
Postgraduate degree	16

Professional learning and teacher accreditation

All teachers at Homebush West access significant professional learning, Literacy and Numeracy and Beginning Teacher funding all contributing to the dynamic, tailored learning staff engage with to achieve the highest quality teaching.

In addition to weekly collaborative stage meetings and collegial planning, teachers participate in structured observation lessons, receive aggregated and individual feedback, reflect on practice and work with colleagues from our community of schools.

They continue to develop their skills to achieve our vision for learning; embedding student centred, engaging and visible, project based learning, digital pedagogy and formative assessment. In 2016 we focused on strengthening student self regulation and metacognition.

We continue to ensure all K–2 staff are L3 trained and 3–6 staff are Focus on Reading trained and we provided individual math mentoring to teachers.

All teachers developed individual Performance and Development Plans with goals reflecting system and school plans and directions, as well as personally identified goals. We saw evidence of strong development and goal achievement and teachers were provided with significant time to engage with their supervisors to achieve their goals.

We employed beginning teacher mentors, and instructional leaders to induct, mentor, and coach teachers to maximise their impact on learning outcomes.

All eligible staff have successfully gained Australian Professional Teaching Standards Accreditation, with seven teachers completing requirements in 2016.

Financial information (for schools using OASIS for the whole year)

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	568 930.72
(2a) Appropriation	553 041.24
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	15 529.74
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	359.74
Expenses	-226 343.68
Recurrent Expenses	-226 343.68
(3a) Employee Related	-126 476.11
(3b) Operating Expenses	-99 867.57
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	342 587.04
Balance Carried Forward	342 587.04

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	3 445 939.52
Base Per Capita	27 222.30
Base Location	0.00
Other Base	3 418 717.22
Equity Total	521 266.94
Equity Aboriginal	437.43
Equity Socio economic	18 534.03
Equity Language	388 338.78
Equity Disability	113 956.70
Targeted Total	31 708.78
Other Total	178 234.81
Grand Total	4 177 150.06

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	568 930.72
(2a) Appropriation	553 041.24
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	15 529.74
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	359.74
Expenses	-226 343.68
Recurrent Expenses	-226 343.68
(3a) Employee Related	-126 476.11
(3b) Operating Expenses	-99 867.57
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	342 587.04
Balance Carried Forward	342 587.04

A full copy of the school's financial statement is tabled at the annual general meeting of the School Council body and the P&C, both groups are informed of the school's financial priorities, commitments and financial position across the year. The school council works closely with school leaders to shape financial decisions and provide transparency and accountability.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	3 445 939.52
Base Per Capita	27 222.30
Base Location	0.00
Other Base	3 418 717.22
Equity Total	521 266.94
Equity Aboriginal	437.43
Equity Socio economic	18 534.03
Equity Language	388 338.78
Equity Disability	113 956.70
Targeted Total	31 708.78
Other Total	178 234.81
Grand Total	4 177 150.06

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN (Reading Numeracy) Data 2015–2016

Premier's Priorities: proportion of students in the top two bands NAPLAN (Reading and Numeracy)

- Year 3 – 44%
- Year 5 – 47%
- Year 7 – 42%
- Aboriginal student data – NA

Attainment of equity groups: the difference between low SES student performance and high SES student performance is on average, around 20–24 points. The school is in the 70th percentile of all schools for both Year 3 and Year 5.

School Value–Add NAPLAN (Reading and Numeracy)

- Kindergarten to Year 3 – Above Average
- Year 3 to Year 5 and Year 5 to Year 8 – Excelling

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

To solicit this feedback we utilise P&C and School Council forums, as well as regular surveys, small focus groups and informal conversations in addition to formal Tell Them From Me surveys.

In 2016 parents told us:

- The schools is a safe, inclusive school, the school supports positive behaviour, and they feel welcome in the school.
- 80% of respondents have talked with a teacher two or more times.
- More than 40% of respondents indicated that interviews/meetings/and school reports were very useful communication modes.
- More than 50% rated the school newsletters, website and P&C as the most useful communication types.
- 90% of participants indicated that the school had sought their opinion about school planning, policy review, teacher practice and curriculum delivery.
- 75% of respondents felt the school was able to access support.
- They would like more information about how they can support learning at home.

In 2016 students told us:

- They felt accepted and valued by their peers and by others in the school. Both boys and girls had a high sense of belonging, more than five percentage points on average, above government norms.
- They have positive behaviour at school, ten to fourteen percentage points above government norms.
- That their are high expectations for there success and that there is a positive learning climate.
- Students reported high levels of advocacy at school and positive teacher student relationships.
- 82% of student respondents expect to attend university.
- There are high levels of participation in extra

curricular activities, across the KLAS.

- 40% of students were confident in their skills, but did not feel challenged.

In 2016 teachers told us:

- They there is a strong learning culture in the school, with high levels of teacher collaboration.
- That students receive feedback on their learning and receive explicit instruction.
- Students have significant opportunities to use technology purposefully in learning, but not necessarily setting technology learning goals with students.
- There are clear expectations for behaviour in classrooms, and effort is made to understand and include students with specific learning needs in their classrooms.
- They set high expectations, monitor individual student progress, and provide students with effective feedback that brings them closer to achieving learning goals.



Policy requirements

Aboriginal education

In 2016 we ensured:

*Individual Learning Plans for identified students were developed in consultation with family and were regularly reviewed to ensure ongoing learning gains.

* strengthened Aboriginal and Torres Strait Islander perspectives to curriculum delivery.

*a dedicated week of learning experiences and celebrations for National Aboriginal Day of Celebration (NAIDOC) and formal acknowledgement of Sorry Day.

*Aboriginal elder mentors met regularly with Aboriginal background students with a focus to strengthening identity and culture. This strategy resulted in great improvement in student pride and self worth.



Multicultural and anti-racism education

A strong sense of recognition and respect of both cultural diversity and cultural identity is central to the strong sense of well-being that all members of the Homebush West school community promote. 94% of students are from Language Backgrounds Other than English.

Our multicultural community celebrates diversity through the recognition of special days. We promote a respectful, inclusive community and engage with anti-bullying and eg, White Ribbon organisations and events. Parents join us in presentations and in classroom learning to provide diverse perspectives and share their experiences, enriching curriculum.

Our approach to curriculum ensures teachers access annual TELL (Teaching English Language Learners), refugee, and Trauma training, to maximise capacity to cater for diverse needs, and ensure curriculum is inclusive and

The school has a full-time Chinese Community Language teacher, catering for all students from Chinese backgrounds, extending opportunities to non-native speakers in Year 2 and Year 3.

The school has a trained anti-racism contact officer (ARCO) to support the executive and students in embedding anti-racism strategies in curriculum and well-being practices.

The representation of parents from diverse backgrounds in elected roles and in volunteer positions within School Council and P&C has increased. Our communication methods with parents and students are inclusive and staff are trained to access interpreters and translations of key documents. Increased use of social media, enhancements to our website content and improved efficacy of the school app, have improved the capacity of all parents and carers to be proactive, well-resourced and informed partners in student learning.