

2022 Annual Report

Homebush West Public School



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Introduction

The Annual Report for 2022 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

It is with pleasure that I present the annual report of Homebush West Public School for 2022. Our school community continues to be committed to equity and educational excellence that empowers every student to be a highly successful lifelong learner. We are proud to acknowledge and celebrate the diverse cultures and backgrounds of our students, and to recognise and celebrate our students from Aboriginal backgrounds. We remain dedicated to providing an inclusive learning environment where every student is valued, respected, and supported.

Our school's success is underpinned by a highly professional and collaborative staff who work together to provide quality teaching and learning programs that maximize every student's potential. We are committed to ongoing professional learning and innovation, and we believe in creating a collaborative learning culture that focuses on student well-being, contemporary learning, innovation, and the creative and performing arts. Our students are encouraged to develop their student agency and voice. Our diverse community value education, partner effectively with the school and contribute to and affirm the school's vision, plans and directions. Our Parents and Citizens' Association is a critical partner in the success of our school, and we are also proud to work alongside our Wingara Community of School colleagues and the wider community to provide more opportunities for our students. Our school's cohesive staff including a cohesive mix of experienced and early-career teachers are dedicated to student centered, collective efficacy focused on ensuring every student reaches their full potential.

We continue to innovate our practices and provide opportunities for our students to explore authentic learning across co-teaching, stage based structures. Our 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 with the skills and attributes to be successful in learning and life. Emerging from the most dramatic stages of a global pandemic, the school in 2022, was highly responsive to the learning, social and emotional needs of our students and the wider community. We ensured community confidence, student and staff safety as we reemerged and reconnected and redoubled our efforts to ensure excellence and equity.

As we look ahead, we remain committed to providing high quality teaching and learning that meets the needs and aspirations of our students, families, and the wider community. We will continue to work together to enhance our pedagogy and practices, strengthen our partnerships, and provide rich opportunities for our students to explore and develop passions and talents. We thank you our community and staff for their ongoing support and commitment to Homebush West Public School. Together, we will continue to make our school a wonderful place to learn, grow, and thrive.

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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Excelling
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

Professional learning: \$16,245.00

Literacy and numeracy intervention: \$44,367.00

Socio-economic background: \$28,800.00

Literacy and numeracy: \$18,048.00

QTSS release: \$56,059.00

Summary of progress

In 2022, Homebush West Public School offered school-wide professional learning opportunities focused on key curriculum areas, particularly literacy and numeracy, to support teachers' professional development. Our school's participation with the curriculum reform Accelerator Adopter Program provided teachers with the opportunity to deeply embed the new syllabus into teaching and learning programs resulting in the successful implementation of the curriculum reform in every classroom.

Collaborative planning in stage teams is a key practice at Homebush West Public School. Teams focus on implementing quality teaching practices and engage with research and evidence that amplifies understandings of core pedagogy, as articulated in NSW DoE 'What Works Best' (CESE 2020) findings, is evident in all programs and settings. Teachers engage with and often lead, professional learning circles, School Leadership Institute programs, education networks, online forums, and reflective practices within and across the school ensuring that students receive explicit, high-quality teaching and learning experiences which continually improve through both collaboration and co-teaching cycles. Our professional learning practices, epitomise the High Impact Professional Learning model, and are evidenced to have significant impact on teacher understanding and student outcomes. Teacher co-designed, collaborative programs compliant programs, consistently taught in all classrooms enhance syllabus content and outcomes achievement across all stages. Our students clearly demonstrate academic success and evidence strong cross curriculum engagement.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Teaching and learning programs across the school demonstrate adjustments that lead to improved learning by addressing individual student needs, ensuring that all students are supported and challenged at point of need.

Effective school-wide assessment procedures have been implemented, using various summative and formative approaches to monitor and collate data in a central location. To ensure consistency across the team, Homebush West Public School provides teachers with professional learning opportunities to collectively create various assessments, make evidence-based judgments, and monitor student progress. Data-informed practices are used to differentiate the curriculum and address student learning needs in literacy and numeracy. Targeted intervention programs also provide key assessment data that supports students in their literacy learning, with this information provided back to classroom teachers to inform future planning. Assessment data is regularly monitored and reviewed to inform and improve teaching and learning.

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 8%, students achieving in the <i>top two bands</i> NAPLAN reading.	<ul style="list-style-type: none">• In 2022, 64% of students in Year 3 achieved Top 2 Bands in Reading.• In 2022, 44% of students in Year 5 achieved Top 2 Bands in Reading.

Uplift by 6%, students achieving in the <i>top two bands</i> NAPLAN numeracy.	<ul style="list-style-type: none"> • In 2022, the Year 5 cohort had 41/89 or 46% of students in the Top 2 bands in Numeracy. • In 2022, the Year 3 cohort had 31/70 or 44% of students in the Top 2 bands in Numeracy.
Uplift by 2%, students achieving <i>expected growth</i> NAPLAN reading.	<ul style="list-style-type: none"> • Due to Covid-19 Pandemic, NAPLAN was not conducted in 2020 in order to retrieve baseline baseline data for comparison.
Reduce expected <i>growth gap low SES</i> NAPLAN numeracy by 5%.	<ul style="list-style-type: none"> • Due to Covid-19 Pandemic, NAPLAN was not conducted in 2020 in order to retrieve baseline baseline data for comparison.
Implementation K-2 Literacy (English) and Numeracy (Math) syllabus implementation improves K-2 reading and math outcomes.	<ul style="list-style-type: none"> • All K-2 teachers engaged in professional development and coaching on the new syllabus within stage teams and in cross-stage teams K-2. Teachers accessed multiple Departmental PL modules and the Universal Hub resources, supported by the Early Adopter Mentor. • K-2 leaders and teachers monitored and assessed the implementation of the syllabus in order to track progress and identify areas for improvement for reading and mathematics, collecting data on student performance, observing classroom instruction, and conducting regular assessments to ensure that students were meeting learning outcomes. • 100% of K-2 teachers successfully implemented a Structured Literacy Approach, which included explicit teaching of reading, supported by the DOE units, using decodable reading strategies and texts. • Teachers effectively administered the Phonics Diagnostic Tool and Phonics Screener for Stage 1. This data indicated the 2022 Year 1 cohort had 58% of students achieving at or above by the end of Term 4 and the 2022, Year 2 cohort had 73% of students achieving at or above by the end of Term 4. • Instructional Leaders provided ongoing support and feedback to teachers for effective planning and preparation for the implementation of the K-2 Literacy and Numeracy syllabus. This involved developing and adapting lesson plans from the DOE units, identifying appropriate resources and materials, and setting goals and targets for student achievement.
Teachers embed the use of school-determined assessment data to ensure students' individual learning goals are explicit, challenging and achievable.	<ul style="list-style-type: none"> • The school team use data, research and evidence to guide and shape all decisions and next steps in the learning environment. The leadership team's capacity to gather, analyse, share and critically engage with rich data across the school has increased through professional learning, use of effective tools enhancing sharing and continually improving processes, and is now evidenced as deeply embedded practice in all aspects of school leadership and learning. • Teachers collected student learning data using various formal assessments including the Phonics Screening Test, Phonics Diagnostic Tool, Check-in Assessment, MiniLit and MultiLit Placement tests. Each stage collated and analysed their student data to monitor student progress each five weekly cycle. Additionally, teachers participated in 'data talks' at class, cohort, and school-wide level to inform future teaching and learning cycles. • 100% of students have explicit, challenging and achievable individualised learning goals that are SMART, visible, and developed in collaboration with parents. These goals are frequently reviewed 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

Low level adjustment for disability: \$50,814.00

English language proficiency: \$367,747.00

Literacy and numeracy intervention: \$29,300.00

Literacy and numeracy: \$7,000.00

QTSS release: \$56,059.00

Professional learning: \$25,000.00

Summary of progress

In 2022, 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.

As an Accelerated Adopter School for the new syllabus, Homebush West trialed Department units, providing feedback for the state on the effective practice and implementation in the classroom. The Stage 1 team worked in the creation of scope and sequences and spreadsheet trackers to effectively gather and analyse data trends on new literacy and numeracy outcomes and create new units of work, showcasing the most effective classroom practice. Exit outcomes and tracking sheets were established in K-2 in line with the new syllabus outcomes, aligning past and future data collation and allowing better tracking of student progress in reading and number through transition.

A collaborative learning approach to professional learning continued, focusing on unpacking and embedding literacy and numeracy research. Opportunities were provided to explore research in professional learning circles, with members from all stages, to drive ongoing improvement in teaching practice and student results. Instructional leaders were employed to work with teachers through this process and upskill, model and inform practice. New APCI position established to support stage teams and leaders.

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 professional learning was provided to Beginning and Early Career Teachers through an expert mentor teacher. Beginning teachers accessed specific funding for additional release, mentoring and support and collaborated regular to achieve individual goals, development and increased mastery of practice. The school funded instructional leaders provide evidenced-based research, modelled best-practice, provide shoulder to shoulder support and guide individual teacher development at all stages and in all aspects of teaching and learning.

Stage teams worked alongside leaders to analyse data trends and reflect and modify future programming to optimise student success in the classroom. Programs and lessons were differentiated as a result of evidence from collated data and the co-teaching models were applied in classroom practices to better suit student needs. Teachers continue to monitor student progress through tracking sheets in literacy and numeracy and analyse and evaluate growth.

School-wide monitoring systems have been streamlined through Sentral software sharing to monitor student welfare, track student behaviour, parent meetings and classroom teacher observations. Improved data bases and applications better support transition between stages and improved insights into student well being 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
All teachers articulate data literacy evidencing improved data analytics which evidence regular, accurate, data use that informs all planning and programming.	<ul style="list-style-type: none"> • All teachers are involved in data analysis and discussions within stage meetings, resulting in more confidence in data literacy. • Collated data regularly reviewed and used to inform future planning and programming cycles to better suit student needs. • K-2 data spreadsheets embedded to support in transition of information in literacy across stages. • Sentral used as a central database to store and track student information.
Instructional leaders demonstrate increased use of High Impact Professional Learning strategies to improve teacher practice.	<ul style="list-style-type: none"> • Instructional leaders and executive drive 'Professional Learning Circles' with staff, in cycles, grounded in research and shared responsibility. • Instructional leaders drive professional learning through an evidence-based, response to need. • Experts and Instructional leaders work alongside teachers to support best-practice in the classroom through modelling.
Instructional leadership strategies are evaluated and redesigned.	<ul style="list-style-type: none"> • New APCI role established to work alongside leaders and with stage teams. • Instructional Leaders seek feedback through surveys and adapt their programs and support to best suit current needs in the school.

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: \$36,000.00

Socio-economic background: \$5,000.00

Refugee Student Support: \$1,298.00

Literacy and numeracy: \$1,000.00

Aboriginal background: \$1,436.00

Integration funding support: \$107,279.00

English language proficiency: \$53,225.00

Low level adjustment for disability: \$91,937.00

Summary of progress

In 2022, the whole school engaged deeply with Inclusive, Engaging, Respectful (IER) school policy and practice reforms. All school practices and processes were reviewed and aligned with new policy. Staff understanding of the evidence base behind the reforms was strengthened. Staff engaged deeply and systematically with the IER resource suite to improve teacher capacity to cater for learners with specific, and complex needs and to increase success in adjusting and accommodating learning to ensure support and success for every learner in our setting.

We sustained and consolidated our journey in implementing and focusing on a strong student agency and student voice. Students are engaged, empowered and responsible, for taking ownership of their learning, behaviour, relationships, and wellbeing. Timely surveys, reflection sheets and self-assessment tools are an embedded practice, providing opportunities to increase agency and engagement.

Social and emotional well being 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 well being and engagement across the school. Parents are supported through parent meetings, professional learning sessions and connections through our school chaplain, to ensure they are well informed 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 the triage reporting process, 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, Curiosity Club, accelerated students, enhanced identification and individual learning practices and cross-stage collaboration for extension. The opportunities for student enrichment across high potential and gifted domains is extensive and student success in opportunities beyond the school continues to increase.

The school has established a partnership with Mendinee Central School through the Strathfield Education Network facilitating teacher/student/community wide connections including 'On Country' experiences. This partnership enriches and enhances our Aboriginal Education practices and improves our indigenous student's opportunities provided through the network wide Koori Kids program. We lead a network wide initiative to enhance and mentor student learning support officer capacity, enhancing the support integrated students access in classrooms and our learning and support practices are best practice, lead and continually improved by the expertise of a school funded dedicated assistant principal.

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
Experts inform and resource staff, students and parents to improve well being practices.	<ul style="list-style-type: none"> • 100% of staff engaged with significant sustained Inclusive, Engaging, Respectful schools reforms. The Behaviour Code, policy, practices, teacher knowledge and understanding were reviewed, assessed and aligned with new policies. • School Counsellor and the Learning and Support Teacher Assistant Principal and Deputy Principal ensure community engagement with experts to resource parents for cyber-safety, resilience, parenting support for managing anxiety, mental health issues. • School increased the student opportunities for formal physical activity programs, social and emotional learning, developmental play and creative specialist programs in response to the observations of student needs in the context of the pandemic. • School Chaplin recommenced onsite weekly Parent-Connect sessions to support parents with school aged children. • SISA professional sport coaches returned onsite to run targeted programs each term for every year group. • Swim programs from Years 1-6 offered to provide differentiated swim lessons taught by AUSTSWIM accredited staff.
Increased understanding and confidence (>90%) of all staff to effectively cater for diverse learner needs.	<ul style="list-style-type: none"> • In 2022, staff were organised into differentiated professional learning groups to partake in the department's 'Inclusive, Engaging and Respectful Schools' professional learning. • The triage approach for case management allowed student needs to be identified promptly, and consultation with classroom teachers provided timely targeted support for students.
Uplift of 2.2% of students attending >90% of the time.	<ul style="list-style-type: none"> • In 2021, an average of 71% of students reported a positive sense of belonging from school based data from the Tell Them From Me Survey. • In 2022, an average of 75% of students reported a positive sense of belonging from school based data from the Tell Them From Me Survey. • An increase on 4% indicates a transition back to full time on-site schooling in the 2022 calendar year. • It will be a continual school goal for the next few years to continue this upward trend.
Increase by >1% the proportion of students reporting a sense of belonging at school. Increase to upper bound proportion of students attending >90% of the time. Increased by 5% student perseverance/resilience.	<ul style="list-style-type: none"> • Students are interested and motivated in their learning • They felt accepted and valued by their peers by others in the school. Students indicated a sense of contentedness and belonging. • 82% 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.
Continue to amplify student voice K-6.	<ul style="list-style-type: none"> • Student voices continues to be amplified in each Semester written reports distributed to parents. • Students are included in the school's Reflective Practice to amplify student voice and agency.
Expand parent participation in P&C to build partnerships across all stakeholders.	<ul style="list-style-type: none"> • Continued practice of facilitating P&C meetings online each term. As a result, high parent participation numbers in these meetings have been sustained. • P&C facilitated a School Disco for K-4 which was highly successful to cater for student's social and emotional well-being needs.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$107,279.00</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 and curriculum adjustments <p>The allocation of this funding has resulted in the following impact: All students receiving IFS, with their parents/carers and teachers participated in the annual planning, implementation and review cycle of Personalised Learning and Support Plans (PLSPs). Goals were developed that respond to identified learning requirements and implementation plans developed to ensure that all students received personalised learning support in their classrooms. The learning and support team worked closely with classroom teachers to monitor student requirements and progress as part of LST Case Management Procedures.</p> <p>All students have demonstrated progress towards their PLSP goals. This progress was monitored, through data collection and analysis, which was documented and communicated with all relevant stake holders.</p> <p>After evaluation, the next steps to support our students will be: Ongoing implementation of Learning Support Team decision making and review processes, that ensure all students personalised learning requirements are appropriately planned for and progress towards personalised learning goals is supported.</p>
<p>Socio-economic background</p> <p>\$33,800.00</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 equability of resources and services • supplementation of extra-curricular activities • resourcing to increase equability of resources and services <p>The allocation of this funding has resulted in the following impact: To provide support to targeted students, socio-economic background funding was combined with other equity loadings, enabling the employment of school learning support officers who offer in-class and small group support. Additionally, a school chaplain was hired to provide support to students and families beyond school hours. This support has been highly</p>

<p>Socio-economic background</p> <p>\$33,800.00</p>	<p>valued by students, families, and teachers, and has contributed to better engagement, participation, and success in learning.</p> <p>The funds were used to support literacy and numeracy programs such as Multi-lit and Mini-lit, enabling teachers and support staff to implement a variety of programs to help students achieve their personalised learning goals.</p> <p>All eligible students were provided with support for equitable participation in extra-curricular activities such as attending camps, school resources, uniforms, and classroom materials, as well as access to healthy food on a daily basis.</p> <p>The school ensured that students had access to updated ipads and laptops, decodables and mentor texts</p> <p>After evaluation, the next steps to support our students will be: The school plans to continue providing assistance for equitable participation in extra-curricular activities and school resources, and to expand Multi-Lit and Mini-Lit Programs to support students in literacy. They also plan to expand self-regulation programs such as DrumBeat, Lego Club, and Theragames to support students' emotional and social regulation.</p>
<p>Aboriginal background</p> <p>\$1,436.00</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"> • Participation in Strathfield Community of Schools Koori Connections Program. • Staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal participated in all Koori Connections activities, resulting in students developing a deeper understanding and appreciation of their own culture, strengthening relationships with indigenous peers across the network, exploring their cultural identity, and building pride in their heritage All Aboriginal students have a Personalised Learning Pathway (PLP) which is written in conjunction with parents/carers to map learning goals for students, resulting in students feeling that their learning is relevant to their needs and interests as well as increasing ownership of learning and engagement with content. All students achieved their goals as documented in their PLPs.</p> <p>After evaluation, the next steps to support our students will be:</p> <ol style="list-style-type: none"> 1. In 2023, we will review and streamline the PLP process for every Aboriginal student in collaboration with the LaST executive and the APC&I. 2. Openly engage with our network's Aboriginal Engagement Officers (AEO) and Home School Liaison Officers (HSLO) to collaboratively address individualised student learning goals. 3. Establish connections and engage more effectively with local AECG as we commence drafting our Reconciliation Action Plan
<p>English language proficiency</p> <p>\$420,972.00</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</p>

<p>English language proficiency</p> <p>\$420,972.00</p>	<p>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 bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D Progression levelling PL to staff • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Teachers utilize EAL/D learning progressions to assess student needs and devise custom-tailored teaching and learning plans. During data chats, teachers discuss individual student requirements and set goals accordingly. To cater to EAL/D students, curriculum delivery is differentiated. The school collects and scrutinizes data to facilitate successful student transitions.</p> <p>The Learning Support Team (LST) works in tandem with classroom teachers to provide targeted resources and program adjustments. Identified students are assisted to progress to higher levels of English proficiency.</p> <p>The implementation of MultiLit and MiniLit programs in Stage 1 to Stage 3 classes have improved daily reading and phonics support, supplementing the school's literacy learning programs. Additionally, EALD withdrawal groups assist in oral and written language development, providing students with the opportunity to attain their personalized learning goals.</p> <p>A specialized Learning Support AP is employed to cater to learner needs, providing targeted support, differentiation, and on-demand teaching instruction.</p> <p>Teachers use pre and post-assessments to analyze data and develop customized programming that better suits student needs. Flexible programming, coupled with ongoing assessment and data discussions, allows for differentiated and targeted interventions as per students' needs.</p> <p>The employment of a specialized community language teacher fosters a sense of community connection, supporting English language proficiency. Multilingual communication, including translations and translators in all communication formats, is utilized to ensure inclusivity and celebrate the diversity of the community.</p> <p>After evaluation, the next steps to support our students will be: Teachers to participate in ongoing professional learning, such as Teaching English Language Learners (TELL) to grow their capacity to engage deeply with EAL/D learning progressions to better identify students' needs and plan teaching and learning programs accordingly.</p>
<p>Low level adjustment for disability</p> <p>\$142,751.00</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"> • 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"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs) • additional staffing to assist students with additional learning needs

<p>Low level adjustment for disability</p> <p>\$142,751.00</p>	<ul style="list-style-type: none"> • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • implementation of targeted programs to differentiate learning programs • ongoing targeted professional learning for SLSOs in our Community of Schools, utilising the expertise of external specialists <p>The allocation of this funding has resulted in the following impact: The Learning and Support team (LST) offered interventions to students who needed extra assistance. Personalised Learning Support Plans (PLSPs) were created by class teachers that would aid students with additional needs. The progress of these identified students was monitored, and adjustments were reviewed through various meetings, such as stage meetings, Learning Support, parent and review meetings. The Learning Support Team adopted a "triage and case management approach" to provide tailored support, ensuring that every student's needs were met and resources were allocated based on data analysis of needs.</p> <p>The Learning and Support teacher (LaST) dedicated time to provide low-level adjustment for disability intervention programs in Literacy and Numeracy for identified students. The classroom teachers and the Learning Support Team worked in conjunction with the local high school to ensure that there was a seamless transition and continuity of learning for students from Year 6 to 7.</p> <p>Students who received integration funding were given Personalised Learning Support Plans (PLSPs) that were reviewed collaboratively at regular intervals and communicated to all stakeholders. Teachers released to work closely with families in creating these. Students in this category achieved their goals, with the help of additional teachers and School Learning Support Officers who supported them in accessing a differentiated curriculum. Identified students also had access to MultiLit and MiniLit to improve their academic outcomes, along with activities such as DrumBeat, Theragames and Lego Therapy to address and improve their social skills and emotional regulation.</p> <p>On completion of the 2022 Wingara SLSO Community of Schools PL Program, SLSOs demonstrated increased confidence, skills and capacity in supporting students they worked with.</p> <p>After evaluation, the next steps to support our students will be: Continue to expand both MiniLit, MultiLit and MacLit programs in 2023 to strengthen literacy skills across the school. Continue to provide professional learning opportunities for teaching and non-teaching staff (SLSOs), reviewing strategies to support student learning. Further develop and expand the "triage and case management approach" model of learning support to meet students' needs at the point of need, including building teacher capacity through this model.</p>
<p>Professional learning</p> <p>\$41,245.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Strengthened Curriculum • 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"> • Staff to participate in the new syllabus Accelerator Adopter Program • Create new scope and sequences, assessment processes, programs and supporting resources to better support curriculum implementation for school context.

<p>Professional learning</p> <p>\$41,245.00</p>	<ul style="list-style-type: none"> • Deploy Instructional Leaders and expert teachers to unpack evidence-based teaching strategies in literacy and phonics <p>The allocation of this funding has resulted in the following impact: Our participation in the NSW new curriculum Accelerator Adopter Program has enabled Stage Leaders to create new scope and sequences, assessment processes, programs, and supporting resources to better support curriculum implementation for school context. Staff have shared successes and provided feedback to the system and Strathfield Network with initiatives to support their implementation processes. Staff participated in a deep analysis of the Literacy and Numeracy Guides and the new K-2 English and Maths syllabus, resulting in improved teacher understanding and programming to better cater to student goals and attainment of exit outcomes. Staff participated in quality professional learning and mentoring to develop personalized learning and support plans that are responsive to student learning needs. Expert coaching and mentoring was provided to staff to better cater for students with specific needs in their classrooms. This included the deployment of Instructional Leaders in classrooms and shoulder-to-shoulder teaching of experienced and early career teachers using the co-teaching framework in classrooms. K-2 classroom teachers were supported in the use of a co-designed guide to gauge student reading ability using test results, observations and exit outcomes of their stage. Assessments across K-2 that supported teachers in their data skills and use in terms of reading levels and how to track students progress included: Minilit Placement Test, Year 1 Phonics Screen, Decodable Levels and Phonemic Awareness Assessments.</p> <p>After evaluation, the next steps to support our students will be: Deliver professional learning for the new 3-6 syllabus and continue ongoing professional learning for the K-2 syllabus. Continued professional learning, including data analysis and reviewing formative and summative assessment strategies to improve student learning outcomes in literacy and numeracy. Continue to develop and upskill early career teachers through the processes of professional learning and induction.</p>
<p>Literacy and numeracy</p> <p>\$26,048.00</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"> • Assessment Efficacy • 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"> • staff training in literacy to support the implementation of K-2 decodable texts and phonics instruction. • targeted professional learning to improve literacy and numeracy. • purchasing of literacy resources such as decodable texts, quality picture books (mentor texts) and school magazines for guided and shared instruction. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Targeted professional learning in evidence-based practices for reading instruction (Simple View of Reading) which has established a consistent approach to the explicit and systematic teaching of reading in K-2 classrooms. - All K-2 teachers are explicitly and systematically teaching reading using decodable texts, alongside quality picture books to support comprehension and understanding. - Updated strategies and tools used for assessment of reading and the collection of student data are aligned to the evidence base. - Consistent approach to literacy and numeracy data tracking and student

<p>Literacy and numeracy</p> <p>\$26,048.00</p>	<p>progress monitoring in order to measure impact.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Instructional Leaders/APC&I to provide shoulder to shoulder support /mentoring for teachers with the implementation of the new 3-6 syllabus and continued, ongoing support for K-2 teachers in embedding new syllabus. - Increase teacher understanding in teaching Multiplicative Thinking and Measurement and Geometry through differentiated, targeted PL across K-6. - Continue to embed explicit vocabulary instruction and scaffolds for mathematics.
<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"> • additional teaching staff to implement quality teaching initiatives to support the implementation of the new curriculum K-2 • additional staffing to support staff collaboration in the implementation of the new curriculum K-2 • implementation of professional learning to strengthen quality teaching practices with a focus on data efficacy • Beginning Teacher Mentor provided with additional release time to support early career teachers • Instructional Leaders aligned to each stage to support assessment practices <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Improved staff confidence in assessment practices including data collation and analysis. - Teacher analysed data trends and device targeted teaching strategies to promote student academic growth. - Strengthened understanding and practice around quality teaching. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To further enhance assessment practices in line with the new 3-6 syllabus. - Instructional leaders and Stage Team Leaders to continue to enhance professional learning and individualised coaching with a focus on numeracy in classrooms.
<p>Literacy and numeracy intervention</p> <p>\$73,667.00</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"> • Strengthened Curriculum • Effective Classroom Practice <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 • high quality support and guidance to enhance teacher growth and development in literacy and numeracy for students who require additional support <p>The allocation of this funding has resulted in the following impact:</p>

<p>Literacy and numeracy intervention</p> <p>\$73,667.00</p>	<ul style="list-style-type: none"> - Teachers identified students who needed intensive targeted support using phonics assessment tools. - Teachers used formative assessment information to inform differentiated instructions for students who are 'at risk' or not meeting minimum standards. - Enabled teachers and support staff to implement the MiniLit intervention program resulting in students increased participation in Tier 2 intervention. Student growth data has shown an increase in students ability to decode CVC words and effectively access decodable texts within the classroom. - Instructional Leaders worked alongside teachers to support them in identifying next steps in differentiation of tasks for students who may at risk or not meeting minimum standards - Numeracy intervention was provided for K-2 students who required intensive targeted teaching to develop their core numeracy skills. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Greater support provided to 'at risk' students in literacy and numeracy through differentiated support in classrooms (Instructional Leaders/APC&I). - Continue to upskill Learning Support Teachers and SLSOs to run Tier 2 intervention programs (literacy and numeracy). - Ongoing focus in building teacher capacity to utilise differentiation strategies to effectively support students with additional learning requirements
<p>COVID ILSP</p> <p>\$80,280.00</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 2022.</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy and numeracy • employing/releasing staff to coordinate the program • providing intensive small group tuition for identified students who wee not meeting grade expectations in literacy (reading) and numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <p>The majority of students who participated in the CILSP have demonstrated significant progress towards their personal learning goals, and shown growth in literacy and/or numeracy skills.</p> <ul style="list-style-type: none"> - Stage 1 Reading: 75% of students have increased phonological awareness and developed phonic knowledge, with recommendation that 25% of students in CILSP not continuing with intervention. - Stage 2 Reading: 100% of students in the CILSP made measurable gains in their phonological awareness skills, demonstrated sound-letter understanding and are now able to read CVC words with accuracy, students are now developing decoding skills to read beginning and end blends, and words with vowel patterns. - Numeracy: <ul style="list-style-type: none"> * Students have demonstrated growth through their increased use, understanding and application of mathematical knowledge. * The majority of students have demonstrated increased understanding of Place Value, with identified next steps in supporting these students being: understanding the role of zero, partitioning numbers and understanding decimal places * 75% of students demonstrated growth in their understanding and application of strategies used to solve addition, subtraction, multiplication and division problems, with increased fluency demonstrated by the majority of students. Ongoing intervention and support is recommended to ensure students continue to develop in this area.

<p>COVID ILSP</p> <p>\$80,280.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To provide professional learning for all teachers in explicit instruction of phonological awareness strategies, phonics and decoding skills (particularly for staff K-2) - To develop teacher capacity in explicit and systematic teaching in the areas of number and place value - Continue the ongoing commitment to professional learning for all teachers in effective implementation of the new English and Mathematics Syllabuses in 2023.
<p>Refugee Student Support</p> <p>\$1,298.00</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 • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in the following impact:</p> <p>The students who received this funding were provided with additional support and interventions, to ensure successful transition into our community. Learning Support staff engaged in professional learning within EAL/D network that focused on developing understanding in the effects of trauma from students who are refugees, and strategies that can support these students at school.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to support students as necessary.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	285	289	295	289
Girls	296	287	282	273

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.0	92.1	93.1	89.9
1	91.1	88.9	92.2	85.2
2	93.3	89.4	95.7	88.3
3	91.8	93.0	96.0	89.9
4	93.7	91.1	95.0	89.3
5	94.2	91.7	95.1	92.0
6	94.1	91.6	94.0	89.5
All Years	92.8	91.2	94.3	89.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	180,495
Revenue	6,323,282
Appropriation	5,857,682
Sale of Goods and Services	29,927
Grants and contributions	428,677
Investment income	4,896
Other revenue	2,100
Expenses	-6,144,685
Employee related	-5,199,240
Operating expenses	-945,445
Surplus / deficit for the year	178,597
Closing Balance	359,093

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.

\$165 000 of the funds appearing above as surplus, were dedicated to enhancing the learning environment and in consultation and collaboration with all school stakeholders. These funds were dedicated to enhancing ICT resources across the school, desktops/laptops updated NAPLAN, updated reading resources K-2 to support curriculum reform, enhancing playground areas, shade sails, design and installation of a Yarning Circle and Bush Tucker garden, enhancements to school arts center and chapel building, with a focus on continually improving the learning environment for students and the wider community.

The school is highly utilised by community and external community groups, and by onsite before and after school service providers. The learning environment provides a point of pride for the school community and enhances the learning opportunities students have access to. The school has long been committed to ensuring every dollar is spent every year, on students for students to maximise student outcomes. Actual end of year closing balance was closer to \$12 000.

Financial reports and expenditure information is shared transparently with the community through regular principal reports to the P&C association.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	108,577
Equity Total	595,045
Equity - Aboriginal	1,436
Equity - Socio-economic	29,874
Equity - Language	420,982
Equity - Disability	142,753
Base Total	4,252,108
Base - Per Capita	145,796
Base - Location	0
Base - Other	4,106,312
Other Total	587,988
Grand Total	5,543,718

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 2022 teachers told us:

- There are clear expectations for behaviour in classrooms.
- Teachers feel prepared, connected and resourced to support student learning.
- Teachers are provided with cross-curricular or common learning opportunities.
- Teachers implement formative assessment tasks to inform lesson planning to set challenging goals.
- There is a strong and visible leadership presence, who help to provide guidance and improve teaching.
- 93% of staff discuss learning goals for lessons and set high expectations for student learning in all classes.
- 90% of staff agree that there are effective methods for collaboration in place and there is a strong culture of learning.
- Teachers agree there are various opportunities for differentiation and success for students with additional and specific learning needs.
- Teachers report a confidence in data driven practice and understanding effective teaching strategies to support skills and teaching within the classroom.
- Staff feel they can share programs, strategies and resources to better support student needs and are provided with helpful feedback about their teaching.

In 2022 parents told us:

- Teachers know students well and support them to achieve learning goals.
- Parents indicated the school was well maintained and a welcoming environment.
- They are well informed about school activities through the school communication platforms.
- Most indicated they would like more information about how they can support learning at home.
- The school is a safe, inclusive school, the school supports positive behaviour, and parents feel welcome in the school.
- 100% of parents took an interest in their child's school assignments. 86% of parents support their students learning at home.
- Teachers devote time to extra-curricular activities and take an active role in ensuring students are included in school activities.
- 85% of parents indicated they were happy with the schools support of learning, with 95% indicating teachers show an interest in their child's learning and progress.
- 100% of respondents have talked with a teacher about their child's learning and more than 90% of respondents indicated that interviews/meetings/and school reports were very useful communication modes.

In 2022 students told us:

- Students are interested and motivated in their learning.
- 94% 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 reported high levels of advocacy at school and positive teacher student relationships.
- They felt accepted and valued by their peers by others in the school. Students indicated a sense of contentedness and belonging.
- 82% 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 believe that schooling is important in their everyday life and has a strong bearing on their future. Over 80% of students expect to go to University when they finish high school.

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

At Homebush West PS, we are dedicated to enhancing knowledge, appreciation, and respect for the rich history, culture, and contribution of Australia's First Peoples, including Aboriginal and Torres Strait Islanders. Our school offers various opportunities for students to develop a deeper understanding of Aboriginal and Torres Strait Islander histories, cultures, and truth telling, which remain a focus in our units of study. Additionally, we prioritize the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures in all key learning areas. Throughout the year, we celebrate Indigenous culture and connection to country in various ways, including observing and celebrating National Sorry Day, Reconciliation Week, and NAIDOC week. Through the Koori Connections program, our Aboriginal students are provided opportunities to connect with other Aboriginal students across the Strathfield network to help develop a sense of community and belonging, as well as strengthen their cultural identity and build pride in their heritage .

We acknowledge the traditional custodians of the land, the Wangal Clan of the Dharug tribe at all official events, meetings, activities, and assemblies. In 2022, we continued to strengthen our partnerships with Aboriginal communities and invited Aboriginal performers, elders, and story holders to participate in school education and events. We ensure that Personalised Learning Plans (PLPs) are established in consultation with families for all students who identify as Aboriginal or Torres Strait Islander, and we regularly review these plans to promote ongoing improvement for our students. Selected staff attend local AECG meetings to connect with current policy, events and share practice.

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

At our school, we have Anti-Racism Contact Officers (ARCOs) who are trained to investigate, support, and provide guidance to individuals who have experienced racism, as well as those who violate the school's values by not respecting others. Additionally, our personal development programs keep students informed about contemporary racism-related issues and the formal procedures for addressing racism within the school. We also prioritize the significance of respecting diversity and anti-racism through our social skills programs, which are conducted throughout the year.

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 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. Our diverse and cohesive community is made up of a variety 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).

Through comprehensive practices, 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 access equitable and inclusive education.

Inclusive educational practices are a feature of school activities and cultural diversity is celebrated and included in all curriculum areas. Our school provides a range of quality EAL/D programs whereby specialist EAL/D teachers support EAL/D learners in small withdrawal groups and through in-class support to develop English language skills in the areas of reading, writing, speaking and listening. Teachers use the EAL/D learning progressions to analyse and discuss student progress which has supported teachers to successfully plan teaching and learning activities for the EAL/D students in their classes. The school operates a successful Chinese community language program for all native Chinese speakers from K-6, as well as a non-native class for students in Stages 2 and 3.

Our school has specially trained Anti-Racism Contact Officers (ARCO's), who investigate, support and counsel victims of racism as well as those who do not demonstrate the school's values including showing respect to others.

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. Students were supported through structured scaffolds, instructional videos, explicit teachings, one on one teacher conferences were provided with oral and written feedback.

Homebush West PS recognises and promotes a respectful, inclusive community and a range of organisations and programs such as White Ribbon, NAIDOC week and International Women's day.

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 which include the sharing of traditional foods, wearing of traditional dress and the celebration of significant events including Ramadan, Chinese New Year, Diwali and Harmony Day.