

Homebush West Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

The programs and progress 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 school has a strong collaborative learning culture which focuses on student well-being, contemporary learning, innovation and the creative and performing arts. We are strongly committed to providing quality learning experiences that support students, and challenge them to develop knowledge, skills and attitudes that are transferable and adaptable to whatever their future holds. We demonstrate our commitment to excellence, equity and continual improvement through innovative and evidence based contemporary pedagogy, collaboration across our community of schools and through ongoing sharing of professional knowledge, practice and resources with colleagues across the system. Teachers differentiate the curriculum and personalise learning to meet the learning needs of our students and provide extensive enrichment and extracurricular opportunities for students. Our learning support practices incorporate a multidisciplinary case management approach.

The Homebush West PS community achieved many outstanding milestones throughout 2019. We were extremely proud to celebrate the opening of our new redeveloped school. The Ministerial opening ceremony was a wonderful celebration of the redevelopment shared with all stakeholders and member of the wider community. Our students excelled in many extra-curricular opportunities including Operation Art, Orchestra, Dance, Choir, School Spectacular, Our Spectacular, Festival of Instrumental Music, Cantabile, School Musical and Swimming. The breadth of these opportunities demonstrates our commitment to fostering students diverse talents and interests.

We continue to engage closely with our parent community, who are actively involved in many facets of school life including P&C, School Council, fundraising, and volunteer work with our Walking School Bus and uniform shop. The level of parent support is a feature of the school and is greatly valued. I thank our highly professional, dedicated staff who are committed to high quality teaching and learning delivery, ongoing professional development, systems leadership, and continual improvement.

Estelle Southall

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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

In the Learning Domain, we are sustaining and growing our practice.

Homebush West PS has a strong learning culture of high expectations, community partnerships and evidence based contemporary practices. Our school transition programs establish active partnerships and promote a strong continuity of learning.

All students access engaging, challenging and authentic learning programs that embed learner traits and capabilities, the key inquiry processes and critical and creative thinking. Teachers use a range of assessments to guide the teaching and learning cycle, create authentic opportunities for students to receive feedback and to set individualised learning goals.

Our evidence highlights the comprehensive practices in place to support individual and collective wellbeing and healthy active lifestyles. Positive, respectful relationships among students and staff are the foundations of our school behaviour code, with our Homebush West STARs (Safe and Strong, Team Players, Active Learners, Respectful) deeply embedded in both school and home contexts. The school has implemented multiple evidence-based practices including Growth Mindset and Mindfulness. There is a robust school-wide, collective responsibility for student learning and success, which is shared by parents and students. A holistic approach is undertaken when planning for learning, with information about each students' wellbeing and learning needs being collated and considered through the consultation process with students and parents.

Explicit assessment processes involving regular collection and collaborative analysis of data ensure school reporting is accurate and consistent. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. Value added measures on NAPLAN over the past 7 years demonstrate excelling achievement.

We have identified assessment, reporting and student performance measures as areas to develop. We seek to continue to narrow the performance gap for low SES students and we continue to refine and enhance formative assessment and student voice components of assessment and reporting.

In the Teaching Domain, we are excelling in the three of the four elements with **overall results of Excelling** as the on-balance judgement.

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. Our dedicated professional staff work together as active, cohesive teams who have developed productive, positive and respectful relationships.

Our commitment to collaborative planning fosters improved and innovative practice and deeply embeds reflective practice in the teaching and learning cycle. Support structures are systematically and strategically embedded in classroom programs. A whole school approach ensures evidence-based teaching methods are utilised to optimise learning progress for all students across the full range of abilities. In all contexts, teachers employ evidence-based teaching strategies to improve student outcomes.

A structured beginning teacher program supports the large number of early career teachers. The program is tailored to meet individual teachers' professional development needs and provides early career teachers with support networks by linking them with mentors, instructional leaders and experienced colleagues.

All teachers actively participate in the PDP process and also in observations associated with the QTSS program.

Executive staff work with stage teams to improve programs and student learning in targeted areas.

Evidence based professional learning is linked directly with the school plan and is differentiated in structure. Staff have observed best practice in other schools, attend professional learning, and actively participate in reflective practice including lesson study, walkthroughs and instructional rounds.

We have identified the element of data skills and use as an area to grow in 2020.

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

The school is highly organised and well-resourced by students, parents and staff. This outcome has been achieved by a strong leadership team who work closely together and provide clear direction to their teams within a supportive and caring environment. The school analyses data and undertakes strategic professional development to implement whole school programs. The school manages its resources to ensure all classes and students have a high level of resource provision.

The school continues to actively build leadership capacity, both in formal relieving executive positions and through our aspiring leaders and mentoring program. This innovative program supports aspiring leaders to be highly effective, enables staff to transition to relieving and substantive roles and positions them to be accredited at the Highly Accomplished and Lead teacher levels.

We will continue and extend our focus on educational leadership by building capacity and providing opportunities for aspiring leaders as a next step focus.

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

Improvement Measures

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 *like school groups* in all measures; national minimum standards, % top two bands, value added, attendance.

Reduced equity measure gap between high and low SES students.

All students report high levels of well-being, connectedness and engagement.

Overall summary of progress

Teachers across the school implemented Assessment Capable Visible Learning strategies in all literacy and numeracy lessons. Our data shows that feedback from teacher to student and student to teacher is a prevalent practice.

Students were engaged in assessing their own work and the work of their peers which resulted in students increasing their understanding of their learning and becoming more autonomous learners.

Students continued to access a range of evidence based tools to foster student self-assessment. These included bump it up walls, co-constructed success criteria, exit slips and self-assessment rubrics.

Instructional coaches worked with teachers to ensure clear learning intentions and co-constructed success criteria were present in literacy and numeracy lessons. The coaches supported teachers with guiding students to set personalised learning goals. The success criteria were co-constructed with parents, staff and students and then reviewed at key points across the year. As a result, student growth in literacy and numeracy is evident in school-based assessments.

Students continued to have access to a specialist learning facilitator for K–2. MultiLit/MiniLit expanded with 63 students from Y1–6 completing the intensive literacy program. The data revealed all participating students demonstrated strong growth.

Teachers planned collaboratively in stage teams to ensure quality learning experiences. Planning documents show strong consistency in the provision of learning experiences that target communication, collaboration and critical and creative thinking and reflect authentic, contemporary pedagogical practices, strong student voice, visible learning pedagogy and digital technologies. Effective learner traits are explicitly taught and are promoted through key systems that make them a visible and natural part of learning. This has led to students being actively involved and engaged in learning.

Our student centred Learning to Learn (L2L) conferences were revamped to include learner traits and dispositions. The redesigning of the L2L conferences has strengthened our students' capacity to take charge of their learning, be responsible learners and build positive relationships. Our L2L conferences have set strong foundations that promote student wellbeing and ensure all students feel known, valued and cared for by all teachers and has strengthened our teachers capacity to collaborate meaningfully for our students.

Classes across K–6 work within open, flexible and contemporary learning environments. Students and teachers effectively use flexible learning spaces where students collaborate and communicate their ideas and build skills in resilience and self-regulation. Teachers continue to embed the Co-Teaching Models and the Co-Teaching cycle to

maximise student outcome success, with Instructional Leaders spending significant time in classrooms, modelling co-teaching and observing classroom practice.

Targeted students participated in DRUMBEAT's structured learning program which uses music, psychology and neurobiology to reconnect with oneself and others. DRUMBEAT has been highly successful as a tailored learning support program, addressing the growing number of students with social and emotional needs. The program is highly valued and supported by the whole school community. We have four certified facilitators and a vision to train more facilitators in 2020.

The school counsellor referral policy refinement was a success and allows for an effective case management approach. The School Counsellor and Learning Support Team continued to review 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

Process 1: *Outstanding literacy and numeracy programs*

Student success is underpinned by comprehensive, highly effective programs that ensure every student makes maximum progress on the literacy and numeracy progressions, and is supported to achieving expected growth every year and at each stage of learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> Students engaged in 21st century pedagogies through quality, real life learning experiences. Teachers made any adjustments required based on the needs, interests and abilities of the students. The individualised learning goals were clearly established with the students and teachers. Students monitored their progress against the established benchmarks on a regular basis. Students performing below the literacy and numeracy benchmarks received targeted support. MultiLit/MiniLit; All SLSO's trained in delivering the Multi Lit/Mac Lit program and 1 dedicated AP LST employed. 57 students Y1–6 completed intense literacy program. Numeracy Instructional Leader K–2 – TEN facilitator. Students have access to specialist learning facilitator K–2. School Excellence Framework Value – added data NAPLAN Reading and Numeracy indicates: K–3, Delivering, Y3 to Y5, Excelling, Y5 to Y7, Excelling. Our data is in the top percentile of primary schools for value added Y5 to Y7. 41–50%% of students are in the top two NAPLAN bands, with Y5 data exceeding our similar schools' data. 98% of our students are at or above the National Minimum Standard NAPLAN, and we are closing the gap for low SES students with equity outcomes in the top 20–30% of schools. 	<ul style="list-style-type: none"> \$24 000 L3 (K&S1) \$10 000 TEN \$5 200 Multilit

Process 2: *Inclusive learning culture*

A learning environment where every teacher (staff member) confidently understands, supports and empowers, every student to achieve a strong sense of self, belonging and success.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> Dedicated AP LST employed to lead the Learning Support Team. 95 students participated in THERAGAMES program. This program supported the social and emotional resilience of students through guided lessons. Successful use and employment of a speech pathologist to work alongside teachers, students and parents to identify and target students requiring support. This initiative has contributed to significant growth in the targeted students. Students participated in the DRUMBEAT program. Two additional teachers trained as DRUMBEAT facilitators. Data indicated a strong growth with all participating students indicating they feel more confident in their relationships with other people. Exit data indicates: 75% of students reported overall 	<ul style="list-style-type: none"> \$8 000

Progress towards achieving improvement measures

difficulties at school decreased following the program; 75% of students reported less peer problems; and 75% of students reported improved focus after participating in the program.

- Mindfulness continued to be embedded across the school. 100% of teachers indicate mindfulness meditation has maximised teaching and learning time. In addition, 100% of teachers revealed that the Growth Mindset approach is contributing to improved engagement and resilience.
- Drama teachers were employed with a focus on engaging the mind, body and emotions in collaborative expression. Students reported a growth in confidence from participating in the program and we achieved significant value add results in our performing arts program.

Process 3: *Transformed curriculum*

All students access engaging, challenging, authentic, curricula that embeds 21st century learner traits/characteristics, skills and capabilities, maximizing the opportunities that our contemporary learning spaces afford.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Students engaged with authentic, engaging, integrated curricula that embed learner traits/characteristics, skills and capabilities. The quality of the authentic integrated units led to Homebush West PS being awarded a grant to participate in the Digital Technologies and Inquiry Schools Project. The integrated units will be published as a resource within the Department of Education in 2020.• Learning To Learn (L2L) conferences redesigned to include learner traits and dispositions. The redesigning of the L2L conferences has strengthened our students' capacity to take charge of their learning, be responsible learners and build positive relationships.• The continued purchasing and upgrading of current devices has enabled students to engage and thrive in an interconnected world. The purchasing of software and website subscriptions gives students the opportunity to broaden and extend their knowledge and understanding.	<ul style="list-style-type: none">• \$46 000 Instructional Leaders• \$25 000 ICT

Next Steps

- Enhance our staff capacity to improve practice in the area of data literacy, data analysis and data use in teaching and planning to improve student outcomes.
- Continue to develop strong alignment between formative and summative assessment practices.
- Student voice and agency will continue to be a 2020 focus.
- Continue to streamline and enhance Learning and Support processes and practices to enhance student outcomes and provide exceptional learning support interventions.
- Implement expert coaching and mentoring approach to upskilling all staff to cater for students with specific needs in their classrooms.
- Continue to employ Instructional Leaders to maximise quality teaching in every classroom and maximise student outcomes annually.

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

Improvement Measures

All staff demonstrate the impact of annual professional growth on student and school improvement.

Collaborative co-teaching success is evident across the school.

Increased number of teachers accredited all levels.

Overall summary of progress

We continued to focus on collaborative learning that is foundational to reflective practice across our Community of Schools. This included conducting Lesson Study, Instructional Rounds and Classroom Walkthroughs.

This year we built upon our understanding of Assessment Capable Visible Learner (ACL) strategies, ensuring we provided students with the transferable skills to be expert learners.

Teachers enabled students to: know their current level of understanding; know where they're going and be confident to take on the challenge; successfully be able to select effective tools to help guide their learning; actively seek feedback and recognise that errors are learning opportunities; monitor their progress and adjust their learning; and recognise their learning and be able to teach others.

Staff have been provided with ongoing feedback and observations about the nature and purpose of ACL in flexible learning spaces through ongoing Instructional Leadership mentoring, collegial discussions, and presentations.

This area of work was developed alongside our journey of embedding and amplifying student voice which seeks to empower students to partner with their teachers in designing teaching and learning programs and also learning environments.

We commenced an evaluation and redesign of our approach to learning support, particularly the deployment and support of Learning Support Officers in the classroom, to enhance practices and student gains.

We continued our "Leading for Impact" aspiring leaders program across our community of schools with seven aspiring leaders from Homebush West being successful with their application to participate in the program. The year-long program develops middle leaderships skills and supports aspirants to gain confidence and develop evidence for accreditation at the higher levels.

In 2019 we continued to embed co-teaching pedagogy within a flexible learning environment across the school. Evidence clearly indicated the co-teaching models and the co-teaching cycle is being used successfully across multiple spaces and in multiple contexts as well as students and teachers effectively using the new flexible learning environment.

Our strong partnerships with five universities continued with Homebush West PS mentoring 29 pre-service teachers across the year. Two teachers from Homebush West were successful in their application to become pre-service teacher mentors 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.

Homebush West PS engaged with the Wingara Community of Schools (CoS) for ongoing professional development and collegial sharing of practice with a focus on contemporary learning including digital pedagogy, student voice and assessment capable learners.

Progress towards achieving improvement measures

Process 1: *World class professional development practices*

Current practices are refined to ensure all staff access the most effective professional development practices and strategies, tailored to maximise continual improvement and career development and facilitate school excellence, within a future school context.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Instructional Leaders employed in digital pedagogy, curriculum and co-teaching. • Implemented Assessment Capable Visible Learner (ACL) strategies across K–6 ensuring we provided students with the transferable skills to be expert learners. Staff were provided with ongoing feedback and observations about the nature and purpose of ACL through ongoing Instructional Leadership mentoring, collegial discussions, and presentations. • Employed an SLSO education expert to enhance and redesign SLSO induction, professional learning, and to also mentor executives while redesigning learning support structures. • Actively participated in the Community of School's Student Voice Initiative. The Student Voice Team also participated in the Student Voice Schools Tour in South Australia. This initiative resulted in the whole school embedding and amplifying student voice and empowering students to partner with their teachers in designing teaching and learning programs and environments. • Staff released to ensure highly effective goal setting, reflection, collaborative planning and shoulder to shoulder mentoring with Instructional Leaders and mentors. • Additional three early career teachers accredited at Proficient. • Aspiring leader coaching expanded to include a second intake of nine aspiring leaders. This has built capacity for Highly Accomplished and Lead teacher accreditation in 2020. 	<ul style="list-style-type: none"> • \$7 800 Coaching Mentoring • \$46 000 Instructional Leader • \$22 000 Beginning Teacher

Process 2: *Evaluative, data driven practice*

Staff confidently utilize highly effective *evaluative practices*, including data analytics, formative and summative assessment, use of feedback and collaboration to drive student and school improvement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • The school's model for instructional leadership and coaching continued. Instructional coaches work closely with teachers using data-led evidence to drive student achievement. • All teachers participated in Lesson Study, WalkThroughs and Instructional Rounds reflective practice processes with the 2019 focus being the strategies of Assessment Capable Visible Learning. • All staff K–2 implemented L3K or L3 Stage 1 strategies within the classroom, with a focus on using formative and summative assessments, feedback and data to drive student improvement in Literacy. K–2 student reading and phonic data revealed growth from the previous year. • Increased student participation in the Multi Lit/Mini Lit program from 46 in 2018 to 90 in 2019. SLSO staff trained to analyse Multi Lit/Mini Lit data to drive student improvement in reading. 	<ul style="list-style-type: none"> • \$46 000 Instructional Leaders • \$53 000 Professional Development, Reflective Practice

Process 3: *Co-teaching excellence*

Teachers are adeptly skilled and resourced to co-teach, collaborate effectively in a contemporary learning environment, expertly incorporating evidence based strategies into pedagogy.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<ul style="list-style-type: none">• Employment of an instructional leader for the area of co-teaching resulting in ongoing support for teachers.• We continued to embed and deepen the co-teaching pedagogy within a flexible learning environment through stage-based processes. Whole school Reflective Practice 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 professional learning. This included students demonstrating strong collaborative learning skills, students being grouped flexibly to meet the intended learning outcomes, and students successfully using strategies of self-regulation and metacognitive thinking to drive their own learning.	<ul style="list-style-type: none">• \$46 000 Instructional Leaders

Next Steps

- Continue our focus on Assessment Capable Learners and introduce 10 Mindframes for Visible Learning (Hattie).
- Enhance our reflective practice model and successfully differentiate learning for teachers entering the school.
- Develop a negotiated, self directed, needs based, professional development strategy to tailor professional learning for all staff.
- Support inspiring leaders to successfully gain higher levels of accreditation.
- Continue to work with our educational expert to upskill our School Learning Support Officers (SLSOs) implement strong intervention programs (MultiLit/MiniLit) and enhance skills of all staff to work effectively with neurodiverse students in the mainstream.
- Develop staff capacity to use data analytics and evaluative thinking to drive individual, stage and whole school improvement.
- Continue to increase staff capacity to embed contemporary pedagogy through high quality professional learning and regular classroom observations and reflective practice.
- Continue to enhance student voice practices and investigate authentic amplification within classrooms and across 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

Improvement Measures

High levels of parents, student, staff and community engagement with the school, feedback, collaboration, satisfaction and school pride.

Overall summary of progress

Homebush West PS is deeply committed to forging strong connections with the wider community and providing them with opportunities to engage with the school in a range of diverse ways.

In 2019, following a review we implemented a new policy and model for homework. As part of the review we consulted with key stakeholders (parents/students/teachers) which included an analysis of the qualitative and quantitative data collected throughout the previous year.

We reviewed and restructured components of our Meet the Teacher evening and Information Expo in 2019. This event allows the families of our students to connect with their child's teacher, to understand and navigate school structures and be accustomed with the learning environment to enhance the support they provide to their child.

Throughout the year we reviewed the structure and gathered feedback about the effectiveness and accessibility of our school uniform shop. In consultation with the P&C the school began the process of moving the uniform shop online to provide enhanced access for parents. In early 2020 we will be well positioned to launch the online shop.

Research shows individuals who lead a healthy lifestyle achieve and maintain mental, physical, social and spiritual wellbeing. In 2019 we identified that a limited number of Stage 3 students and their families were able to ride a bicycle. As part of our program of activities to support the objective of promoting healthy living we designed and implemented a student and community bike riding program. Results of the program have been significant, with students and community members learning to ride or improve their the skills which will contribute to better learning and mental health outcomes.

We continued to connect with the community by supporting families with transitions into primary school. The Kindergarten teachers deliver school readiness presentations across our local preschools, sharing checklists and handouts to enable families to support their children in making the significant transition into school successfully.

The School Chaplaincy program plays an integral role at Homebush West PS. In 2019 the School Chaplain continued to work alongside the staff to facilitate the wellbeing of our students and their families. The Chaplain ran approved programs that built children's emotional resilience, personal awareness and social capabilities. We continued to expand reciprocal relationships with community agencies including additional parent/carer seminars led by our school chaplain. A significant majority of parents and carers consistently report high levels of connectedness, belonging and school pride and this is reflected in the continual improvements and innovations that the school undertakes in multiple areas to ensure the community feels engaged and empowered to contribute to Homebush West Public School.

Progress towards achieving improvement measures

Process 1: *Innovative agile practices*

Progress towards achieving improvement measures

Process 1:

School practices are innovative, agile and responsive, marked by continually improving policies, procedures, programs and practices to achieve high levels of success and satisfaction for all school community members.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Implemented the revised homework policy and practices after extensive consultation with key stakeholders (parents/students/teachers) • We reviewed and restructured components of our Meet the Teacher evening and Information Expo based on community feedback. • To empower and partner with parents we hosted a range of seminars in 2019. These included: digital technology and social media; NAPLAN; Opportunity Class (OC); Selective High School; Mindfulness; homework; supporting literacy and numeracy; as well as community run English classes. This has resulted in parents indicating they feel well informed, empowered and connected. 	<ul style="list-style-type: none"> • \$15 000

Process 2: *High performance culture*

A culture of transparency, high expectations and school wide approaches to well-being is evident and underpinned by optimal deployment of staff expertise. Leadership is visible, instructional and shared.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • As part of our program of activities to support our objective of promoting healthy living we designed and implemented our student and community bike riding program. Results of the program have been significant, with students and community members learning to ride or improve their skills which will contribute to better learning and mental health outcomes. • Extended our weekly Stage 1 intensive swim program to include Stage 2 students. Data has shown that students' swimming ability has improved significantly since the start of the program. This year we had a 30% growth of students qualifying for zone swimming. • Continued our parents learn to swim program. Feedback has indicated participating parents' confidence around water has grown as has their confidence in taking their own child swimming. • Student leaders were elected by students to represent the school student population. These students were provided with mentoring to extend their leadership capacity. This cohesive student leadership team represented the school on many occasions and demonstrated their skills as leading learners over a variety of different contexts. 	

Process 3: *Cutting edge partnerships and resources*

Significant community connections and partnerships resource all members of the school community to maximize student outcomes. The school community is informed and empowered. The school community utilizes contemporary resources to maximise excellence and equity.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Positive and respectful relationships across the school community underpin a productive learning environment and supports students' development as learners. • Reviewed structure and gathered feedback on the effectiveness and accessibility of our school uniform shop. In consultation with the P&C the school began the process of moving the uniform shop online to allow easy access for all parents. In early 2020 we will be well positioned to launch the online shop. • We continued to expand reciprocal relationships with community agencies including additional parent/carer seminars led by our school chaplain. A significant majority of parents and carers consistently report high levels of 	<ul style="list-style-type: none"> • \$7000

Progress towards achieving improvement measures

connectedness, belonging and school pride.

- 2019 saw us celebrate the opening of our new redeveloped school. The Ministerial Official Opening Ceremony was a wonderful celebration of the redevelopment and we were thrilled with the opportunity to share this with our broad and diverse school community.

Next Steps

- Explore innovative methods to connect with parents investigating live streaming of major events and activities to enhance participation and engagement with community.
- Mentor school leaders and Student Representative Council to lead initiatives and improvement projects both in the school and the community.
- Review of Tell Them From Me and other available data in regards to communication, data analysis and learning support.
- Review the School Council roles and responsibilities.
- Restructure Meet The Teacher and School Expo including a strengthened focus on needs based, differentiated, streamlined series of sessions that reflect parent feedback and suggestions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • \$1500 	<ul style="list-style-type: none"> • All Aboriginal students have a Personalised Learning Pathway (PLP) which is written in conjunction with parents/carers to map learning goals for students. All students achieved their goals as documented in their PLPs. The school will be evaluating PLPs in 2020 for a more authentic process of goal setting and achievement. • Additional classroom support provided.
English language proficiency	<ul style="list-style-type: none"> • \$42 000 professional development tailored support 	<ul style="list-style-type: none"> • All students from EALD backgrounds access specialist support tailored to their needs as identified in the EALD progression. • 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. • MultiLit and MiniLit were implemented across Stage 1 to Stage 3 classes. The program has provided daily reading and phonic support to enhance the school's literacy learning programs. • Year 5 students at consolidating phase surpassed students in like schools in all areas assessed in NAPLAN. • Identified K to 6 students were targeted for speech therapy. All students have shown an improvement in their articulation, receptive and expressive skills. • All staff access professional learning, coaching and feedback to manage EALD learners effectively within the classroom. • Multilingual communication, including use of translations and translators in all communication formats. • Inclusion and celebration of our diverse community to ensure a strong sense of belonging and connection.
Low level adjustment for disability		<ul style="list-style-type: none"> • Homebush West PS caters for its students needs both in the playground and in the classroom with our flexible funding allocation, specialist teachers and targeted student funding. The Principal and the Learning and Support Team consult with staff and parents to determine the best way to provide personalised learning support for students who have additional learning and support needs. • Students who receive integration funding all have Individual Learning Plans which are collaboratively reviewed at regular intervals and communicated to all stakeholders. Students within this category achieved their goals. Additional teacher and School Learning Support Officers supported students in accessing a differentiated curriculum. Identified students accessed MultiLit, Mini Lit to improve outcomes. • All students with a disability have been added to the Nationally Consistent Collection of Data (NCCD) database with adjustments

Low level adjustment for disability		and modifications made accordingly. NCCD processes utilised to improve teacher capacity to personalise learning and make appropriate accommodations and adjustments to student learning.
Quality Teaching, Successful Students (QTSS)	• 0.962FTE	<ul style="list-style-type: none"> • Instructional Leaders work across the school to provide teachers with ongoing coaching, constructive feedback on lesson delivery, programming and assessment. Teachers engaged in dialogue around current data trends and devise targeted teaching strategies to promote student academic growth. Teachers had opportunities to visit other classrooms based on professional learning needs. This involved the observation of particular pedagogies, classroom environments and teaching structures. These practices have built staff capacity in the teaching of literacy and numeracy. Mentoring, coaching and facilitating the sharing of effective classroom practices and supporting teachers to use data to inform their decisions and teaching practices has led to improved student learning outcomes in literacy and numeracy. • Instructional Leaders have worked shoulder-to-shoulder with teachers to embed visible learning practices. • All teachers had a Performance and Development Plan which detailed their professional goals and achievements. School leaders support teachers with development of new Performance and Development Plans, including providing constructive feedback to individual teachers in their teams to maximise teacher impact. • Instructional coaching driven by data and evidence has resulted in positive value-added data. Value add across K-3 is above average, and 3-5 and 5-7 is rated at excelling. Student in-school assessments in mathematics, reading and writing show strong growth for all students. • All aspiring leaders access professional tailored leadership coaching each term including feedback on improvement plans and support to develop leadership and mentoring skills.
Socio-economic background	<ul style="list-style-type: none"> • \$23 500, music program • \$35 000 drama program, well-being funds • \$22 000 equity 	<ul style="list-style-type: none"> • 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. The learning environment has been enhanced across the school to support learning anywhere at any time. The school has provided technology in classrooms and upgraded learning resources to improve student engagement and learning outcomes. 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.

Socio-economic background	<ul style="list-style-type: none"> • \$23 500, music program • \$35 000 drama program, well-being funds • \$22 000 equity 	<ul style="list-style-type: none"> • The use of funds to support literacy and numeracy at school enabled teachers and support staff to implement a variety of programs such as L3 (Literacy, language and Learning), Multi-lit and mini-lit. As a result, students were better supported to achieve their personalised learning goals. This also led to: equitable access to online resources, capacity building of staff in Literacy and Numeracy and access to a range of stimulating, engaging and hands-on literacy and numeracy activities for all students. • All classes 1–6 are co-taught with K classes co-taught in specific key learning areas. The contemporary learning environment across the school supports learning anywhere at any time. The school has provided updated technology in classrooms and our flexible learning spaces have improved student engagement and learning outcomes. • All students engage with access to music and drama specialists to increase student engagement and enhance learning outcomes. • Increased SLSO support for students with specific, non-funded needs. • 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.
Support for beginning teachers	<ul style="list-style-type: none"> • \$22 000 	<ul style="list-style-type: none"> • Beginning teachers were provided with ongoing feedback and support, embedded in the collaborative practices of the school. • Our strong mentoring structures and collaborative practices supported all of the funded and non-funded beginning teachers within the school. They had access to tailored professional learning and additional resources for developing specific aspects of practices as identified in their PDP and Beginning Teacher Plans. This included classroom and behaviour management, strategies to build student engagement and collaborative professional practices. • Instructional leaders across K–6 worked closely with new teachers to ensure strong programs were implemented. • The co-planning, co-teaching, co-debriefing and co-assessing cycle has proven to be a successful model, with mentors and instructional leaders working closely with beginning teachers to successfully embed evidence based, co-teaching practices.
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • \$45 000 staffing and professional development • 0.8 to 1.0 FTE staffing 	<ul style="list-style-type: none"> • Our students from a refugee background receive support in learning English as an additional language to help them to access the curriculum. If required, they are provided with emotional and welfare support. • Funding for our refugee students is used to provide additional English language learning and literacy support. • EALD teachers ensured students from

Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • \$45 000 staffing and professional development • 0.8 to 1.0 FTE staffing 	<p>traumatised backgrounds connected strongly with the school and accessed additional support.</p> <ul style="list-style-type: none"> • Teacher training raised awareness of refugee experiences and the support needs of students who have suffered trauma. • School participation in Harmony Day and Refugee Week contributed to connecting students with the school and increased school understanding of the refugee experience. • New arrivals withdrawn for increased targeted sessions.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	265	293	291	285
Girls	249	262	274	296

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.1	92.6	94	92
1	94	93.3	93	91.1
2	93	94	93.4	93.3
3	96	95	94.8	91.8
4	96.2	94.2	93.9	93.7
5	95	94.6	96.3	94.2
6	93.7	94.2	93.7	94.1
All Years	94.6	93.9	94.1	92.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.04
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	160,441
Revenue	6,112,185
Appropriation	5,644,948
Sale of Goods and Services	29,357
Grants and contributions	429,939
Investment income	2,141
Other revenue	5,800
Expenses	-6,298,102
Employee related	-5,353,428
Operating expenses	-944,674
Surplus / deficit for the year	-185,917

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	160,864
Equity Total	568,018
Equity - Aboriginal	976
Equity - Socio-economic	24,180
Equity - Language	410,788
Equity - Disability	132,074
Base Total	4,114,007
Base - Per Capita	132,571
Base - Location	0
Base - Other	3,981,436
Other Total	559,743
Grand Total	5,402,631

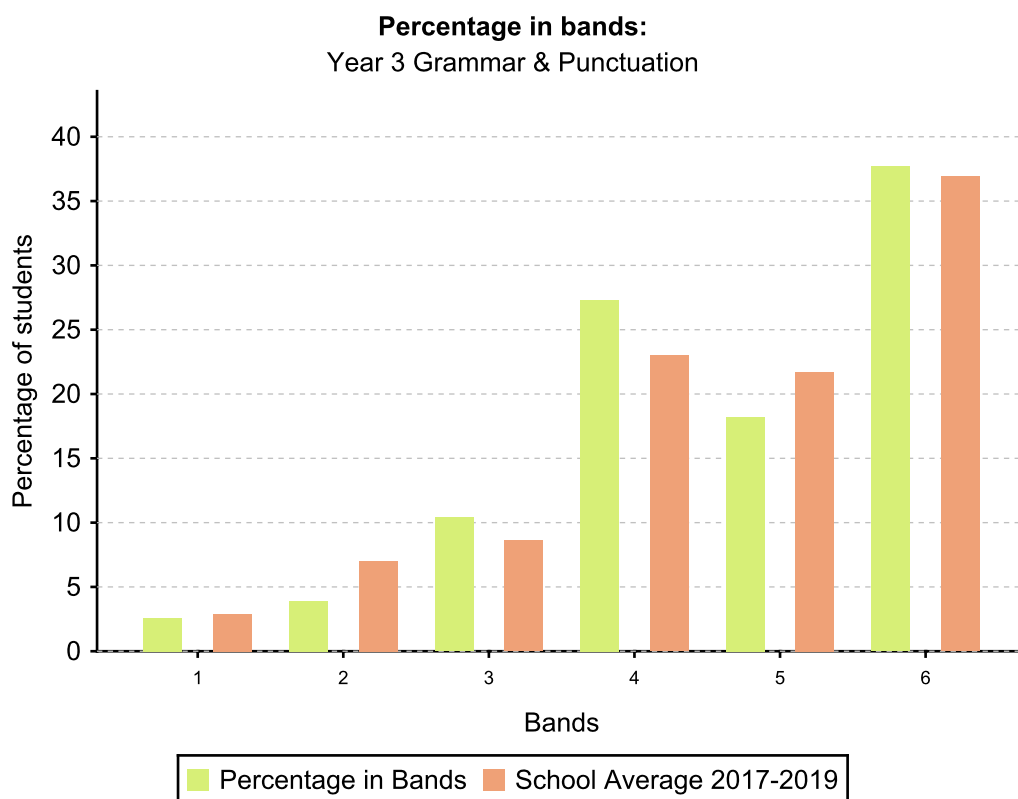
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

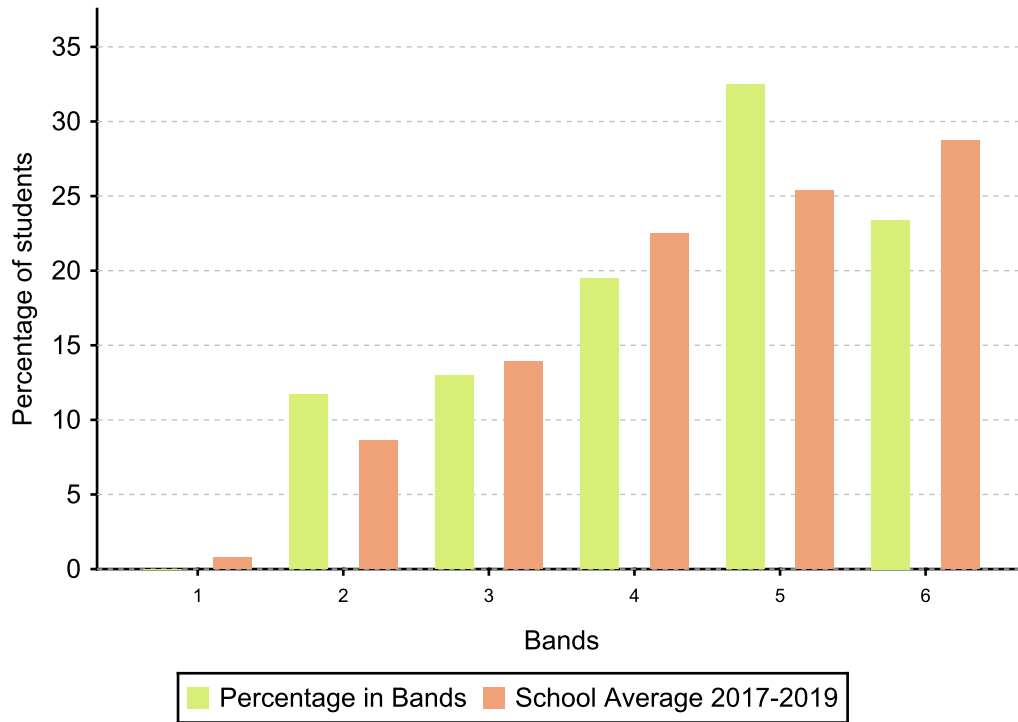
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



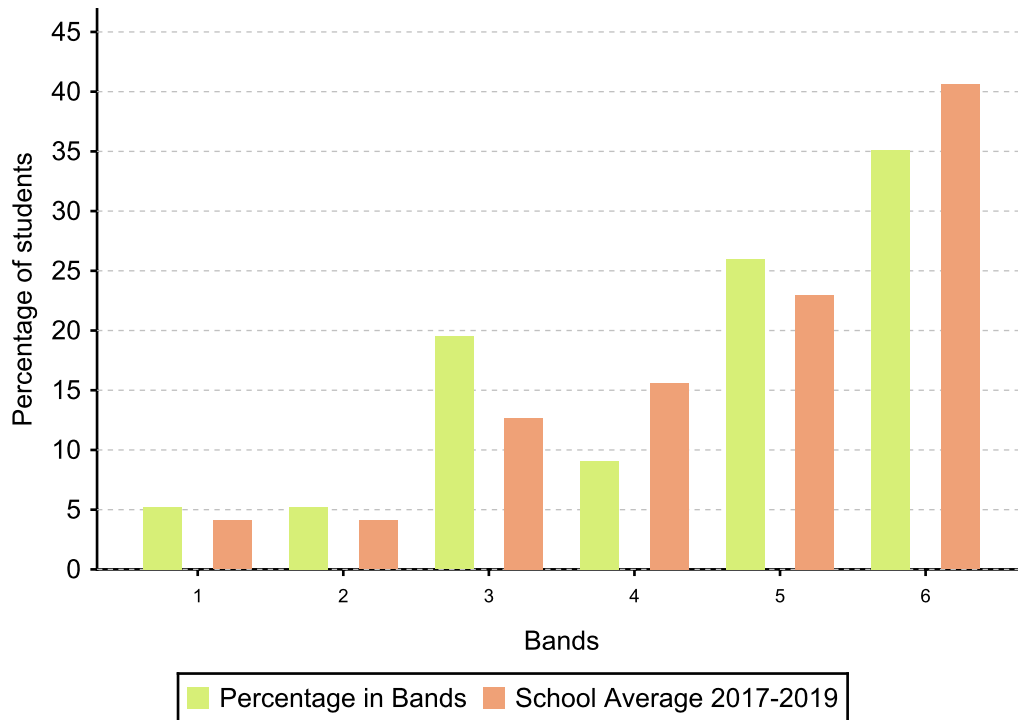
Band	1	2	3	4	5	6
Percentage of students	2.6	3.9	10.4	27.3	18.2	37.7
School avg 2017-2019	2.9	7	8.6	23	21.7	36.9

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	11.7	13.0	19.5	32.5	23.4
School avg 2017-2019	0.8	8.6	13.9	22.5	25.4	28.7

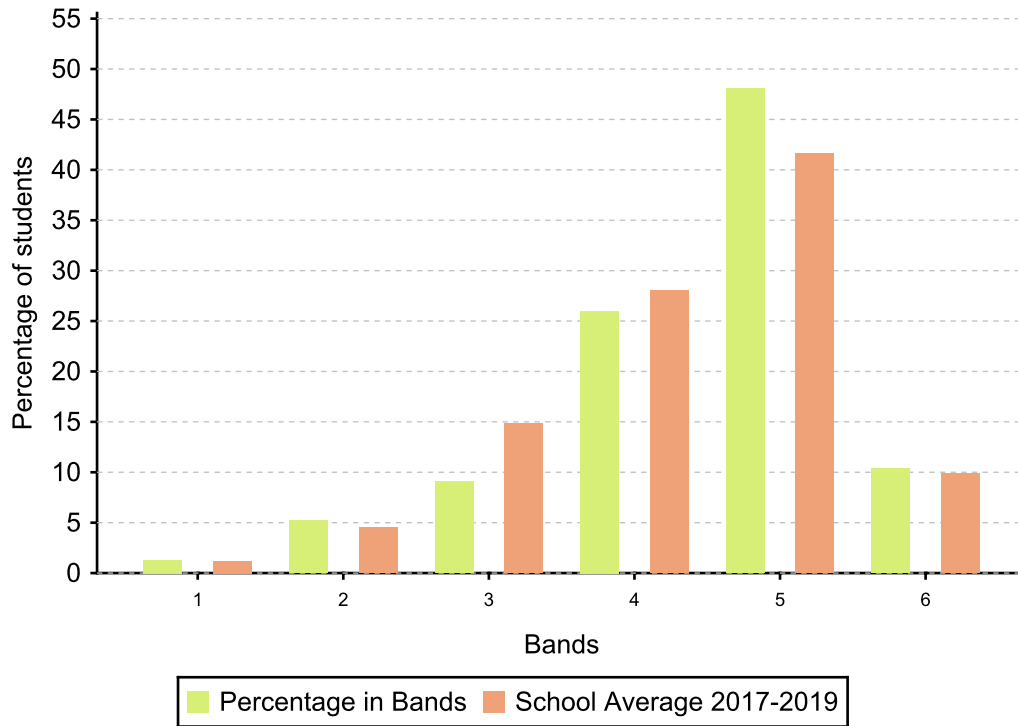
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	5.2	5.2	19.5	9.1	26.0	35.1
School avg 2017-2019	4.1	4.1	12.7	15.6	23	40.6

Percentage in bands:

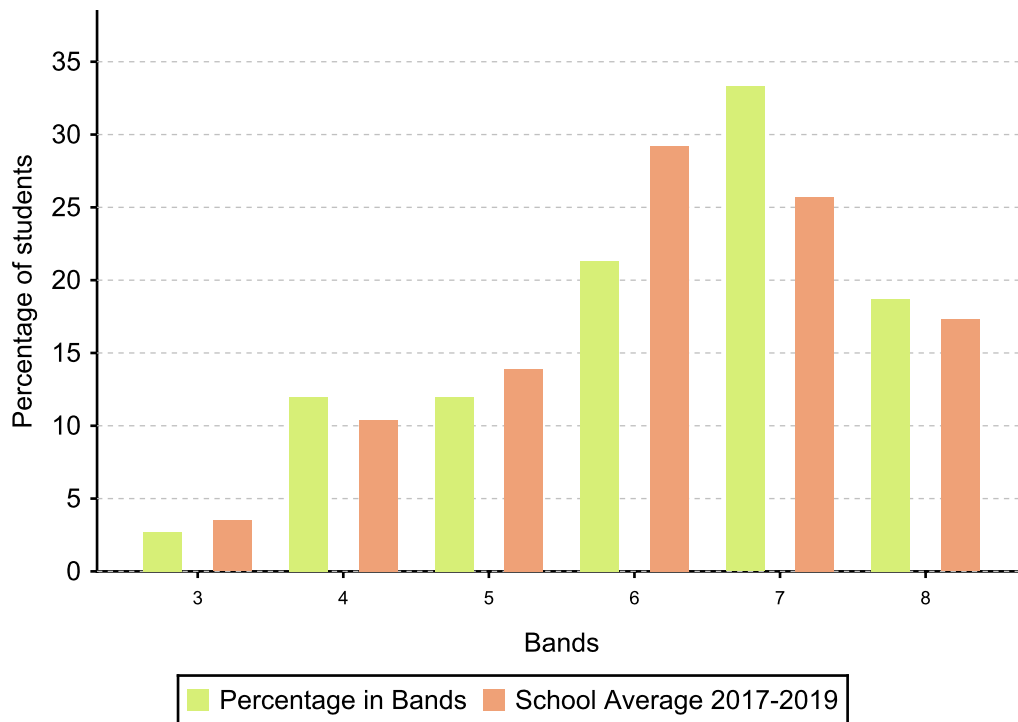
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.3	5.2	9.1	26.0	48.1	10.4
School avg 2017-2019	1.2	4.5	14.8	28	41.6	9.9

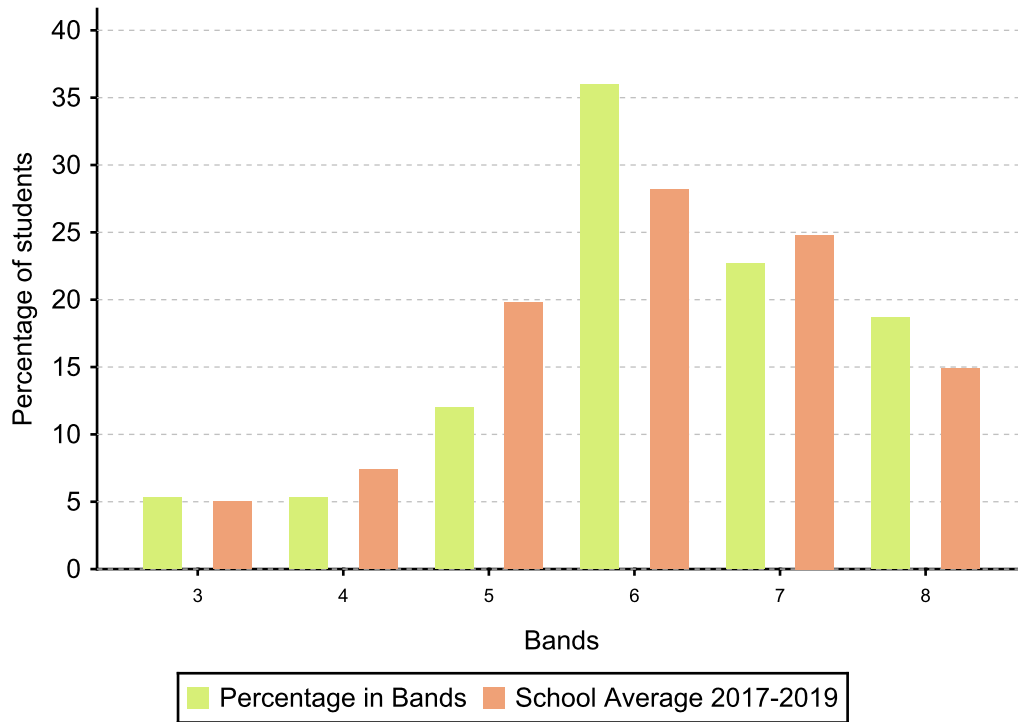
Percentage in bands:

Year 5 Grammar & Punctuation



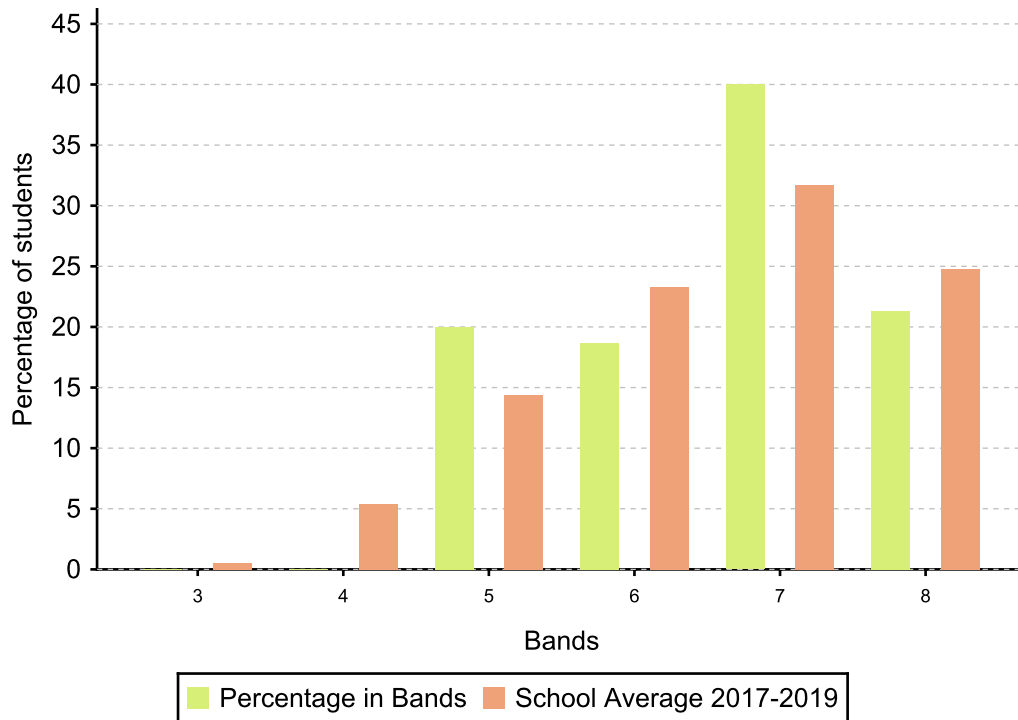
Band	3	4	5	6	7	8
Percentage of students	2.7	12.0	12.0	21.3	33.3	18.7
School avg 2017-2019	3.5	10.4	13.9	29.2	25.7	17.3

Percentage in bands:
Year 5 Reading



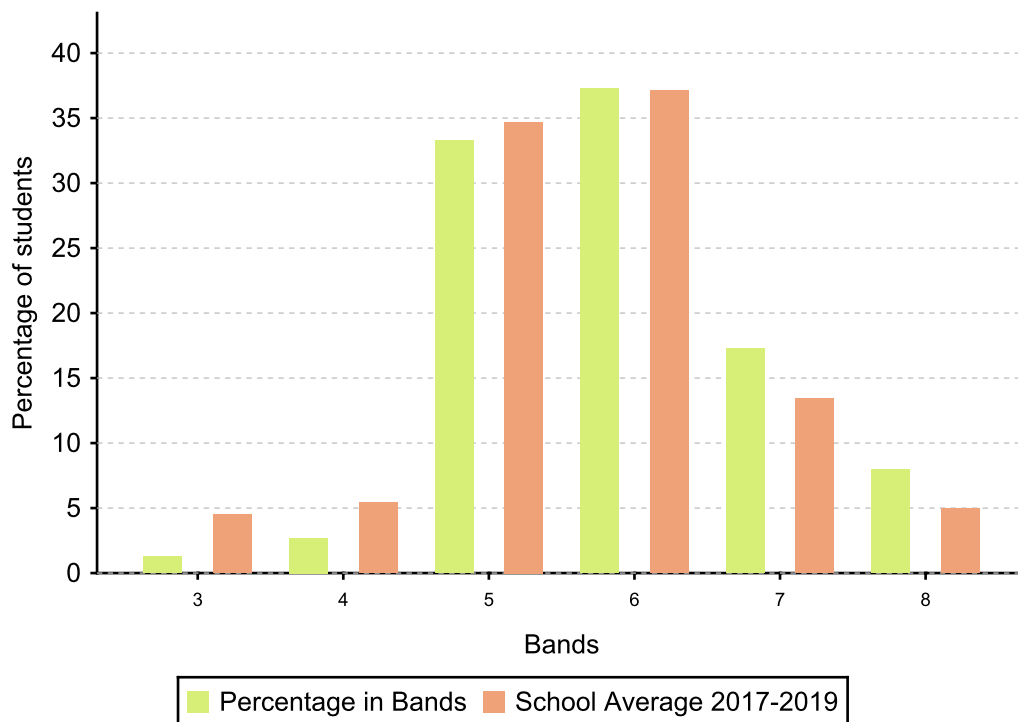
Band	3	4	5	6	7	8
Percentage of students	5.3	5.3	12.0	36.0	22.7	18.7
School avg 2017-2019	5	7.4	19.8	28.2	24.8	14.9

Percentage in bands:
Year 5 Spelling



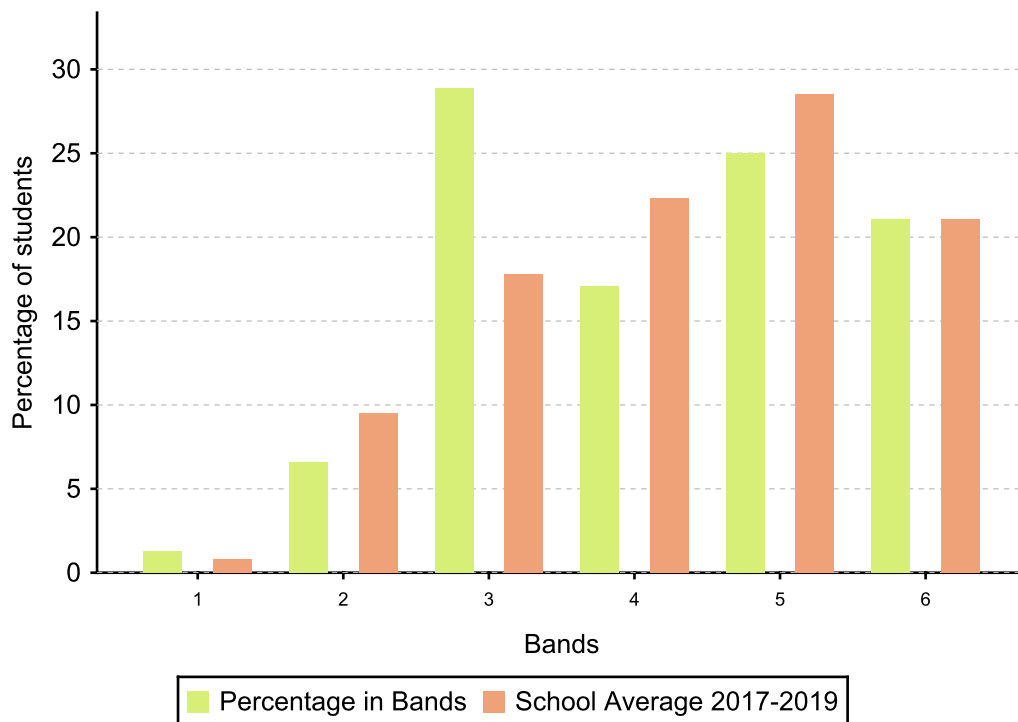
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	20.0	18.7	40.0	21.3
School avg 2017-2019	0.5	5.4	14.4	23.3	31.7	24.8

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	1.3	2.7	33.3	37.3	17.3	8.0
School avg 2017-2019	4.5	5.4	34.7	37.1	13.4	5

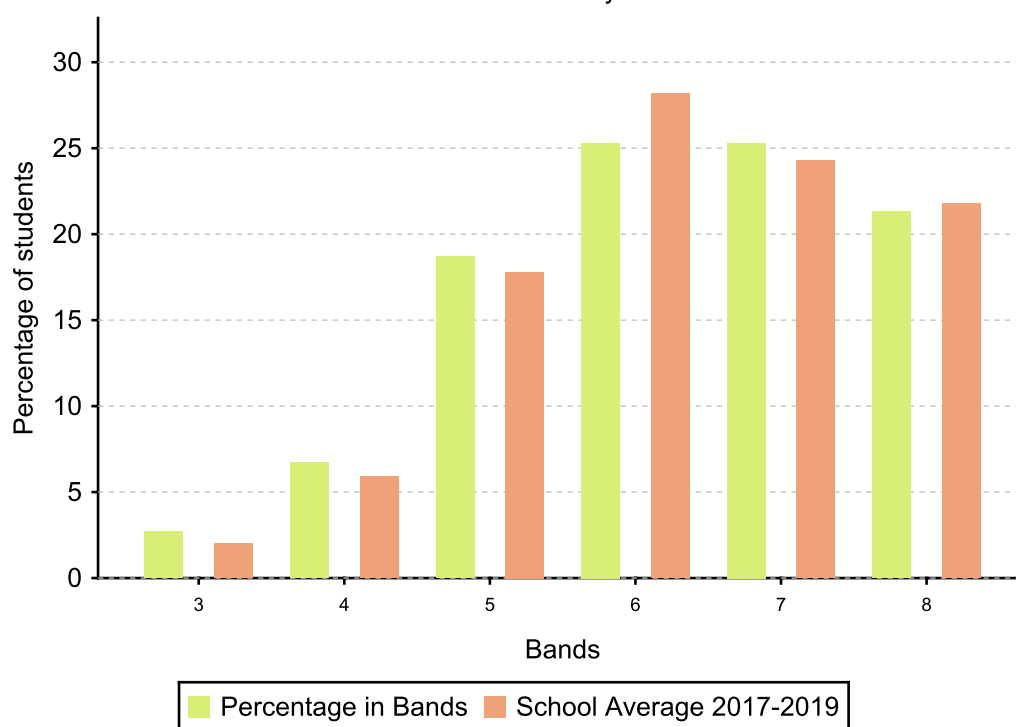
Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.3	6.6	28.9	17.1	25.0	21.1
School avg 2017-2019	0.8	9.5	17.8	22.3	28.5	21.1

Percentage in bands:

Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.7	6.7	18.7	25.3	25.3	21.3
School avg 2017-2019	2	5.9	17.8	28.2	24.3	21.8

41% of Year 5 students are in the top two NAPLAN bands, with Y5 data exceeding our similar schools' data.

National Minimum Standard

- 98% of Year 3 students achieving at or above national minimum standards.
- 98% 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 Delivering
- Year 3–5 Excelling
- Years 5–7 Excelling
- Our data is in the top percentile of primary schools, for value added Y5 to Y7.
- 48% of students are in the top two NAPLAN bands for reading and Numeracy.

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 48%. 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 48% 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 2019 parents told us:

- The school is a safe, inclusive school, the school supports positive behaviour, and they feel welcome in the school.
- Teachers devote time to extra-curricular activities and take an active role in ensuring students are included in school activities.
- 82% of respondents have talked with a teacher two or more times and more than 80% of respondents indicated that interviews/meetings/school reports were very useful communication modes.
- Teachers know students well and support them to achieve learning goals.
- Most indicated they would like more information about how they can support learning at home.

In 2019 students told us:

- They felt accepted and valued by their peers and by others in the school. Both boys and girls indicated a strong sense of connectedness and belonging.
- Students reported high levels of advocacy at school and positive teacher student relationships.
- There are high expectations for their success and that there is a positive learning climate.
- Students are interested and motivated in their learning.
- There are high levels of participation in extra-curricular activities across the KLAs.
- Students believe that schooling is important in their everyday life and has a strong bearing on their future.
- 86% of student respondents expect to attend university.

In 2019 teachers told us:

- They implement formative assessment tasks to inform lesson planning to set challenging goals.
- Students receive timely feedback on their learning and receive explicit instruction.
- 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.
- There is a strong learning culture in the school with high levels of teacher collaboration.
- Students have significant opportunities to integrate technology authentically in teaching and learning, but not necessarily setting technology learning goals with students.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Homebush West PS 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. Our units of work have a particular 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 a range of 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 2019, 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 identify as Aboriginal or Torres Strait Islander. These plans are regularly reviewed to ensure ongoing improvement for students.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Our diverse and cohesive community is made up of a diverse range of cultures. 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 has a strong focus on multicultural education by providing programs that develop the knowledge, skills, understanding and attitudes required for living in a culturally diverse society. Inclusive educational practices are a feature of school activities and cultural diversity is celebrated and included in all curriculum areas. 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. Teachers use the EAL/D learning progressions to analyse and discuss student progress which has supported teachers to successfully plan teaching and learning activities for the EAL/D students in their classes. 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 Officers (ARCO's), who investigate, support and counsel victims of

racism as well as those who do not demonstrate the schools values including showing respect to others.

Homebush West PS recognises and promotes a respectful, inclusive community and a range of organisations and programs such as White Ribbon.

We celebrate the cultural diversity within our school and encourage students to be respectful of and embrace people of all cultures. Every year we observe our cultural diversity with a number of activities that include the sharing of traditional foods, wearing of traditional dress and the celebration of significant events including Chinese New Year, Diwali and Harmony Day.

