

2021 Annual Report

Homebush West Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 that empowers every student to be a highly successful lifelong learner. We acknowledge all students cultures and backgrounds and acknowledge the Dharug tribe of the Eora Nation on which our school stands and recognise the students in our community of Indigenous descent.

Homebush West Public School continues to highlight our collaborative learning culture focusing on student well-being, contemporary learning, innovation and the creative and performing arts. Every student is known, supported and cared for and are encouraged to develop their student agency and voice.

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.

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 continue to innovate practices and provide opportunities for our students to explore authentic learning through a range of hands-on and student directed learning. We enjoy strong community support, with a supportive Parents and Citizens' Association and our continued work alongside our Wingara Colleagues.

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 make a positive difference to their own lives and to the lives of those around them.

School vision

Vision 1

In our school, students are nurtured, inspired, and challenged. There is joy in our learning. As they develop every student will become an increasingly expert learner, a confident and creative individual equipped with the skills and understandings to make sense of their world and contribute to their community with voice and agency. Our aspirational community shares the commitment for every student to be a confident, respectful, successful learner.

Our vision is success for every student, every teacher, every leader, and every member of the school community evidenced by improving learning, wellbeing, and performance outcomes.

School context

Homebush West Public School provides an excellent education for our students from Kindergarten to Year 6. The school is in a medium-density urban setting within the Strathfield Public Schools Network. Acknowledging Aboriginal connections to the Wangul Clan, Darug Tribe, the school has a long history, established in 1912 it currently comprises 600 students, 95% from culturally diverse backgrounds. 60% of our students were born in Australia, 40% born overseas, 95% of parents were born overseas. Our families come from more than 22 countries globally. Our main community languages are Telugu, Mandarin, Tamil, and Hindi.

The school enjoys an outstanding reputation in the wider community. The highly professional, collaborative staff are focused on embedding evidence-based contemporary practice, engaging with high-impact professional learning, and building staff and leadership capacity. Our culture of high expectations features student-centric decision-making. The school provides a safe, welcoming environment that promotes a strong sense of belonging and connectedness.

Teaching at Homebush West PS is stage-based. Students from Year 1 to Year 6 are taught in multi-age, co-teaching groups. We implement a highly successful Middle School program for Stage 3 (Y5&6) students. We offer a broad range of rich learning opportunities with a strong creative and performing arts focus. We are committed to supporting students develop lifelong physical, social, and emotional wellbeing skills and strategies. We continue to be a BYOD school K to 6 embedding contemporary, digital teaching and learning within authentic, integrated curriculum delivery.

Additional enriching opportunities offered include orchestra and ensemble groups, musical instrument tuition (strings, woodwind, drums, piano, and guitar), dance, French and Spanish classes, tennis, table tennis, chess, and coding. The school offers on-site before and after school care.

As a result of significant consultation with the school community, we ensure all literacy and numeracy and wellbeing practices have high efficacy, embed curriculum reform, and strengthening whole school monitoring of learning *to ensure student growth and attainment*. Instructional leaders will improve teacher data skills and use and effective classroom practice, through collaboration utilising improved coaching, mentoring feedback and professional development practices, *to increase teacher impact and success*.

As an outcome of significant research and gap analysis, we are enhancing well-being practices including social, emotional literacy, student voice, and agency. We are ensuring an inclusive learning environment challenging learning environment as we strengthen community partnerships and evolve learning support practice to enhance student outcomes in our pursuit to ensure *equity and excellence through expert leadership and management*.

We value the contribution of all our partners and stakeholders who work with us to achieve educational excellence and support continual improvement.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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: Student growth and attainment

Purpose

Implement evidence-informed practice to maximise literacy and numeracy outcomes and wellbeing for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strengthened Curriculum
- Assessment Efficacy

Resources allocated to this strategic direction

Literacy and numeracy: \$22,048.00

Socio-economic background: \$23,801.00

Professional learning: \$16,245.00

QTSS release: \$56,059.00

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.

Teachers are provided and involved in school-wide professional learning opportunities, targeting key curriculum areas focusing on literacy and numeracy, with an aim to strengthen and inform dynamic practice. This targeted approach to strengthening curriculum, improved strong syllabus knowledge and allowed teachers to expertly embed syllabus outcomes to strengthen teacher understanding and student outcomes.

School-wide assessment procedures were implemented and data collated in a central location, using various summative and formative approaches to monitor and collate data. Teachers track and monitor student achievement in spreadsheets, using stage meetings as a base to monitor and review information, in order to inform future practice and programming. 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, provided key assessment data, provided back to classroom teachers, which supported students in their literacy learning. Teachers were provided with professional learning opportunities as a stage to collectively create various assessments and make evidence-based judgements and monitoring to ensure consistency across the team.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Uplift by 5%, students achieving in the <i>top two bands</i> NAPLAN reading.	<ul style="list-style-type: none">• Due to the Covid-19 Pandemic, NAPLAN was not conducted in 2020 in order to retrieve baseline data for comparison.• In 2021, 64% of students in Year 3 achieved the top two bands in reading.• In 2021, 52% of students in Year 5 achieved the top two bands in reading.
Uplift by 3%, students achieving in the <i>top two bands</i> NAPLAN numeracy.	<ul style="list-style-type: none">• Due to the Covid-19 Pandemic, NAPLAN was not conducted in 2020 in order to retrieve baseline data for comparison.• In 2021, the Year 5 cohort had 28/63 or 44% of students in the top 2 bands of Numeracy.• In 2021, the Year 3 cohort had 40/72 or 55% of students in the top 2 bands of Numeracy.
Uplift by 1%, students achieving <i>expected growth</i> NAPLAN reading.	<ul style="list-style-type: none">• Due to the Covid-19 Pandemic, NAPLAN was not conducted in 2020 in order to retrieve baseline data for comparison.• In 2021, the Year 5 cohort had 75% of students at or above expected

Uplift by 1%, students achieving <i>expected growth</i> NAPLAN reading.	growth.
Reduce expected <i>growth gap low SES</i> NAPLAN numeracy by 2%.	<ul style="list-style-type: none"> • As of 2021, we have maintained the growth gap between students in our low SES NAPLAN numeracy, based on data collected from 2019 NAPLAN results.
All curriculum provision, literacy and numeracy practices are evaluated against research evidence (WWB, L/N Hub, Mindframes for Visible Learning, Clarity).	<ul style="list-style-type: none"> • All staff are aware of and have engaged in the What Works Best framework and engaged in reflective practice centred around the research. • All staff have engaged in professional learning within stage team and in cross-stage teams, focused on Literacy and Numeracy, with a focus on exploring the newly developed Department hub. Staff engaged in research-based tasks and uploaded weekly reflections looking into teaching and learning practices onto our Staff Learning Hub website. • Staff are currently engaged in the Clarity by Lyn Sharratt and 10 Mindframes for Visible Learning by John Hattie readings, which centre around professional learning circles with weekly cross-stage reflections on practice and purpose.
Teachers trial the use of school-determined assessment data to ensure students' individual learning goals are explicit, challenging and achievable.	<ul style="list-style-type: none"> • Teachers are engaging with Department and school-identified data collation, such as the Phonics Screening Test, Check-in Assessment and Mini-lit Placement tests, to collect data on students learning. • This data is collated into a centralised system and tracking sheet to monitor progress across the year. Teachers are engaged in class, cohort and school-wide discussions on data, which informs future programming and teaching. • All students have individualised learning goals, created by students and in consultation with parents, which are SMART, visible and worked towards across the year. Goals are reviewed frequently to ensure success.

Strategic Direction 2: Impact and success

Purpose

Improve the capacity of all staff to develop and implement evidence-informed pedagogy and become outstanding educational leaders.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Data skills and use

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$29,341.00

School support allocation (principal support): \$30,027.00

English language proficiency: \$538,166.00

Low level adjustment for disability: \$25,989.50

QTSS release: \$56,059.00

Professional learning: \$25,000.00

Summary of progress

In 2021 Homebush West continued to focus on using the foundations of collective efficacy approach to identify, understand and implement the most effective, evidence-based teaching strategies.

Instructional leaders in digital technology and curriculum were utilised to work with teachers across the school to upskill, model and inform practice.

Homebush West continued to focus on collaborative learning that is foundational to reflective practice across our school. Professional learning focused on embedding practices of visible learning such as explicit teaching, feedback, metacognitive strategies, classroom management and differentiation. Opportunities were provided to explore research in cross-stage teams to drive ongoing improvement in teaching practice and student results.

A specific focus on English and Mathematics programs were grounded in research, with professional learning centred on literacy and numeracy guides, what works best documents and online learning modules, to allow teams opportunities to reflect on current research and inform future instruction.

Targeted support was provided to Early Career Teachers, with specific and differentiated professional learning sessions, alongside an expert mentor teacher, to provide evidenced-based research, modelled instruction and allow time to develop and implement the most effective classroom practices. In 2021 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 is able to upskill teachers in effective classroom practices.

Effective processes for data analysis and reflection are used to identify growth and inform curriculum delivery. Professional learning opportunities have provided opportunities for data literacy, analyse and its implementation in the classroom. Teachers monitor student progress through data tracking sheets, holding scheduled data discussions at a classroom, stage, executive and whole school level, in order to analyse student progress and evaluate growth.

School-wide monitoring systems have been developed through Sentral in order to monitor student welfare, track student behaviour, parent meetings and classroom teacher observations. This has provided a collation of data in order to better support transition between stages and student welfare across the year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>Teachers data literacy skills based lined against <i>CESE Data Use Toolkit</i>.</p>	<ul style="list-style-type: none"> • Teachers are exposed to and aware of the full Teaching and Learning Toolkit. • Teachers gather evidence of student learning to understand their students' progress and map future actions, to cater to students learning needs. • Ongoing formative and summative data of student progress is collated, analysed and applied at class, cohort and school levels, denoting an 'excelling' level of practice in the HIPL self-assessment tool.
<p>Professional learning practices are evaluated for impact on teacher practice against the High Impact Professional Learning Toolkit.</p>	<ul style="list-style-type: none"> • All professional learning is underpinned in the High Impact Professional Learning model, ensuring all professional learning is driven by identified student needs, enabled by our school leadership team, collaborative, continuous and coherent and evaluative of the impact on student achievement. • School leaders use the Toolkit to reflect on professional learning delivered to staff. • Professional learning delivered is ongoing and reflective and provides teachers with take-away opportunities and deliverable outcomes in classes. • At a classroom level, teachers analyse student data to track the impact of the new practices developed through professional learning and reflect on their success.
<p>All professional learning practices are evaluated against the High Impact Professional Learning Toolkit.</p>	<ul style="list-style-type: none"> • All staff and executive who deliver professional learning practices are aware of the High Impact Professional Learning Toolkit. • Executive and staff and working towards using the toolkit to evaluate professional learning delivered and reflecting on efficacy using the toolkit. • Post professional learning surveys conducted are framed around the research and language of the HIPL self-assessment tool, to collate data and determine efficacy.

Strategic Direction 3: Equity and excellence

Purpose

Innovation and revision ensures school leadership, policies, practices, resources, and partnerships support the wellbeing and learning success of every student, teacher staff member and leader.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Individual Learner Needs

Resources allocated to this strategic direction

Per capita: \$36,054.00

Refugee Student Support: \$1,526.00

Socio-economic background: \$5,000.00

Low level adjustment for disability: \$115,683.50

Literacy and numeracy intervention: \$29,341.00

Integration funding support: \$121,608.00

Aboriginal background: \$695.00

English language proficiency: \$61,132.00

Summary of progress

In 2021, we have continued our journey on implementing and focusing on a strong student agency and student voice. Students are engaged, empowered and responsible, for taking charge of their own learning, behaviour, relationships and wellbeing. Surveys, reflection sheets and self-assessment tools are an embedded practice, providing opportunities to increase agency and engagement.

Social and emotional wellbeing programs such as Drumbeat, Bounce Back, Peer Support and Theragames, equip students with the skills and understanding to be resilient, persevere and thrive as learners and citizens.

Our whole school behaviour practice, continues to reflect on the most current research and policy and continues to effectively engage and enhance wellbeing and engagement across the school. Parents are supported through parent meetings, professional learning sessions and connections through our school chaplain, to ensure they are supported and resourced to partner effectively to increase student resilience.

As a school, we have a collective responsibility for student learning and success, shared with parents and students. A case management approach, with a newly implemented triage reporting, ensures improved learning outcomes for individual learner needs. Learning support practices such as Minilit, Multilit and EALD/New Arrival withdrawal groups, continue to deliver improved literacy and numeracy results.

High potential and gifted education practices are explicit and implemented through programs including Math Olympiad and cross-stage collaboration on resources.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Whole school approach to wellbeing revised against research evidence.	<ul style="list-style-type: none">• Implementation of Sentral tracking system to monitor student wellbeing and support practices in place, which follow students across their schooling.• Ongoing use of stage based welfare communication, collated into school wide monitoring communications, to uphold collective approach to wellbeing and support across the school.• Research is centred around School Excellence in Wellbeing and Inclusion, Wellbeing Framework for Schools and the department commitment of 'every student having access to a school counsellor'.

School learning support practices including access to school counsellor revised against research evidence.	<ul style="list-style-type: none"> • Development of a new approach to data collation of learning support and wellbeing, centralised and organised in Sentral, allowing for a whole-school collective approach to learning support practices and monitoring of student needs. • Triage implementation cycle introduced, allowing for student needs to be identified, consultation with classroom teacher and then a triage approach with targeted support and referral. • Learning Support steps include data analysis, collaborative planning, facilitation resource acquisition, implementation and monitor and evaluation to support high need students. • Teachers are resourced and directed to the Inclusive Practice Hub for strategies and resources within classrooms, alongside documents with the inclusive Education Statement.
Uplift of 2% of students attending >90% of the time. Annual increase in the proportion of students reporting a sense of belonging at school.	<ul style="list-style-type: none"> • In 2020 an average of 76% of students reported a positive sense of belonging from school based on the Term 4 Tell Them From Me survey. • In 2021, an average of 71% of students reported a positive sense of belonging from school based on the Term 4 Tell Them From Me survey. • Although this indicates a fall in the percentage of belonging, due to the effects of the Covid-19 pandemic and the limitations of in-school attendance and normality within cross-school programs, we believe these results are indicative of these circumstances. • This will be a continual goal for future years, as we move back into a standard school-wide setting.
Amplify student voice K-6.	<ul style="list-style-type: none"> • Student voice amplified in student reports distributed to parents. • Inclusion of students in Reflective Practice to amplify voice and feedback.
Expand parent participation in P&C to build partnerships across all stakeholders.	<ul style="list-style-type: none"> • Restructuring of P&C meetings online, resulting in an increase in parent participation.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$121,608.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Homebush West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual Learner Needs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <p>The allocation of this funding has resulted in:</p> <p>All students demonstrating progress towards their personalised learning goals. Goals were regularly monitored with evidence of achievement leading to new goals that responded to student needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Students assessed and monitored across the year to track results and offer new triage consultation, to better support students at point of need.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To incorporate integration funding decisions into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p>
<p>Socio-economic background</p> <p>\$28,801.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Homebush West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthened Curriculum • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • engage with external providers to support student engagement and retention • resourcing to increase equity of resources and services • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in:</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. A School Chaplain is also employed to engage and liaise with students and families during and after school hours, to ensure their wellbeing and support. 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 Multi-lit and mini-lit. As a result, students were better supported to achieve their</p>

<p>Socio-economic background</p> <p>\$28,801.00</p>	<p>personalised learning goals.</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 2021 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> <p>After evaluation, the next steps to support our students with this funding will be: The continued provision of assistance for equitable participation in extra-curricular and school resources opportunities. An expansion of Multi-Lit and Mini-Lit Programs to ensure continued support of students in literacy. The expansion of current self-regulation programs such as DrumBeat, Lego Club and Theragames, to support student emotional and social regulation.</p>
<p>English language proficiency</p> <p>\$599,298.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Homebush West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Individual Learner Needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provide EAL/D Progression levelling PL to staff • additional staffing intensive support for students identified in beginning and emerging phase • employment of additional bilingual staff to support communication • withdrawal lessons for small group (developing) and individual (emerging) support • employment of AP LaST, to model and provide intensive student and teacher support, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: 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. 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>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.</p> <p>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. This was alongside EALD withdrawal groups to support students oral and written language development, providing students with an opportunity to reach their individualised learning goals.</p> <p>An employed specialised Learning Support AP, also ensures all learner needs are catered to, provided targeted support and differentiation, as well as at need support for teaching instruction.</p>

<p>English language proficiency</p> <p>\$599,298.00</p>	<p>Teachers were able to collate data from pre and post assessments and provide specific and tailored programming to better adapt to and suit student needs. Ongoing assessment, data discussions and flexible programming, provided differentiated and targeted intervention at point of need.</p> <p>The employment of a specialised community language teacher helps develop a sense of connection for community and supports students in English language proficiency. 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> <p>After evaluation, the next steps to support our students with this funding will be: To support teachers to develop numeracy lessons with a focus on mathematical vocabulary, especially understanding mathematical terms in word problems. Personalised and targeted professional development will be provided to each teacher in the form of co-planning, co-teaching and co-evaluating programs. Teachers to engage more deeply with the use the EAL/D learning progressions to identify needs of students in their classes and plan teaching and learning programs accordingly.</p>
<p>Low level adjustment for disability</p> <p>\$141,673.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Homebush West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual Learner Needs • Effective Classroom Practice • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention through the MiniLit and MacLit program to increase learning outcomes • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: The Learning and Support team (LST) provided interventions for students identified with additional needs.</p> <p>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 engaged in a "triage and case management approach" to learning and tailored support, which ensured all students needs were heard, supported and followed up and allocated resources based on data analysis of needs.</p> <p>Learning and Support teacher (LaST) time provided Low level adjustment for disability 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</p>

<p>Low level adjustment for disability</p> <p>\$141,673.00</p>	<p>curriculum. Identified students accessed MultiLit and MiniLit to improve academic outcomes, while also accessing additional activities such as DrumBeat and Theragames to address and improve social skills and emotional regulation.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, we would aim to expand both MiniLit and MacLit program to strengthen literacy skills across the school. We will continue to provide professional learning for teaching and non-teaching staff (SLSOs), reviewing strategies to support student learning. Further develop and explore the "triage and case management approach" model of learning support to meet students needs at point of need.</p>
<p>Literacy and numeracy</p> <p>\$22,048.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Homebush West Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthened Curriculum • Assessment Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Targeted professional learning for all teachers in reading comprehension and numeracy (Additive and Multiplicative strategies) leading to reading and numeracy improvements both on internal and external measures.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * To implement a stronger focus on vocabulary development and the use of paired texts to build student background knowledge. * Increase teacher understanding in teaching number and place value * A focus on developing data literacy skills
<p>QTSS release</p> <p>\$112,118.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Homebush West Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment Efficacy • Data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Beginning Teacher Mentor provided with additional release time to support classroom programs • Instructional Leaders aligned to each stage to provide teachers with ongoing coaching and feedback on lesson delivery, programming and assessment. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Improved staff confidence and teaching practice. * Teachers embedded evidence-based, high impact teaching strategies within their classroom practice. * Teachers analyzed data trends and devise targeted teaching strategies to promote student academic growth. * Value add across K-3 is above average, and 3-5 and 5-7 is rated at

<p>QTSS release</p> <p>\$112,118.00</p>	<p>excelling.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * To lead improvements in numeracy using the increased capacity of stage team leaders and instructional coaches through targeted and individualised teacher professional development with the use of the co-planning, co-teaching and co-evaluating cycle * To further enhance assessment practices in line with the new K-2 syllabus, as part of our commitment as an Accelerated Adopter school in 2022 as we embark on trialling the new English and Maths Syllabuses
<p>Literacy and numeracy intervention</p> <p>\$58,682.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Homebush West Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Individual Learner Needs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Differentiated teaching through ongoing formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their grade. * Enabled teachers and support staff to implement programs such as Multi-lit and mini-lit resulting in students being better supported to achieve their personalised learning goals. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To extend the use of differentiated teaching through ongoing formative assessment across Years 3-6 to best meet the needs of students identified as performing below the expected grade level.</p>
<p>COVID ILSP</p> <p>\$100,350.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • providing intensive small group tuition for identified students who were not meeting grade expectations in reading and numeracy • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> *The majority of the students in the program achieving significant progress towards their personal learning goals. *Reading: (MacqLit) 75% students have increased their knowledge of single sounds and reading cvc words in isolation and in context but require

<p>COVID ILSP</p> <p>\$100,350.00</p>	<p>ongoing support</p> <p>*25% have mastered CVC words and consonant digraphs and are now progressing into beginning and end blends.</p> <p>*Writing: Majority of students have made some progress however require additional ongoing support to reach minimum benchmarks.</p> <p>*Majority of students have demonstrated an small improvement use of more efficient strategies to solve addition and subtraction/multiplication and division however further support required</p> <p>*A growth in the development of their awareness, understanding and use of Mathematical language</p> <p>*A small increase in understanding of Place Value</p> <p>*Increased fluency when operating with numbers however further ongoing support required</p> <p>*Increased awareness, understanding and use of Mathematical language</p> <p>*Student progress was impacted by the significant 2021 Greater Sydney Covid Lockdown - this equated to all term 3 and 4 weeks of term 4 learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * To develop teacher capacity in teaching of phonics, phonemic awareness, vocabulary and writing during the English session to maximise targeted learning time. * To provide professional learning for all teachers in the areas of number and place value. * To engage in professional learning that positions all teachers well as we embark on trialing the new English and Maths Syllabuses in 2022
<p>Refugee Student Support</p> <p>\$1,526.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in:</p> <p>The students in receipt of this funding were provided with extra interventions and support to ensure their successful transition into our community</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to support as necessary</p>
<p>Aboriginal background</p> <p>\$695.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Homebush West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual Learner Needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans

<p>Aboriginal background</p> <p>\$695.00</p>	<ul style="list-style-type: none"> • Koori Kids Afternoon Tea and PLP engagement initiatives and Koori Kids Connection Excursion days. <p>The allocation of this funding has resulted in: 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>After evaluation, the next steps to support our students with this funding will be: In 2022, we will review and streamline the PLP process for every Aboriginal student under the supervision of the APCI. Openly engage with our network's Aboriginal Engagement Officers (AEO) and Home School Liaison Officers (HSLO) to collaboratively address individualised student learning goals.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	291	285	289	295
Girls	274	296	287	282

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	92	92.1	93.1
1	93	91.1	88.9	92.2
2	93.4	93.3	89.4	95.7
3	94.8	91.8	93	96
4	93.9	93.7	91.1	95
5	96.3	94.2	91.7	95.1
6	93.7	94.1	91.6	94
All Years	94.1	92.8	91.2	94.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	22.05
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	4.8
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	-259,535
Revenue	6,133,506
Appropriation	5,794,136
Sale of Goods and Services	28,404
Grants and contributions	309,858
Investment income	209
Other revenue	900
Expenses	-5,677,675
Employee related	-4,986,902
Operating expenses	-690,774
Surplus / deficit for the year	455,831
Closing Balance	196,296

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.

	2021 SBAR Adjustments (\$)
Targeted Total	66,882
Equity Total	770,468
Equity - Aboriginal	695
Equity - Socio-economic	28,801
Equity - Language	599,299
Equity - Disability	141,674
Base Total	4,160,504
Base - Per Capita	141,994
Base - Location	0
Base - Other	4,018,510
Other Total	556,365
Grand Total	5,554,219

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.

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 2021 teachers told us:

There is a strong and visible leadership presence, who help to provide guidance and improve teaching.

88% of staff agree that there are effective methods for collaboration in place and there is a strong culture of learning.

Staff feel they can share programs, strategies and resources to better support student needs and are provided with helpful feedback about their teaching.

Teachers are provided with cross-curricular or common learning opportunities.

93% of staff discuss learning goals for lessons and set high expectations for student learning in all classes.

Teachers report a confidence in data driven practice and understanding effective teaching strategies to support skills and teaching within the classroom.

Teachers agree there are various opportunities for differentiation and success for students with additional and specific learning needs.

There are clear expectations for behaviour in classrooms.

Teachers feel prepared, connected and resourced to support student learning.

In 2021 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.

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

100% of respondents have talked with a teacher about their child's learning and more than 89% of respondents indicated that interviews/meetings/and school reports were very useful communication modes.

100% of parents took an interest in their child's school assignments. 84% of parents support their students learning at home.

84% of parents indicated they were happy with the schools support of learning, with 93% indicating teachers show an interest in their child's learning and progress.

83% of parents agreed they would recommend our school to other parents.

Parents indicated the school was well maintained and a welcoming environment.

In 2021 students told us:

83% of students note there is a high culture of success and high expectations for all students to succeed and that there is a positive learning climate.

Students are interested and motivated in their learning.

93% of students indicated there is a positive sense of behaviour at school.

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. Over 70% of students expect to go to University when they finish high school.

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.

Aboriginal Education - School statement

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, Reconciliation Week and NAIDOC week, as well as acknowledging the traditional custodians of the land, the Wangal Clan of the Dharug Tribe of the Eora Nation, at all official events, activities and assemblies. In 2021, 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

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.

Our school's personal development programs educate students about current issues concerning racism, and the formal protocols involved in addressing racism at school. Throughout the year our social skills programs address the importance of respecting diversity and anti-racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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). The English as an Additional Language and/or Dialect (EAL/D) teachers work collaboratively with the class teachers from kindergarten to Year 6 to develop programs and practices that address the English language learning needs of their EAL/D students. The EAL/D teachers offer support to students via individual and small group tuition.

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 1, 2 and 3.

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

The Multicultural Public Speaking Program was held for students in Stages 2 and 3. Two students were selected to represent our school at the District competition. During remote learning, students received online support through structured scaffolds, instructional videos, Zoom meetings and were provided with oral and written feedback.

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.