

Homebush West Public School

Annual Report



2017



5251

Introduction

The Annual Report for 2017 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

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Message from the Principal

The programs and progress in 2017 outlined in this report reflect the school community's commitment to equity and educational excellence, empowering every student to be a highly successful lifelong learner. Our collaborative learning culture firmly focuses on student well-being, contemporary learning, innovation and the creative and performing arts. We value our supportive parents and wider community who partner closely with us in the educational journey. I thank our dedicated staff who continue to go above and beyond in their commitment to professional development, systems leadership, and continual improvement.

In 2017 we were very proud to take possession of newly acquired land, formerly 13 Hornsey Road, as additional green play space. The majority of our classes were accommodated in temporary buildings as our major capital works project commenced, and we were one of the first schools in NSW to open a temporary double storey building consisting of eight demountable classrooms. This innovation allowed our school to remain on site during major capital works and limited the building footprint on our temporary site.

In addition to embedding our Growth Mindset culture, this year students developed their skills in Mindfulness, participating in regular meditation practice to improve alertness and capacity to learn. Students at our school shone in the many and varied academic and extra-curricular opportunities provided within and beyond the school.

In 2017, in addition to so many achievements we have positioned our school community to be ready for the completion of our school redevelopment project in 2018.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The results of this process indicated the following results. The school was validated as '*excelling*' in *all domains and elements* of the Framework. The executive summary of school attainment in relation to the framework is included below.

Learning

The school has a tangible *learning culture* of high expectations and a positive learning environment, observable and commented on regularly by guests. Our data and evidence illustrates that our students and families experience a strong sense of belonging and connectedness to our school, which underpins the productive learning environment established. Attendance and engagement data both indicate that being at school is safe, fun, interesting and is valued by all stakeholders.

Student *well being* is a high priority in this school. The evidence highlights the comprehensive practices in place to support individual and collective well being and healthy active lifestyles. The school's Behaviour Code, captured by the Homebush West 'STARS' acronym focuses on students becoming; Safe and Strong, Team Players, Active, Respectful and Successful learners. This code is deeply embedded across the school, even utilised by Playgroup and parents at home. Our practices explicitly support student self-regulation, positive relationships, and empower students to contribute to the school and wider community through our diverse celebrations, engagement with charity and sustainability initiatives.

Every classroom in the school is a positive place to learn and disruptions to learning are minimal, dealt with in an explicit, consistent way in every class. Communications around student well being are extensive and collegial expertise is utilised in responding to need. In 2015 the school reviewed their practices against the Well being Framework with strong alignment to the core elements of the framework evident. Additional strategies were identified to ensure our practices were comprehensive, and the school has now embedded mindfulness practices and growth mindset education, in our approach.

The school has focused on embedding highly visible, student centred learning, marked by formative assessment practices, and utilising technology to support increased creativity, critical thinking, connectedness and collaboration, as an explicit vision for learning. Our students clearly articulate what they are learning and how they will know when they are successful, with all teachers utilising learning intentions and success criteria, and visible learning scaffolds to maximise student self-direction.

We have ensured strong literacy and numeracy practices through engagement with L3, Focus on Reading, TEN, TOWN and most recently the mathematics program A Teaching Place, A Learning Space. Evidence indicates that highly professional, quality teaching practices exist across the school, with an integrated approach to *curriculum and learning* delivery that is increasingly marked by those characteristics. Our Instructional Leaders (Curriculum and Digital Pedagogy) have worked shoulder to shoulder with teachers to enhance the authenticity and impact of our curriculum delivery and our students capacity to connect and create and engage critically through access to global digital resources.

The school develops significant partnerships with organisations beyond the school, to enhance learning including local council, Metro Assist Migrant Resource Centre, Australian Catholic University (our local university), Sydney University. The school offers a depth and breadth of extra-curricular learning opportunities that are significant, inclusive and enriching with a strong focus on the creative and performing arts, public speaking and debating, Premier's challenges and delivering specialist music teaching to all students. Our Personal Development, Health and Physical Education (PDHPE) programs continue to improve and diversify, as do our sporting achievements. Transition practices are innovative and exist at every stage of schooling. Teaching is organised in stage groups, and our Middle School approach to Stage 3 is currently being published by Centre for Education Statistics and Evaluation (CESE) as a case study, reflecting exemplary practice.

Parents are engaged as learning partners. They have a clear understanding of the learning progress of their children through clearly articulated, policy driven implementation of improved *assessment and reporting* practices. Our focus on embedding formative assessment practices K-6 and our 2016 revision of our school report and parent teacher interview processes have had direct impact on improved learning. Parents and teachers work together with students to personalise learning goals. Student learning portfolios are electronic and accessible anywhere, anytime and our reports

are clearer, more concise and informative. Teachers are resourced with 'in-school' time to focus deeply on assessment and to meet with parents more effectively. School practices ensure that rich data and explicit assessment practices drive differentiated learning across Key Learning Areas (KLAs) and in all stages. A rigorous, collaborative approach to learning support is very effective, supporting by significantly reducing National Minimum Standard (NMS) NAPLAN data and internal data. Our learning support team are called Learning Specialists, they work closely with teachers and each other in a data driven, team approach to support student learning mastery. We have placed high value on learning support through enhanced staffing deployment.

The school consistently achieves excellent value-added results on external *performance data*. Data highlights include value-add from Year 3 to Year 5 at the 95th percentile within the state, increasing to the 100th percentile for value-add from Year 5 to Year 7. The majority of our external data trends are upward. In all aspects of internal data our students achieve beyond our internal targets, with close tracking and monitoring using continua, utilisation of data walls, and shared google drive data documents as features of the regularly monitoring and tracking approach we embed to ensure the best learning outcomes for every student. ***In the domain of learning the school is excelling.***

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The school's collective efficacy is a product of the significant focus on collaborative practice which marks every aspect of our approach to teaching and learning. The school is strongly focused on embedding *effective, evidence based practice* in every classroom through its highly effective, tailored, and multimodal approach to teacher development including, whole school, online, small group, self-nominated, and stage based learning, with school and system priorities, individual performance and development plans (PDPs) and professional teaching standards driving our focus. This approach includes significant investment in reflective practices, Instructional Leadership, coaching, mentoring and induction.

Our school creates significant time for and expectations of *collaborative practice*, eliminating formal staff communication meetings and formal executive meetings. This allows for increased time to develop teacher effectiveness and the development of a strong team approach to teaching and learning. Stage planning practices in particular develop teacher capacity in *data skills and use* as stage teams' focus on working together to improve learning outcomes for their students. Our engagement with a Community of Practice allows for our teachers to collaborate within, across and beyond the school setting to observe and model effective practice, driving and sustaining ongoing school-wide improvement.

The school has employed early career teacher mentors, a math mentor, two Instructional Leaders (Curriculum and Digital Pedagogy), and an executive coach to maximise teacher *learning and development*. Teachers work shoulder to shoulder and reflect on practice as core work. Teachers across the school are working together to redesign learning environments, and trial various co-teaching strategies engaging with other schools who are also engaged in this process.

We tailor induction programs each year, ensuring annual processes support the effective development of all teachers new and experienced. Each term we engage with a spiral of reflective practice which includes Lesson Study, Classroom Walkthroughs, and Instructional Rounds, to provide rich opportunities for observation, modelling and feedback.

We have a significant number of teachers, from early career teachers to more experienced staff, leading professional learning for colleagues in other schools. Staff clearly demonstrate a strong commitment to their own professional learning. The highly expert school leadership team builds collective capacity and aspiration through our approach to teacher development, expertly supporting beginning and early career teachers. The school annually hosts over 20 pre-service practicum placements, from 5 institutions, ensuring all teachers mentor and support developing practitioners. Our teachers improve their mentoring skills and develop deep understanding of *professional standards* through this practice.

All our teachers work beyond their classroom to contribute to broader school programs through an explicit process that distributes leadership across the school, and all teachers are supported to successfully gain and maintain professional accreditation at all stages. ***In the domain of teaching the school is excelling.***

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The evidence reflects that the school community is highly informed, engaged and empowered to partner with the school in developing and achieving the school's strategic directions, as we utilise a wide mode of mechanisms to engage with the school community. The school has an excellent reputation and standing in the wider community and enjoys strong community support. ***School leadership*** has promoted a culture of transparency and accountability actively seeking and responding to feedback from all stakeholders, to ensure high levels of stakeholder satisfaction and school improvement.

The school utilises a School Council for oversight and engagement with policy and reform, ensuring key school community members have deep understanding of utilisation of new school funding, funding models, and finance systems, ensuring local school decisions are transparent and supported.

The Parents and Citizens Association (P&C) is active and growing. We have increased the educational conversations with P&C, including conversations around school performance data, *school planning implementation* and achievements. The school plan implementation has delivered tangible products and practices and achieved all improvement measures. As Director Public Schools, Strathfield Network Kathy Powzun recently reflected, “this plan clearly has a strong heartbeat.”

School resource use is optimised in the school, with reforms clearly utilised to improve student outcomes. Financial planning is strategic, long term, aligned with the school plan and transparent to all stakeholders, engaging a team approach to decision making and review, publishing the process and decisions to the school community regularly. The school invests in developing a contemporary learning environment resulting in hosting school visits to showcase the school's facilities.

The use of all school facilities and resources are optimised to ensure that the school space is evolving as a dynamic community resource, meeting the needs of students and local community. We have an approach that says ‘every space is a learning space.’ All school spaces are shared and have multiple users, including classrooms, support rooms and our dynamic Learning “Hub”, formerly the library, with multiple users sharing various zones across any given day. This was recently recognised as exemplary practice by Assets Directorate.

The school systems, *management practices and processes* are clear, innovative, agile and effective, responding to identified needs. They distribute leadership across the school, reflect policy and seek to achieve best practice. The school culture generates a plethora of aspiring leaders who quickly gain the capacity to contribute to achievement of school excellence across our system. ***In the domain of leading the school is excelling.***

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

A whole school approach to student welfare and well-being practices were revised and restructured in accordance with the *Every Student Every School* (ESES) reform and utilising the Well being Framework for Schools as a scaffold. This measurably enhanced learning by building capacity through mentoring in case management, intervention and in-class support.

Mindfulness meditation practice and Growth Mindset education continue to be incorporated in all classrooms K–6, both practices compliment the schools whole school approach to discipline and well being and support student self-regulation, self-discipline and achievement of learning goals.

The practice of establishing highly visible, jointly constructed, regularly revised personalised learning goals for every student at the start of every year is now embedded in practice and contributing to student growth. Student success has been enhanced as they take ownership of their learning and ensure students are engaged and challenged and participate in reflection on their learning.

Co-teaching practice was trialled and supported through instructional leadership, interschool visits and teacher reflection. Open, flexible and contemporary learning environments were developed to support successful transition to our future schools major building works. Teachers have experimented with flexible learning spaces where students can collaborate and communicate their ideas, building necessary interpersonal skills. The significant challenges were faced with authentic, transparent communication and the practice became highly valued by teachers and students.

The school trialled the implementation of a dedicated AP learning and support role, trialled MultiLit/MiniLit literacy intervention programs and the employment specialist Speech Pathologist to improve student outcomes. These strategies made significant impact on student outcomes and staff professional development.

The school implemented a trial of a whole school approach to mathematics with online resources and a specialist mentor. The trial had mixed results but students and staff valued access to online resources for enhanced teaching and learning and differentiation.

Revised assessment practices and learning continua have been utilised to inform and identify student learning needs in order to differentiate teaching programs. This improved the staffs capacity to analyse and utilise quantitative and qualitative data with greater confidence and effect.

Teachers collaboratively developed integrated authentic programs to reflect contemporary curriculum delivery and highly effective assessment practice. Instructional leader mentorship facilitated successful incorporation of inquiry based, STEMs learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	<ul style="list-style-type: none">• \$18930.00• \$16818.00• \$16893.00	<ul style="list-style-type: none">• Multilit, MiniLit; 25 students Y3–6 complete intense literacy program. Two teacher specialists trained. 1 dedicated AP x 0.4 learning support employed.• Numeracy Mentor K–6 0.2FTE, to support implementation of online resource 'A teaching place, a learning place.'• L3K, L3S1, and L3Stg1 OPL Rural and Remote partnership; Every teacher K–6 accessing teacher mentors to engage with specialist K–2 training. Every student mapped to continue, w data reviews

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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		every x5 weeks.
New curriculum and revised well-being frameworks measurably enhance teaching, learning and student well-being.	<ul style="list-style-type: none"> • \$3500.00 • \$5000.00 • \$7000.00 • \$12000.00 	<ul style="list-style-type: none"> • Mindfulness meditation resources and implementation across the school to expand existing 'growth mindset' values and understanding. • School Chaplain well-being programs. • Curriculum development •

Next Steps

- Introduce Mindfulness curriculum as our approach to social skill development K–6.
- Expand teacher capacity to deliver student centred, differentiated, inquiry based learning.
- Develop a teaching and learning framework mapping our approach to integrating quality teaching and learning, authentic, contemporary curriculum delivery and highly effective assessment practice.
- Analysis of whole school performance data K–6 to be unpacked with all stakeholders.
- Improve the staff capacity to analyse and utilise internal and external data with greater confidence and effect.
- Ongoing implementation of an evaluative approach to learning support that ensures measurable impact for every student, every year.
- Embed a model of collaborative and agile case management by highly trained regularly upskilled Learning Support Team, led by a school funded executive position, incorporating and expanding specialist literacy and numeracy programs.
- Sustained/increased SLSO staffing, accompanied by explicit up skilling and training of all learning support staff (SLSOs) and the classroom teachers that they work with, to maximise the resource.
- Planned approach to upskilling all staff to cater for students with specific needs in their classrooms with confidence and expertise.



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 2017 we continued high levels of engagement with collaborative learning including conducting Instructional Rounds and Classroom Walkthroughs, foundational to our reflective, collective learning across our Community of Schools.

We facilitated a school wide focus on self-regulation, meta-cognition and student collaboration and found evidence of consistently high levels of self-regulated learners who were often able to reflect on their learning and the learning process and who could articulate 'next steps' for their own, and group improvement.

Lesson study was trialled as a stage based opportunity to work more closely and collaboratively on developing specific pedagogy. All staff had access to scaffolds and resources to guide observations, reflections and refinements.

Collaborative learning and ongoing professional dialogue to improve teaching practice and student outcomes are evidenced by our commitment to professional learning, weekly communication memos, stage planning meetings and continuous sharing of practice.

In 2017, all classroom teachers supervised at least one pre-service teacher during the course of the year. Specialist training through the PEX Hub and ACU partnership, was provided for two pre-service teacher mentors who continue to build the capacity of staff to mentor and share practice with teachers in training.

We engaged with the Wingara Community of Schools (CoS) for ongoing professional development and collegial sharing of practice with a focus on contemporary learning, Science and Technology. All participants reflected the high valued placed on working across schools and particularly valued the contribution of collegially led learning.

All staff with the addition of non-teaching staff, successfully developed and achieved their Personal Development Plan goals (PDP) demonstrating effective reflective practice.

All teachers embedded the 4Cs, feedback and formative assessment, highly evident and highly consistent in all teaching and learning.

Increased engagement and collaboration from all teachers led to dynamic, responsive stage planning and programming.

There was Increased evidence of teacher contributions to improving the public education system beyond their classroom with four teacher/leaders successfully appointed to executive or instructional leader roles and seventeen Homebush West PS staff leading professional learning for colleagues within our community of schools.

Instructional Leader digital pedagogy Samson Fung, and Early Career Teacher and relieving assistant principal Mary Hall were recognised with School Excellence awards, presented by the Director Public Schools NSW.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	<ul style="list-style-type: none">• \$30000.00• \$60000.00• \$8000.00	<ul style="list-style-type: none">• Staff released to ensure highly effective goal setting observation, reflection, collaborative planning and shoulder to shoulder mentoring with Instructional Leaders and mentors.• Instructional Leaders employed in digital pedagogy and curriculum.• All executive accessing professional coaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of learning contexts evidence data driven, differentiated 'visible learning' pedagogies for the 21st century, embedding 4Cs, feedback and formative assessment in practice.	<ul style="list-style-type: none"> • \$20000.00 • \$9000.00 • 5500.00 	<ul style="list-style-type: none"> • All teachers participated in Lesson Study and Instructional Rounds professional learning processes, 2017 focus self regulation and metacognition. • All teachers participated in Wingara Community of Schools professional development with 21st century learning focus. • Significant team training EduTech and Science and Technology (STEMS)

Next Steps

- Embed the collaborative inquiry model of Lesson Study into our whole school annual collaborative learning practices.
- Develop staff capacity to use data analytics and evaluative thinking to drive individual, stage and whole school improvement.
- All teachers to successfully gain accreditation status by 2018.
- Continue to increase staff capacity to embed 21st Century pedagogy through high quality professional learning and regular classroom observations.
- Refine induction and beginning teacher mentoring practices.
- Continue to employ Instructional Leadership to maximise teacher and student learning.
- Expand opportunities for cross stage collaboration.
- Improve staff confidence in catering for learners with specific needs within their classrooms.
- Expand coaching for aspiring leaders.



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

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

Our commitment to high levels of community engagement continues to be evidenced in the extensive opportunities offered to parents to participate in school events, parent workshops and feedback loops. These opportunities such as the Cyber safety Parent workshops, are responsive to school community needs and feedback.

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

In 2017 the entire school community, particularly staff and students, responded to the intense challenges and changes of a temporary school site in a supportive, 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, multi modal model for the use of all of the spaces in our school.

Our middle school program for Stage 3 students, which supports a successful transition into high school, was recognised by CESE in case study published to support excellence in transition practices. Staff enhanced school readiness processes with local preschools to improve 'school readiness'. Transition programs are carefully planned to support all students in every stage of schooling and the annual 'transition days' were highly valued by all members of the school community.

Our partnership with Metro Assist continued to impact individuals and families within the school community by providing a range of services to support migrant settlement and family support including school based Adult English Classes.

We extended our school grounds through the Department's purchase of additional land adjacent to the school and their innovative planned partnership with Strathfield Council to share resources. The additional land has been developed as additional playground space and the assets purchased including a chapel and hall are currently utilised by the school and community as spaces are limited within the temporary site. We anticipate the establishment of an 'arts centre' in these assets.

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.

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 embedded lump sum annual payments for parents for excursions and events and continued to employ additional administration and grounds staff to ensure effective use and management of school resources.

Our extensive communications with parents and the wider community continued through innovative employment practice, use of multi modal strategies including focus groups in addition to surveys and questionnaires. Our partnership with our school chaplain allows sustainable community connections including additional parent seminars, a thriving playgroup and charity programs.

We ensured that 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. Our partnership with the Carevan Foundation Sun Smiles Dental Program enables every student to access to free annual dental screenings.

We improved our approach to Meet the Teacher/Parent Information Night ensuring the new 'expo' procedures were refined. Parents' access choice of short, sharp opportunities to touch base with key school staff/policies and procedures through optional workshops repeated across the night.

Our significant community partnerships through Walking School Bus program won an NRMA safety grant which has been used to further support the program and fund our school safety procedures.

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. Feedback was provided via parent forums, Tell Them from Me surveys, Partners in Learning survey, Survey Monkey and parent focus groups, this feedback was noted by parents (school video vignette example) as a highly valued aspect of school culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustained—increased high levels of parent, student, staff and community engagement with and feedback to school, increased reputation, user satisfaction and school pride.	<ul style="list-style-type: none"> • \$8000.00 • \$10000.00 • \$2000.00 	<ul style="list-style-type: none"> • Employment of website/social media officer. • External Validation feedback and data analysis. • Tell them From Me survey implementation and analysis.
Improved parent understanding and support of contemporary learning models and modes and increased capacity to support this learning effectively.	<ul style="list-style-type: none"> • \$12500.00 	<ul style="list-style-type: none"> • Parenting seminars; social media, NAPLAN/OC, mindfulness, literacy and numeracy, parenting, English classes.

Next Steps

- Expansion of our School's Social Media Suite to include effective engagement with Twitter.
- Review 'Tell them from Me: Partners in Learning survey to determine effectiveness and impact on school practice increase participation/survey response rates.
- Review the School Council roles and responsibilities.
- Increase the sense of ownership and activism in student lead endeavors such as SRC.
- Implement innovations to Swim Scheme programs to improve student success in learning to swim K–6.
- Successfully transition all members of the school community to the future school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1926.00	<p>All students have Personalised Learning Plans and are making gains in all Key Learning Areas.</p> <p>Additional classroom support provided.</p> <p>Two teacher advocates engaged in specialist training.</p>
English language proficiency	\$12710.00 flexible funds	<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>EALD specialists accessed coaching and mentoring to improve practice.</p> <p>Multilingual communication, including use of translations and translators in all communication formats.</p> <p>Inclusion and celebration of our diverse community to ensure a strong sense of belonging and connection.</p>
Low level adjustment for disability	\$38343.00	<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>Identified students accessed MultiLit, Mini Lit and Speech Therapy to improve outcomes.</p>
Quality Teaching, Successful Students (QTSS)	0.38 FTE	<p>Executive meeting practice transformed to increase productivity and ensure sustainable practice. All executive released twice per term to attend all day planning meetings. One to one meetings with principal increased. Additional leadership team meetings called on a needs basis.</p> <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 staff developed highly professional, standards referenced Performance and Development plans with clear evidence of high levels of achievement and impact on</p>

Quality Teaching, Successful Students (QTSS)	0.38 FTE	teaching and learning.
Socio-economic background	\$25135.00	<p>All students engage with access to music and drama specialists to increase student engagement and enhance learning outcomes.</p> <p>Increased SLSO support for students with specific, non funded needs.</p> <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>
Support for beginning teachers	\$56602.00	<p>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>All funded and non-funded beginning teachers accessed mentoring support, tailored professional learning and additional resources for developing specific aspects of practices as identified in their PDP and Beginning Teacher Plans.</p>
Targeted student support for refugees and new arrivals	Varied FTE New Arrivals, Sem 2 up to 0.8	<p>EALD teachers ensured students from traumatised backgrounds connected strongly with the school, and accessed additional support.</p> <p>Teacher training raised awareness of refugee experiences and the support needs of students who have suffered trauma.</p> <p>School participation in Harmony Day and Refugee Week contributed to connecting students with the school and increased school understanding of the refugee experience.</p> <p>A new arrival class withdrawn for half days was established due to increased numbers of newly arrived students.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	248	260	265	293
Girls	232	239	249	262

Homebush West enrolment continues to increase. 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. Teachers co-teach the middle school.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	93.2	95.1	92.6
1	96.3	93.5	94	93.3
2	96.9	92	93	94
3	96.7	94.7	96	95
4	96.2	93.5	96.2	94.2
5	97.1	93.1	95	94.6
6	95.6	91.9	93.7	94.2
All Years	96.4	93.2	94.6	93.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance is monitored regularly and systematically at Homebush West Public School. The attendance policy

aligns with the Department of Education's policies and is communicated to all staff. A member of the school executive team has responsibility to work closely with all stakeholders including Home School Liaison Officers to monitor, track, review and improve attendance for all students. The school requires interviews for all applications for extended leave and works closely with families to ensure community understanding of and commitment to attendance targets. The school uses online software to support our focused approach to attendance, this links with a wider well-being platform.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.29
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	3.8
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	1

*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	100
Postgraduate degree	3

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 2017 we continued to focus on strengthening student self regulation and metacognition and introduced specific focus on student collaboration. 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 staff were support to achieve their individual Performance and Development Plans goals reflecting both system and school plans and directions, as well as personally identified needs. We saw evidence of strong development and goal achievement and staff were provided with significant time to engage with mentoring 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. Administration staff worked collaboratively and in new ways to develop their capacity.

All staff have working with children checks, they have successfully gained Australian Professional Teaching Standards Accreditation and contribute productively and professionally to a high achieving learning culture.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	342,587
Revenue	5,215,883
Appropriation	4,839,463
Sale of Goods and Services	22,919
Grants and Contributions	349,465
Gain and Loss	0
Other Revenue	0
Investment Income	4,036
Expenses	-5,551,128
Recurrent Expenses	-5,551,048
Employee Related	-4,864,807
Operating Expenses	-686,241
Capital Expenses	-80
Employee Related	0
Operating Expenses	-80
SURPLUS / DEFICIT FOR THE YEAR	-335,245
Balance Carried Forward	7,342

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 at every meeting across the year. The School Council works closely with school leaders to shape financial decisions and provide transparency and accountability.

In 2017 the school committed to high levels of coaching, mentoring and SLSO support, the school engaged specialists and specialist programs (Music/Drama/Speech Therapy/MultiLit and Mini Lit/Learning Support AP). Additionally the school employed Instructional Leaders, and additional administration and grounds staff to manage the difficulties of a temporary site due to school redevelopment, high staff movement, and significant changes to administration practice. The school delivered on its commitment to air-condition all permanent learning spaces and renewed office equipment such as photocopy/printers.

The school utilised previously unspent funds (\$300 000) to implement and trial these additional resources to achieve increased equity outcomes and maximise school community well-being within the challenging context of reform and school redevelopment.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,689,106
Base Per Capita	78,553
Base Location	0
Other Base	3,610,553
Equity Total	545,353
Equity Aboriginal	1,926
Equity Socio economic	25,135
Equity Language	398,691
Equity Disability	119,602
Targeted Total	76,500
Other Total	332,443
Grand Total	4,643,402

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

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

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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 2016–2017

2017 Premier's Priorities: Proportion of students in the top two bands NAPLAN(Reading and Numeracy)

Year 3 – 44%

Year 5 – 41%

Year 7 – 42%

Aboriginal student data – NA

40–44% of students are in the top two NAPLAN bands, with Y5 data exceeding our similar schools' data.

National Minimum Standard

0% of year 3 students below national minimum standard in all NAPLAN assessments.

98% of Year 3 and Year 5 students achieving at or above minimum standards.

School value add NAPLAN (Reading and Numeracy) indicates:

K–3, Above Average

Y3 to Y5, Excelling (95th percentile)

Y5 to Y7, Excelling (100th percentile)

Our data is in the top percentile of primary schools, for value added Y5 to Y7.

Attainment of equity groups:

The difference between low SES student performance and high SES student performance is on average, around 25–27 points. The school is in the 70th percentile of all schools for both Year 3 and Year 5. We are closing the gap for low SES students with equity outcomes in the top 20% to 30% of schools.

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



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 2017 parents told us:

- The school 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 80% of respondents indicated that interviews/meetings/school reports were very useful communication modes.
- More than 50% rated the school newsletters, website and P&C as the most useful communication types.
- 60% 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.
- Most indicated they would like more information about how they can support learning at home.
- Only 10% or less access parenting seminars.

In 2017 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, which was above government norms.
- They have positive behaviour at school, twelve percentage points above government norms.
- That there are high expectations for their success and that there is a positive learning climate.
- Students reported high levels of advocacy at school and positive teacher student relationships.
- 83% of student respondents expect to attend university.
- There are high levels of participation in extracurricular activities, across the KLAs.

In 2017 teachers told us:

- There is a strong learning culture in the school, with high levels of teacher collaboration.
- Students receive timely feedback on their learning and receive explicit instruction.
- Students have significant opportunities to integrate technology authentically in teaching and 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 their personal learning goals.
- They implement formative assessment tasks to inform lesson planning to set challenging goals.



Policy requirements

Aboriginal education

Homebush West is committed to increasing knowledge, understanding and value of the history, culture and contribution of the First Peoples of Australia, Aboriginal and Torres Strait Islanders. Our school provides opportunities for students to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures.

Indigenous and Aboriginal perspectives continued to be a strong focus of units of study. Throughout 2017, our students and teachers developed a deeper understanding and awareness of Aboriginal Education. Our units of work have a strong focus on the cross curriculum priority of Aboriginal and Torres Strait Islander histories and cultures, ensuring that this priority comes through in all key learning areas.

Our school proudly celebrates the rich Indigenous culture in various ways across the year, including National Sorry Day and NAIDOC week, as well as acknowledging the traditional custodians of the land at all official events, activities and assemblies.

In 2017, we continued to strengthen our partnership with Aboriginal communities, and invited Aboriginal performers, elders and holders of Aboriginal stories to participate in school education and events. We ensured that Personalised Learning Plans (PLP's) were created in consultation with families, for all students who identified as Aboriginal or Torres Strait Islander. These plans are regularly reviewed to ensure ongoing improvement for students.

Staff have continued to enrich their understanding of Aboriginal Education through training, professional learning. We currently have 3 students who identify as Aboriginal or Torres Strait Islander.

Multicultural and anti-racism education

All members of the Homebush West PS community possess a strong sense of recognising and respecting the cultural diversity and cultural identity in the school community. Students and staff at Homebush West PS have the opportunity and privilege of seeing multiculturalism at its best. Our diverse and cohesive community is made up of a wide variety of cultures including Chinese, Indian, Korean, Indonesian, Lebanese, Japanese, Pakistani, Syrian and Anglo

Saxon. The families at Homebush West PS speak over 40 language backgrounds including Mandarin.

94% of students at Homebush West come from Language Backgrounds Other Than English (LBOTE).

Our school provides a range of quality EAL/D programs whereby specialist EAL/D teachers support EAL/D learners in small withdrawal groups and through in-class support to develop English language skills in the areas of reading, writing, speaking and listening.

The school operates a successful Chinese community language program for all native Chinese speakers from K-6, as well as a non-native class for students in Stages 2 and 3.

Our school has specially trained Anti-Racism Contact Officer's (ARCO's), who investigates, supports and counsels victims of racism as well as those who do not demonstrate the schools values including showing respect to others.

Every year, we celebrate the cultural diversity within our school and encourage students to be respectful of and embrace people of all cultures every day. We promote a respectful, inclusive community and engage with programs and organisations such as White Ribbon. Parents and community members partner with the school and join in with classroom learning to provide diverse perspectives to students.

We celebrate our cultural diversity annually with sharing of traditional foods, wearing traditional dress and celebrating special days such as Chinese New Year, Diwali and Harmony Day. We recognise and celebrate religious and cultural events and promote an inclusive community.

At Homebush West, our School Council and Parents and Citizens (P&C) Association is made up of parents from diverse backgrounds. We use our school website, app and social media to communicate with stakeholders and these can be translated into various languages. We utilise translators in communication with parents to ensure our communication methods are inclusive. This has ensured that parents and carers can be pro-active, informed partners in their child's education.