

2020 Annual Report

Homebush West Public School



5251

Introduction

The Annual Report for 2020 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.

School contact details

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

Message from the principal

The programs and progress outlined in this report reflect the school community's commitment to equity and educational excellence that empowers every student to be a highly successful lifelong learner.

Homebush West Public School is driven by a strong collaborative learning culture which focuses on student well-being, contemporary learning, innovation and the creative and performing arts. Every student is known, supported to connect strongly to our school community.

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

In 2020 we faced a pandemic landscape that required agility, flexibility and collaboration to design and adjust to new modes of learning and working. We are immensely proud of how our staff, students and community took up the challenge, supported each other and achieved positive outcomes across all areas.

Our school has a cohesive mix of experienced and early career teachers dedicated to ensuring every student reaches their full potential through the implementation of quality teaching and learning programs. We enjoy strong community support, we have a supportive Parents and Citizens' Association and we are closely connected to the Strathfield Network of Schools.

The strong academic programs, dedicated staff and supportive and involved parents offer every child at Homebush West Public School the foundation to become confident, creative learners who can act sustainably and make a positive difference to their own lives and to the lives of those around them.

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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 plan 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.

During the COVID-19 pandemic teachers quickly transitioned from the traditional curriculum delivery to a remote, flexible learning model to support student learning at home. This occurred halfway through Term 1 with students gradually returning back to school in Term 2. Teachers were innovative in their approach to lesson delivery using various online learning platforms including creating the Homebush West online Learning Hub, Google Classroom, Zoom sessions, SeeSaw, and home learning packages. School-wide systems were implemented to monitor attendance and support students transitioning back to school. Teachers used data-informed practices to differentiate the curriculum to address student learning needs in literacy and numeracy. Targeted intervention programs such as Mini-Lit supported students in their literacy learning. Additional teaching resources were provided to support numeracy and literacy lessons across the school.

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.

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)
• Teachers across the school implemented Assessment Capable Visible	

Progress towards achieving improvement measures

Learning strategies in literacy and numeracy lessons. Our data shows that feedback from teacher to student and student to teacher is a prevalent practice. Teachers are now successfully co-constructing learning goals against success criteria with students. Students monitored their progress against the established benchmarks on a regular basis. Students performing below the literacy and numeracy benchmarks received targeted support. As a result, student growth in literacy and numeracy is evident in school-based assessments. Instructional coaches work with early career teachers to ensure clear learning intentions and success criteria are implemented in literacy and numeracy lessons.

- Teachers worked collaboratively alongside the Learning and Support teacher (LaST) to implement targeted interventions responsive to student learning needs. Interventions delivered by the Learning and Support Teacher (LaST) SLSOs and teachers included MultiLit/MiniLit. SLSOs continued to deliver the Multi Lit/Mac Lit program and 1 dedicated AP LST employed. Targeted students from Year 1 to Year 6 completed the intense literacy program.
- The teaching and learning cycle underpinned planning and programming for literacy and numeracy. Flexible and fluid student groupings, goal setting, point of need instruction, and extension opportunities were provided and feedback to students was given.
- Instructional coaches work closely with teachers using data and evidence to drive student achievement.
- NAPLAN assessments were not conducted in 2020 due to COVID-19, however, year 3 and 5 students participated in the Checkin assessments. 88% of Year 3 students achieved band 3 or above for reading and 94% for numeracy (check-in assessments).

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.• Implemented expert coaching and mentoring to upskill SLSO staff to effectively support students with specific needs in classrooms.• 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. Data indicated a strong growth with all participating students indicating they feel more confident in their relationships with other people.• Mindfulness curriculum was implemented across the school. This included a focus on 20 topics which have been mapped to the curriculum and supports students to develop self-awareness, self-management, social awareness and social management skills. 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 continued to achieve significant value add results in our performing arts program• Due to COVID-19 guidelines and restrictions, school activities throughout the year were modified, rescheduled or cancelled. As a result, parents connected and engaged with the school through various communication platforms such as: the Homebush West Learning Hub, Zoom information sessions, email, the school's website, Facebook page, online PowerPoint presentations, the school's newsletter, phone conferences, and SeeSaw.	

Process 3: *Transformed curriculum*

Progress towards achieving improvement measures

Process 3:

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. Authentic integrated units designed by Homebush West PS were published as a resource within the Department of Education in 2020.• Learning To Learn (L2L) conferences continue to strengthen our students' capacity to take charge of their learning, be responsible learners and build positive relationships.• The continued purchasing and upgrading of technology 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.	

Next Steps

- Improve 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 2021 focus.
- Continually revise whole school learning and support systems to ensure all students achieve success and differentiating the curriculum to be responsive to student learning needs.
- Continue quality professional learning and mentoring for staff to develop personalised learning and support plans which are responsive to student learning needs.
- Continue to provide an expert coaching and mentoring approach to upskilling all staff to cater for students with specific needs in their classrooms.

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

In 2020 Homebush West continued to focus on collaborative learning that is foundational to reflective practice across our school. Due to Covid-19 there was a need to innovate our Reflective Practice model, which resulted in the design and implementation of a 'hybrid' model of professional learning practice and pedagogy. The 2020 model saw a combination of lesson study and walkthrough techniques across the year and focused on the eight quality teaching practices that are known to support school improvement and enhance the learning outcomes of our students. 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 developed a negotiated, self directed, needs based professional development resource to tailor professional learning for all staff. The Homebush West Professional Learning Hub was designed, developed and implemented and allowed staff to authentically negotiate and drive their own learning.

In 2020 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.

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 Student Voice, Innovative SLISO practices and our Pre-service teacher mentoring program (PEX HUB)

Our strong partnerships with five universities continued with Homebush West PS mentoring 11 pre-service teachers across the year. The number of pre-service teachers mentored at Homebush West was significantly reduced in 2020 due to Covid-19 guidelines and restrictions. Two teachers from Homebush West were successful in their application to become pre-service teacher mentors in our community of schools PEX HUB program.

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)
• A strong focus on the eight quality teaching practices that are known to	

Progress towards achieving improvement measures

support school improvement and enhance the learning outcomes of our students. These practices included High Expectations, Explicit Teaching, Effective Feedback, Use of Data to Inform Practice, Assessment, Collaboration, Classroom Management and Wellbeing. Staff engaged in research, feedback and observations through Instructional Leadership mentoring, collegial discussions and presentations.

- We continued to employ an SLSO education expert to enhance and redesign SLSO induction and professional learning. This was expanded to include our Wingara community of schools.
- Actively participated in the Community of School's Student Voice Initiative. The Student Voice audit was completed across the school and analyzed by all staff. Through professional learning sessions, our teaching staff engaged deeply in amplifying student voice practices. 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.
- We developed a negotiated, self-directed, needs based professional development resource to tailor professional learning for all staff. The Homebush West Professional Learning Hub was designed, developed and implemented and allowed staff to authentically negotiate and drive their own learning.
- Our Beginning Teacher Mentor structures were built upon to ensure the transition of beginning teachers into their teaching and school settings as well as developing focuses and refining practices to improve student outcomes.

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"> • All teachers participated in Lesson Study and Walk Throughs reflective practice processes with the 2020 focus being the eight quality teaching practices that are known to support school improvement and enhance the learning outcomes of our students. • 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. • Staff focused on analysing assessment data from school-based and external assessments. Teachers analysed Check-in Assessment data and stage-based assessments to target areas of improvement in reading and numeracy to help identify individual achievement and to inform the next steps in teaching. • Additional SLSO staff trained to analyse Multi Lit/Mini Lit data to drive student improvement in reading. 	

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 (Resources)
<p>We continued to embed and deepen the co-teaching pedagogy within a flexible learning environment through stage-based processes. Reflective Practice evidence clearly indicated the co-teaching models and the co-teaching cycle being used successfully across multiple spaces and in a range of contexts as well as students and teachers effectively using the new flexible</p>	

Progress towards achieving improvement measures

learning environment.

Continued employment of an instructional leader for the area of co-teaching resulting in ongoing support for teachers.

Our 2020 reflective practice data 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.

Next Steps

- Continued professional learning - data analysis, reviewing formative and summative assessment strategies to improve student learning outcomes for all.
- Continue to participate in action research of student voice and choice how it can be authentically amplified within classrooms and across the school.
- Continue to focus on the innovation of SLSO practices across the community of schools.

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 2020 we were confronted with a pandemic landscape that required agility, flexibility and collaboration to adjust to new modes of working. We designed and launched the Homebush West Learning Hub, a purpose-built resource that supported our students and parents during home learning and beyond. Homebush West PS utilised new methods to connect with parents at our Meet the Teacher evening, Information Expo and our parent teacher interviews. We explored and implement video conferencing software to ensure the families of our students were able to connect with their child's teacher, to understand and navigate learning content as well as school structures, and to be accustomed with the learning environment. We trialled and implemented methods to connect with parents through the live streaming of major events and activities to enhance participation and engagement with community. This included live streaming our school's Creative and Performing Arts Extravaganza., our annual Award night, and our annual Twilight concert. In addition, our Fancy Hat Parade and Book parade were filmed and accessed via our Homebush West Learning Hub.

The School Chaplaincy program plays an integral role at Homebush West PS. The importance of the program was underscored during the pandemic year. In 2020 the School Chaplain worked alongside the staff to facilitate the wellbeing of our students and their families. The Chaplain ran approved programs via video conferencing that built children's emotional resilience, personal awareness and social capabilities in a changing and unfamiliar world. Research reveals that individuals who lead a healthy lifestyle achieve and maintain mental, physical, social and spiritual wellbeing. In 2020 we identified that many students had limited resources to encourage or engage students with physical exercise. As part of our program of activities to support the objective of promoting healthy living we provided students with a significant fitness resource pack. This included a range of sporting and fitness equipment as well as learning tasks. Results of the program have been positive, with students reporting they valued and are actively engaged with the resources.

Progress towards achieving improvement measures

Process 1: *Innovative agile practices*

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)
In 2020 we explored and implemented innovative methods to connect with parents through live streaming of major events and activities to enhance	

Progress towards achieving improvement measures

participation and engagement with community. We lived streamed our school's Creative and Performing Arts Extravaganza., our annual Award night, our annual Twilight concert. Our Fancy Hat Parade and Book parade were filmed and accessed via our Homebush West Learning Hub. We reviewed and restructured components of our Meet the Teacher evening and Information Expo. To empower and partner with parents we hosted a range of online seminars via Zoom. The seminars included information about: digital technology and social media; NAPLAN; Opportunity Class (OC); Selective High School; Mindfulness; homework and supporting literacy and numeracy. This process has resulted in parents indicating they feel well informed, empowered and connected.

In response to the pandemic landscape Parent Teacher interviews moved to an online platform (Zoom) to ensure our parents and teachers were able to work together to support their student's learning and social wellbeing throughout Covid-19. Feedback data indicated this method of communication was valued.

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)
<p>The School Chaplain continued to work alongside the staff to facilitate the wellbeing of our students and their families. Due to Covid-19, our Parent Connect sessions, hosted by the school Chaplain was built upon and incorporated a virtual platform. Wellbeing and emotional resilience in a changing world become a strong focus. Connecting with community occurred on a regular basis virtually via Zoom.</p> <p>As part of our program of activities to support the objective of promoting healthy living we designed and implemented a student and community sporting resource package and learning tasks. All students were provided with quality fitness equipment and online tasks to promote a healthy lifestyle and engage students in fundamental movement and fitness skills.</p>	

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)
<p>In 2020 the school launched the online uniform shop which has resulted in more convenient access for parents. We implemented innovative online communication methods to partner and empower parents in the learning process.</p> <p>The Homebush West Learning Hub was developed to resource and support parents in their child's educational journey.</p>	

Next Steps

- The school will continue to focus on strengthening partnerships with outside agencies, non-government organisations and business partnerships.
- Mentor school leaders and the Student Representative Council to lead initiatives and improvement projects both in the school and the community.
- Review Tell Them From Me and other available data in regards to communication, and learning support.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>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.</p> <p>Targeted learning and social support was provided to Aboriginal students by school learning support officers.</p> <p>Our Aboriginal students were recognised through the Deadly Awards nomination. This was a wonderful culmination and celebration of culture, student effort and achievement.</p>
English language proficiency		<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>Teachers differentiate curriculum delivery to meet the needs of EAL/D students. The school collects and analyses information to inform and support students' successful transitions.</p> <p>Teachers seek to collaborate with parents of EAL/D students. The Learning Support Team (LST) works collaboratively with classroom teachers to support staff in developing targeted resources and program adjustments. The team also assisted identified students enabling them to progress to higher levels of English proficiency. 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.</p> <p>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.</p>
Low level adjustment for disability		<p>The Learning and Support team (LST) provided interventions for students identified with additional needs. Class teachers created Personalised Learning Support Plans (PLSPs) and locate resources to support students. Identified students were monitored and adjustments reviewed through stage meetings, Learning Support, parent and review meetings. The Learning Support Team allocated resources based on data analysis of needs.</p> <p>A more flexible timetable was introduced by our Learning Support AP to improve response to varying student needs. Learning and Support teacher (LaST) time provided</p>

<p>Low level adjustment for disability</p>		<p>intervention programs in Literacy and Numeracy to identified students. Both classroom teachers and the Learning Support Team work closely with the local high school to ensure smooth transition and continuity of learning between Year 6 to 7.</p> <p>Students who receive integration funding all have Personalised Learning Support Plans (PLSPs) 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.</p> <p>All students with a disability have been added to the Nationally Consistent Collection of Data (NCCD) database with adjustments and modifications made accordingly. NCCD processes utilised to improve teacher capacity to personalize learning and make appropriate accommodations and adjustments to student learning.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>		<p>Instructional Leaders have been aligned to each stage to provide teachers with ongoing coaching and feedback on lesson delivery, programming and assessment. Instructional Leaders worked shoulder-to-shoulder with teachers to embed visible learning practices. 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. Value add across K-3 is above average, and 3-5 and 5-7 is rated at excelling. All teachers had a Performance and Development Plan which detail and drive their professional goals and achievements. Instructional coaching driven by data and evidence has resulted in positive value-added data.</p>
<p>Socio-economic background</p>		<p>Initiative funding received as socio-economic background loading was combined with other equity loadings to facilitate the employment of school learning support officers to provision in class and small group support to targeted identified students. Students, families and teachers value this support and report that the support provided encourages students to better engage, participate and succeed in their learning.</p> <p>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</p>

Socio-economic background		<p>their personalised learning goals.</p> <p>All students had access to music and drama specialists to increase student engagement and enhance learning outcomes.</p> <p>All eligible students accessed assistance for equitable participation in extra-curricular opportunities including attending camp and school resources including uniforms and classroom resources and daily access to healthy food.</p> <p>During online learning during the closure of schools due to COVID-19, the school ensured all students had access to either a laptop or an iPad and access to online programs such as PM readers online Reading Eggs/ Eggspress, Mathletics, Seesaw and Google Classroom. In addition, resource packs were created for our students to access from home. This supported the continuity of learning for all students.</p>
Support for beginning teachers		<p>Our Beginning Teacher Mentor and Instructional leaders across K-6 worked closely with funded and non-funded beginning teachers to ensure strong literacy and numeracy programs were implemented. The school's comprehensive induction program was again implemented successfully. Beginning teachers were provided with one on one coaching, mentoring, classroom observations and ongoing professional learning opportunities related to curriculum, best practice pedagogy and whole school programs as identified in their PDP's and their Beginning Teacher plans. 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</p>
Targeted student support for refugees and new arrivals		<p>Our students from a refugee background receive support in learning English as an additional language to help them to access the curriculum . Students are provided with emotional and welfare support. Funding for our refugee students is used to provide additional English language learning and literacy support. New arrivals access increased targeted English sessions.</p> <p>The school supports refugee students, newly arrived students and families transitioning into school and the community through connection with the School Chaplain Program. The School Chaplain works with identified families who are refugees or who had a refugee like background. Through this program, these families were connected with community- based programs and agencies. Families and students were also supported through the provision of uniforms and school supplies.</p>

Targeted student support for refugees and new arrivals		School participation in Harmony Day and Refugee Week contributed to connecting students with the school and increased school understanding of the refugee experience.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	293	291	285	289
Girls	262	274	296	287

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.6	94	92	92.1
1	93.3	93	91.1	88.9
2	94	93.4	93.3	89.4
3	95	94.8	91.8	93
4	94.2	93.9	93.7	91.1
5	94.6	96.3	94.2	91.7
6	94.2	93.7	94.1	91.6
All Years	93.9	94.1	92.8	91.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	23.08
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	4.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	-25,476
Revenue	6,096,032
Appropriation	5,764,650
Sale of Goods and Services	27,840
Grants and contributions	299,631
Investment income	237
Other revenue	3,675
Expenses	-6,330,090
Employee related	-5,547,147
Operating expenses	-782,943
Surplus / deficit for the year	-234,058
Closing Balance	-259,535

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.

Due to the restrictions in place (Covid19) Homebush West lost community user funding. Additionally the school expended additional funds to ensure rich programs and high level support continued, and moved to online formats and forums.



Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	108,674
Equity Total	692,840
Equity - Aboriginal	0
Equity - Socio-economic	29,412
Equity - Language	523,941
Equity - Disability	139,487
Base Total	4,260,676
Base - Per Capita	139,733
Base - Location	0
Base - Other	4,120,943
Other Total	543,577
Grand Total	5,605,767

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



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 2020 teachers told us:

They set high expectations, monitor individual student progress, and provide students with effective feedback that brings them closer to achieving their personal learning goals.

Students have significant opportunities to integrate technology authentically in teaching and learning, but not necessarily setting technology learning goals with students.

There is a strong learning culture in the school with high levels of teacher collaboration.

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 teachers understand and include students with specific learning needs in their classrooms.

In 2020 parents told us:

The school is a safe, inclusive school, the school supports positive behaviour, and parents feel welcome in the school.

They are well informed about school activities through the school communication platforms.

Parents indicated they were well supported during the school during the Covid19 Learning From Home period.

Teachers devote time to extra-curricular activities and take an active role in ensuring students are included in school activities.

97% of respondents have talked with a teacher about their child's learning and more than 89% 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.

91% of parents expected their child to go to university

Parents indicated the school was well maintained.

In 2020 students told us:

There are high expectations for their success and that there is a positive learning climate.

Students are interested and motivated in their learning.

Students indicated they received feedback, were provided resources, had clear instructions and were well supported during the school during the Covid19 Learning From Home

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.

They felt accepted and valued by their peers and by others in the school. Students indicated a sense of contentedness and belonging.

Students reported high levels of advocacy at school and positive teacher student relationships.

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. 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 is evident in key learning areas. Aboriginal 8 Ways of Learning are included in lessons and are recognised through the Aboriginal 8 Ways Symbols. 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. 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.

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.

The school has maintained its focus on multicultural education by providing programs that develop the knowledge, skills, understanding and attitudes required for living in a culturally diverse society. Students at our school come from over 40 language backgrounds. Inclusive educational practices are a feature of school activities and cultural diversity is celebrated and included in curriculum areas including History, Geography, Creative Arts and English. Teachers use the EAL/D learning progressions to analyse and discuss student progress for listening, speaking, reading and writing. This has assisted teachers to successfully plan teaching and learning activities for EAL/D students in their classes.

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 native Chinese speakers from 1-6, as well as a non-native class for students in Stages 2 and 3.

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.

