

Homebush West Public School

Annual Report



2018



5251

Introduction

The Annual Report for **2018** 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 2018 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.

2018 was a year of significant innovation and change for Homebush West Public School. We were very proud to take possession of our some of the contemporary \$30 million+ school redevelopment, designed to accommodate the expanding student population. The redevelopment will deliver 26 contemporary learning classrooms, new breakout spaces, an innovative rooftop play and educational space and a new canteen. The redevelopment including contemporary outdoor spaces, a multipurpose sports court a multi use sports field, innovative play equipment and 'cooler classrooms' air conditioning, will be completed and fully handed over at the start of 2019.

The following achievements are key features of the successes of 2018, identified through our school's evaluation and review processes. They include:

- a strong focus on co-teaching and collaborative learning as core pedagogy.
- complete revision of our homework policy.
- possession of our contemporary new building.
- the implementation of our innovative 'every child learns to swim' program targeting all Stage 1 (Year 1&2) students.
- students at our school shone in the many and varied academic and extra-curricular opportunities provided within and beyond the school including participating in School Spectacular, Our Spectacular, Festival of Instrumental Music, Cantabile and Table Tennis Championships.

School background

School vision statement

Homebush West 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 success for every student, every teacher and every member of the school community. 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 560 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.

Learning

In the Learning Domain, we are excelling in all six elements. We have identified the element of *curriculum* as a future focus area to ensure students are accessing cutting edge, contemporary programs that connect authentically with the wider community, ensuring our students are successful, global citizens.

Student well-being is a high priority in this school. Our 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 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

Teaching

In the Teaching Domain, we are excelling in the three of the four elements.

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's induction program, its collaborative practices and its focus on coaching, professional learning and feedback are evidence of the focus on teacher learning.

We have identified *data skills and use* as continuing focus area. We continually seek to improve our strong evaluative practices which are evident in all school endeavors with the impact of programs and practices always prioritised as a school improvement driver, additionally we seek to shift teacher reported confidence in the full suite of data and evaluative practice.

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.

The school has employed early career teacher mentors, 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 implementing various co-teaching strategies networking with other co-teaching schools.

Leading

In the Leading Domain, we are excelling in all four elements of Educational Leadership, School Planning, Implementation and Reporting and School Resources. The leadership team clearly communicate priorities and practices to the school community.

We will continue and extend our focus on educational leadership, building capacity for and opportunity for aspiring leaders as a next step focus. Our innovated aspiring leaders program and aspiring leaders mentoring program will support aspiring leaders to be highly effective, able to transition to relieving and substantive roles and position them to be accredited at the Highly Accomplished and Lead teacher levels, as they are empowered.

Our 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.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Flourishing Students

Purpose

To ensure every student is known, valued and cared for, has a voice and develops strong character qualities through an inclusive, high performing learning culture that empowers individuals to become resilient and self-motivated learners, who are confident, critical and creative who strive for excellence, having the personal resources for future success and well-being and active global citizen.

- Inclusive learning culture
- Outstanding literacy and numeracy programs
- Transformed curriculum

Overall summary of progress

Students developed their skills in using self-assessment, reflection, and feedback to regularly evaluate their own learning against rubrics, bump it up walls and learning intentions and success criteria. Personalised learning goals were co-constructed with parents, staff and students and then reviewed at key points across the year to ensure students were challenged in the classroom, had ownership and a clear vision of their learning targets and progress.

Classes across K–6 had opportunities to work within open, flexible and contemporary learning environments in transition to our future schools major building works in Term 4 2018. Students and teachers experimented with flexible learning spaces where students could collaborate and communicate their ideas and build skills in resilience and self-regulation. Teachers continue to participate in targeted professional learning around the Co-Teaching Models and the Co-Teaching cycle to maximize student outcome success in the new contemporary educational facility. Instructional Leaders spent significant time in classrooms, modelling co-teaching and observing classroom practice.

Every student K–6 engages in regular mindfulness practices using the Smiling Minds Education Program which has enhanced wellbeing and productivity. Through sustained teacher mentoring and shoulder to shoulder in-class support, mindfulness meditation across K–6 has improved self-regulation, self-discipline and achievement.

DRUMBEAT continues to be successful as a tailored learning support program, addressing the growing number of students with social and emotional needs. The program is highly supported by the whole school community and we now have 2 certified facilitators and a vision to train more facilitators.

Collaborative and agile case management is now well established and facilitated by the Learning Support Team. In 2018 the school counsellor referral policy was updated and reviewed to ensure an effective case management approach. The School Counsellor and LST reviewed processes for student identification, targeted assessment, meeting structures, student monitoring, referral documentation, teacher and parent communication, program implementation, monitoring and evaluation. As a result, all students requiring learning intervention, including enrichment programs, are systematically supported, monitored and reviewed.

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 (NAPLAN/Progressions) increasing students in top two bands, achieving at or above state averages and <i>like school groups</i> in all measures; national minimum standards, % top two bands, value added, attendance.	\$24 000 L3 (K&S1) \$10 000 TEN \$5 200 Multilit	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. 37% – 44% of students are in the top two NAPLAN bands, with Y5 data exceeding our similar schools' data. 96% of our students are at or above the National Minimum Standard NAPLAN, and we are closing

Progress towards achieving improvement measures

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Reduced equity measure gap between high and low SES students.	<p>\$46 000 Instructional Leaders</p> <p>\$25 000 ICT</p>	<p>Students engage with authentic, engaging, integrated, curricula that embeds 21st century learner traits/characteristics, skills and capabilities, maximizing the opportunities that our contemporary learning spaces afford.</p> <p>Successful use of human and financial resources, research, specialists (speech, drama, music) and dedication to continuous improvement has resulted in achieving significant value added results.</p>
All students report high levels of well-being, connectedness and engagement.	\$8 000	<p>DRUMBEAT data indicated a difference 35% entry – 85% exit of students felt confident in their relationships with other people.</p> <p>100% of teachers indicate mindfulness meditation has maximised teaching and learning time. 100% of teachers revealed that the Growth Mindset approach is contributing to improved engagement and resilience.</p>

Next Steps

- Review K–6 curriculum scope and sequence and programs to reflect Contemporary Pedagogical Practices.
- Review our teaching and learning framework to deepen the integration of authentic, contemporary pedagogy – digital technologies, visible learning pedagogy and strong student voice.
- Improved academic and well-being data monitoring and analysis.
- Ongoing implementation of an evaluative approach to learning support that ensures measurable impact.
- Implement a strong SLSO mentoring program ensuring highly trained, regularly upskilled Learning and Support Teachers
- Planned approach to upskilling all staff to cater for students with specific needs in their classrooms with confidence and skill.



Strategic Direction 2

Thriving Staff

Purpose

To support highly professional staff to demonstrate continual improvement every year. To skill teachers in high quality teaching, curriculum innovation and leadership capabilities to inspire and transform teaching and learning practices within a future school context. To upskill and resource effective co-teaching and increase collective efficacy in a contemporary learning environment through world class professional learning practices, incorporating data driven, evidence-based teaching methods to optimise learning outcomes for all students.

- World class professional development practices
- Evaluative, data driven practice
- Co-teaching excellence

Overall summary of progress

In the last term of 2018, all classroom teachers from Year 1 to Year 6 moved into co-teaching partnerships within flexible learning spaces. The strong preparation process for this transition included extensive trial periods of co-teaching across all stages and KLA's, targeted on-going professional development and consultation with multiple co-teaching schools including classroom observations and site visits. Staff have been provided with ongoing feedback and observations about the nature and purpose of co-teaching in flexible learning spaces, through ongoing collegial discussions and presentations.

This year we continued high levels of engagement with collaborative learning including conducting Lesson Study, Instructional Rounds and Classroom Walkthroughs, foundational to our reflective, collective learning across our Community of Schools. We facilitated a school wide focus on the co-teaching pedagogy within a flexible learning environment. Evidence clearly indicated the co-teaching models and the co-teaching cycle being used successfully across multiple spaces and in multiple contexts as well as students and teachers effectively using the new flexible learning environment. Evidence also showed strong foundations of previous years' professional learning. This included, students demonstrating strong collaborative learning skills, students being grouped flexibly to meet the intended learning outcomes, students successfully using strategies of self-regulation and metacognitive thinking to drive their own learning and the practice of visible learning is highly evident.

In 2018, multiple teachers successfully gained accreditation at the proficient level, and launched the Aspiring Leaders Program across our community of schools. Nine aspiring leaders from Homebush West were successful with their application and this year long program will be the initial step in gaining accreditation at the Highly Accomplished and Lead Levels. Our next steps will include expanding our one on one executive coaching model to include all aspiring leaders.

Our strong partnerships with 5 universities continued with Homebush West PS mentoring 29 pre-service teachers across the year. Two additional teachers were successful in their application as pre-service teacher mentor in our community of schools PEX HUB program.

We continued to employ two Instructional Leadership positions in digital pedagogy and curriculum to work shoulder to shoulder with teachers in the classroom to maximise teacher learning and ensure student outcome targets are exceeded.

We engaged with the Wingara Community of Schools (CoS) for ongoing professional development and collegial sharing of practice with a focus on contemporary learning including Co-Teaching, Science and Technology and pre-service mentoring.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff demonstrate the impact of annual professional growth on student and school improvement.	\$7 800 Coaching Mentoring \$46 000 Instructional Leader	Staff released to ensure highly effective goal setting observation, reflection, collaborative planning and shoulder to shoulder mentoring with Instructional Leaders and mentors.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff demonstrate the impact of annual professional growth on student and school improvement.		Instructional Leaders employed in digital pedagogy, curriculum and co-teaching. All aspiring leaders and executive accessing professional coaching.
Collaborative co-teaching success is evident across the school.	\$46 000 Instructional Leaders \$53 000 Professional Development, Reflective Practice	All teachers accessed ongoing quality professional learning with a focus on co-teaching. All teachers participated in Lesson Study, Walk Throughs and Instructional Rounds reflective practice processes with the 2018 focus of co-teaching. All teachers participated in rich co-teaching professional learning including external site visits.
Increased number of teachers accredited all levels.	\$22 000 Beginning Teacher	Additional four early career teachers accredited at proficient. Aspiring leader coaching expanded to include nine aspiring leaders. Nine aspiring leaders participating in the Leading For Impact program. This has built capacity for Highly Accomplished and Lead teacher accreditation in 2019.

Next Steps

- Build upon our strong induction process to include co-teaching pedagogy to ensure to new and casual staff are successful in a co-teaching environment.
- Develop staff capacity to use data analytics and evaluative thinking to drive individual, stage and whole school improvement.
- Inspiring leaders to successfully gain higher levels accreditation status by 2020.
- Continue to increase staff capacity to embed contemporary pedagogy through high quality professional learning and regular classroom observations.
- Community of schools to participate in action research into student voice and how it can be authentically amplified within classrooms and across the school.
- Continue to employ Instructional Leadership to maximise teacher learning and ensure student outcomes continually improve.
- Redesign the SLSO professional learning and induction program.
- Expand executive coaching to incorporate and develop aspiring leaders.
- Professional learning to support staff to utilise online resources (eg collaborative blogs, wikis, social media, teach meets) to expand professional learning opportunities beyond the school.



Strategic Direction 3

Successful Community

Purpose

Community engagement and strong partnerships fosters community confidence and pride in the school's ability to meet the needs of all students and enhance learning outcomes. When schools connect with and draw on the expertise, contribution and support of their communities they engender a strong sense of connectedness for all and builds strategic community partnerships which facilitate a shared approach to continual improvement, innovation and change.

- Cutting-edge partnerships and resources
- Innovative agile practices
- High performance culture

Overall summary of progress

This year we continue to deepen our community connections by ensuring collective responsibility for supporting students' learning journeys through deep and relevant community engagement. Respectful, reciprocal relationships between the school and home, and amongst members of the school community are highly evident and ensured the development of individuals who can actively contribute to their school, community and the world in which they live.

Homebush West PS is the hub of a responsive educational community. We have built strong links with a number of community support agencies who work in partnership with the school and families these include but are not limited to Metro assist and Brighter Futures. 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 Metro Assist workshops and the parent swim program are responsive to school community needs and feedback.

During 2018, we coordinated and implemented a range of opportunities that focus on increasing engagement with our local community. In 2018 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 Meet the teacher and Information Expo was again improved upon using the community feedback and we provided many additional opportunities for parents to see and interact with activities that illustrate how children learn and take away ideas to help them support their children with learning at home.

We have a significant number of community members who regularly volunteer at our school. This ranges from cooking in the canteen to helping in the classrooms and with significant events such as the school musical and sports carnivals. We value these strong partnerships and continue to show appreciation for them in multiple ways including hosting our thank you morning tea for our parents and community members who contributed their time to support teachers and students throughout the year in a myriad of learning and extra-curricular events.

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.

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, student surveys, Partners in Learning survey, Survey Monkey and parent focus groups, this feedback was noted by parents 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
High levels of parents, student, staff and community engagement with the school, feedback, collaboration, satisfaction and school pride.	\$15 000	<p>Student surveys implementation and analysis.</p> <p>Parenting seminars; social media, NAPLAN, OC, Selective High School, mindfulness, homework literacy and numeracy, parenting, English classes.</p> <p>Implement Parent Swim Program.</p>

Next Steps

- Expansion of our School's Social Media Suite to include effective engagement with Twitter.
- Restructure community playgroup to ensure sustainability
- 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.
- Successfully transition all members of the school community to the future school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1500	<p>All Aboriginal students have a Personalised Learning Pathway (PLP) which is written in conjunction with parents and/or carers to map learning goals for students. All students achieved their goals as documented in their PLPs.</p> <p>Additional classroom support provided.</p> <p>Two teacher advocates engaged in specialist training.</p>
English language proficiency	\$42 000 professional development tailored support	<p>All students from EALD backgrounds access specialist support, tailored to their needs as identified in the EALD progression.</p> <p>Teachers continue to use the EAL/D learning progressions to identify needs of students in their classes and plan teaching and learning programs accordingly. Teachers discuss the specific needs of students during data chats and set goals for individual students.</p> <p>Identified K to 6 students were targeted for speech therapy. All students have shown an improvement in their articulation, receptive and expressive skills.</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	\$42979 learning support staff	<p>Students who receive integration funding all have Individual Learning Plans, which are collaboratively reviewed at regular intervals and communicated to all stakeholders. Increased teacher and School Learning Support Officers support students in accessing a differentiated curriculum.</p> <p>All students with a disability have been added to NCCD data base with adjustments and modifications made accordingly. 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 to improve outcomes.</p>
Quality Teaching, Successful Students (QTSS)	0.962FTE	<p>Instructional Leaders work across the school to provide teachers with ongoing, regular</p>

Quality Teaching, Successful Students (QTSS)	0.962FTE	<p>coaching, constructive feedback on lesson delivery, programming and assessment. Instructional Leaders have worked shoulder-to-shoulder with teachers to embed visible learning practices.</p> <p>All teachers had a Performance and Development Plan which detailed their professional goals and achievements. 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 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>
Socio-economic background	<p>\$23 500, music program</p> <p>\$35 000 drama program, well being funds</p> <p>\$22 000 equity</p>	<p>Student achievement and improvement is evident for all students, including at-risk students. A greater understanding of the interpretation of learning data has led to teachers being more responsive to student need at the point of need. Staff are equipped to differentiate programs to address identified needs in both academic and well-being facets. A pedagogical shift that allows for the development of 'capable learner traits, skills and capabilities has meant that students are active and empowered in their learning.</p> <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 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	\$22 000	<p>Instructional leaders across K-6 worked closely with new teachers to ensure strong programs were implemented. The school's comprehensive induction program was again implemented successfully and beginning teachers benefited from the department's additional funding which allowed for additional support and professional learning opportunities related to whole school programs. In addition, beginning teacher mentors engaged to provide mentoring and support to beginning teachers.</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	<p>\$45 000 staffing and professional development</p> <p>0.8 to 1.0 FTE staffing</p>	<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>
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Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	260	265	293	291
Girls	239	249	262	274

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	2015	2016	2017	2018
K	93.2	95.1	92.6	94
1	93.5	94	93.3	93
2	92	93	94	93.4
3	94.7	96	95	94.8
4	93.5	96.2	94.2	93.9
5	93.1	95	94.6	96.3
6	91.9	93.7	94.2	93.7
All Years	93.2	94.6	93.9	94.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.98
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	4.2
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	1

*Full Time Equivalent

There are no staff members identifying Aboriginal background.

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 2018 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. This year K–2 staff also accessed TEN professional learning.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	7,342
Revenue	5,818,846
Appropriation	5,303,626
Sale of Goods and Services	32,007
Grants and Contributions	473,621
Gain and Loss	0
Other Revenue	5,100
Investment Income	4,492
Expenses	-5,665,747
Recurrent Expenses	-5,665,747
Employee Related	-4,868,244
Operating Expenses	-797,503
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	153,099
Balance Carried Forward	160,441

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 2018 the school committed to high levels of coaching, mentoring and SLSO support, the school engaged specialists and specialist programs (Music/Drama/Speech Therapy/Multi Lit 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.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,929,295
Base Per Capita	107,320
Base Location	0
Other Base	3,821,975
Equity Total	629,493
Equity Aboriginal	1,444
Equity Socio economic	22,702
Equity Language	479,078
Equity Disability	126,270
Targeted Total	96,053
Other Total	398,201
Grand Total	5,053,043

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

37% of students are in the top two NAPLAN bands, with Y5 data exceeding our similar schools' data.

National Minimum Standard

96% of Year 3 students achieving at or above national minimum standards.

97% of Year 5 students achieving at or above national minimum standards.

Homebush West Public School has achieved all targets in relation to the Premiers policy for improvement.

School value add NAPLAN (Reading and Numeracy) indicates:

K–3, Above Average

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

47–48% of students are in the top two NAPLAN bands

National Minimum Standard

97% of Year 3 students achieving at or above national minimum standards.

96% of Year 5 students achieving at or above national minimum standards.

Homebush West Public School has achieved all targets in relation to the Premiers policy for improvement.

School value add NAPLAN (Reading and Numeracy) indicates:

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

The difference between low SES student performance and high SES student performance is on average, around 25 points. The school is in the 75th percentile of all schools for Year 3 and Year 5. We are closing the gap for low SES students with equity outcomes in the top 20% to 30% of similar 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.

Premier's Priority – Average % NAPLAN Reading and Numeracy Results (Y3&Y5), Top 2 Bands 46%

The school has been on an upward trajectory for increasing the number of students in the top two bands, from around 40% in 2015 to a high of 49% 2017, there has been a slight dip in the average in 2018, directly attributable to lower results in the Year 5. Additional tailored support will be provided to identified students to ensure increased growth in 2019.



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 surveys. In 2018 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/and school reports were very useful communication modes.
- 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 2018 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.
- 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 2018 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 2018, 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 2018, 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.

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.