

2020 Annual Report

Homebush Public School



2173

Introduction

The Annual Report for 2020 is provided to the community of Homebush Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

The Homebush Public School community is committed to Educational Goals which we believe will prepare our students to live fulfilling, productive and responsible lives.

Goal 1

Homebush Public School promotes fairness, equity and excellence.

Goal 2

All Homebush Public School students become:

- successful learners
- confident and creative thinkers, active and informed citizens

Our Commitment to Action will include developing stronger partnerships with our parent and community groups, supporting quality teaching and school leadership, effective transition and welfare programs, delivering world class curriculum and assessment practices and improving educational outcomes for disadvantaged students.

School context

Homebush Public School is situated in the centre of the business community of Homebush. Our school community is cohesive, multicultural and vibrant. 97.4% of our students have a language background other than English.

Students are high achieving and are strongly supported by parents who have high expectations for their success.

Our school implements highly successful academic and wellbeing programs. There is an emphasis on technology to support student learning and achievement.

Homebush Public School has Korean, Chinese and Tamil Community Language Programs running each week during school hours and 12 extra-curricular groups outside school hours. This includes long running Tamil and Russian weekend community language schools.

We are proud of the community involvement and work together to cooperatively support our community through language, cultural and sporting pursuits.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1

INNOVATE

Purpose

Challenge students through authentic STEM learning experiences that foster innovation and creativity.

Immerse students in a collaborative and future focused learning environment, using innovative programs to enhance Literacy and Numeracy.

Improvement Measures

Teachers undertake systematic professional learning in the new Science and Technology syllabus, using current research to drive best practice.

Students will increase their confidence, knowledge and understanding of STEM through active engagement using relevant technologies and processes.

Teachers will access professional learning and maintain data which will drive future programming in a consistent and sustainable method.

Progress towards achieving improvement measures

Process 1: Professional learning in the implementation of the Science and Technology syllabus .

Evaluation	Funds Expended (Resources)
All teachers, Kindergarten to Year 6 implement teaching strategies aligned with the science and technology syllabus into daily classroom practice using knowledge gained from professional learning. Teachers use the science and technology school programming template to create units of work, identify learning goals and assessments and to evaluate the programs.	\$0

Process 2: Implementation of STEM across K-6 utilising current Science and Technology syllabus pedagogy.

Evaluation	Funds Expended (Resources)
STEM Share kits were sourced from the Department of Education and utilised in classrooms to support the attainment of outcomes in the NSW Science and Technology syllabus.	\$9959.69

Process 3: All stakeholders will participate in the design and implementation of consistent programming and the collection/collation of data. Teachers will analyse data to drive future programming.

Evaluation	Funds Expended (Resources)
Tailored support based on Lyn Sharrat's waterfall model, based on ongoing, targeted professional learning was co-designed by the executive team and school services advisors was successfully implemented with all teachers, including class, support and community languages staff. The school now has a shared and consistent understanding of LISC (Learning Intentions, Success Criteria) and effective formative assessment processes school-wide. All teachers implement LISC throughout the school with consistent language and agreed protocols.	\$0

Strategic Direction 2

ENGAGE

Purpose

To continue the development of the whole child through Positive Behaviour for Learning (PBL). To increase student participation in physical activity and the Creative and Performing Arts.

Improvement Measures

Data analysis during the classroom implementation of PBL.

Tell them from Me data to show an increase in student participation in sport and the Creative and Performing Arts.

PBL team to recruit more members including community members.

Progress towards achieving improvement measures

Process 1: Teachers will have time to develop an explicit set of lessons to support the implementation of PBL.

Evaluation	Funds Expended (Resources)
<p>All external PL was cancelled in 2020 due to COVID-19, so PBL training was unable to be undertaken.</p> <p>PBL survey produced and given to students in Stage 2 and 3. Data analysed and found students enjoy receiving star cards and awards.</p> <p>Staff completed self assessment survey. Susan Smith came into the school and completed TFI walkthrough with students and staff on 16th November. Data reviewed and discussed at zoom PBL meeting, including Susan Smith, on 30th November. New plan developed for 2021 with a focus on full school uniform and wearing of hats, signage around the school, and spot checks.</p> <p>New set of weekly focus cards, spanning the whole year rather than being repeated each term, has been developed and will be delivered to teachers at the start of 2021.</p> <p>A larger, more representative PBL committee will be required from the start of 2021.</p> <p>New reflection recording sheet has been developed for K-2 students.</p>	<p>PBL committee</p> <p>PBL consultant</p>

Process 2: Teachers will have effective TPL, Reflection and Feedback opportunities through Stage and whole school meetings and development days.

Evaluation	Funds Expended (Resources)
<p>Zoom meeting held by PBL committee with Susan Smith to discuss TFI results and 2021 Action Plan.</p> <p>Results reported to staff and action plan discussed for 2021.</p> <p>Feedback and reflection on PBL at our school will continue through whole school staff meetings and stage meetings, with a view to further training becoming available in 2021.</p>	<p>PBL consultant</p> <p>PBL spokesperson</p>

Process 3: Provide and encourage student participation in extra curricula activities for sports and the Creative and Performing Arts.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

School Band - lessons and performances unable to be held during 2020 due to COVID-19. Looking forward to a full return in 2021.

Sport/PSSA - No PSSA sport held all year. Sport able to begin again during Term 4 with strong guidelines in place, but too late to resume PSSA competitions. Looking forward to a full return to school and PSSA sports in 2021.

School Production "Imagine" - cancelled due to COVID-19; will carry over to next year, hopefully able to perform in Term 3, 2021.

Strategic Direction 3

EMPOWER

Purpose

Ensure all stakeholders are actively engaged participants for success and professional development is aligned with the school plan, building leadership for students, teachers, and the community.

Improvement Measures

Create a shared and negotiated, through community engagement, vision for the continued success of the school.

Systems developed to ensure the cohesion between TPL and the school Plan.

Teachers, students, and parents as leaders in the school and the wider community.

Progress towards achieving improvement measures

Process 1: Co-design a school vision statement which reflects the beliefs and aspirational values of the school community.

Evaluation	Funds Expended (Resources)
The school successfully gathered and negotiated a shared vision statement to engage, innovate and empower students. Information through the 'Tell them from me' survey responses from the students and the parents. Parent enrollment interviews were also a data source used to gather information regarding the aspirations of our community and to identify the beliefs which our community value.	\$0

Process 2: Staff collaboratively develop effective professional learning opportunities that support the success of the school plan.

Evaluation	Funds Expended (Resources)
All stakeholders recognise opportunities for leadership and engage in growth mindset for success. Systems were developed to ensure the cohesion between teacher professional learning and the school plan. Professional learning practice is evidenced based and is clearly articulated and evident in school professional Teaching Standards staff access our community pg practice and instructional leadership to support continual professional growth.. Every teacher utilise a range of assessment practices and data to identify student progress, strengths and next steps, and inform and differentiate teaching learning programs.	Strathfield Education Office Curriculum Advisor, Felicia Scardino.

Process 3: Build staff leadership capacity through teacher professional learning and leadership opportunities.

Evaluation	Funds Expended (Resources)
Staff access effective coaching. mentoring, communities of practice and instructional leadership to support continual professional growth. Staff confidently utilise highly effective evaluative practices, including data analysis, formative and summative assessment. Staff are consistently using feedback and collaboration to drive student and school improvement. Evaluative practices are evident in all school endeavours. The impact of programs and practices is prioritised as a school improvement driver.	Funding Sources: • (\$0.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>The inclusion of Aboriginal perspectives in science, history and geography curriculum areas was evident in programs. Literature and other aspects of Aboriginal culture were woven into the curriculum.</p> <p>This year's NAIDOC week theme was "Always Was, Always Will Be." Classes all took part in lessons to create a deeper understanding of Aboriginal perspectives in the classroom.</p> <p>Several indigineous murals were commissioned to be displayed on several walls across the school. Zachary Bennett-Brook is the artist. He is a contemporary Indigenous artist, who was raised on Dharawal Country (Wollongong) He has a love of nature and creating artworks which represent his surroundings and passions.</p> <p>Zachary reflected on his work, "I don't paint traditional Dreaming stories, my artwork is very contemporary, but it all tells my story.</p> <p>"My inspiration comes from nature. I spend a lot of time out in the water and I connect to Country. When my feet are in the sand or in the water, I feel at peace. It's what my ancestors did, it's soothing.</p> <p>Zachary shared his story with the students and they were immersed in the cultural experience.</p>
English language proficiency		<p>Teachers scaffold learning to develop an understanding of concepts and language. A focus on explicit teaching is important at our school. Community language teachers support the students in the mother tongue language.</p> <p>Teachers present information on the same topic in multiple ways to support our EAL/D students to link concepts with language and build field knowledge. Teachers are culturally sensitive to the needs of EAL/D students.</p>
Low level adjustment for disability		<p>Students with a disability have access to a specialist teacher and flexible funding is used based on student need eg Itinerant teachers for Vision.</p> <p>The Principal and learning and support teams consult with staff, parents, or carers to determine the best way to provide personalised learning support for students in accordance with their additional learning needs.</p> <p>Flexible funding was used to purchase additional school learning support officer time to support students and teachers.</p>
Quality Teaching, Successful		An Instructional Leader led professional

Students (QTSS)		<p>development across the school. Teachers were trained in Literacy and targets were set to improve student outcomes.</p> <p>New hands on maths equipment was purchased and a new program 'Top Ten' was purchased to support teaching.</p>
Socio-economic background		<p>Flexible funding was used to purchase additional school learning support officer time to support students and teachers. Students who were identified as needing financial support were funded for uniforms, excursions and school needs as they arose.</p>
Support for beginning teachers		<p>The beginning teachers were supported throughout the year with additional release time and allocated mentors. Beginning teachers received their accreditation.</p>
Targeted student support for refugees and new arrivals		<p>Funding for refugee students provided additional support for refugee students in their first three years in Australia. SLSO time and additional EAL/D teacher time was allocated. Students were supported in the acquisition of the English language with a focus on both oral and written language.</p> <p>Teachers and other staff members have a strong commitment to improving the lives of refugee students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	242	254	262	265
Girls	216	234	257	253

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	95.4	93.8	95.9
1	94.1	94.9	93.9	93
2	95.5	96.4	93.8	93.4
3	95.5	96.8	95.6	93.1
4	94.6	95.1	95	91.4
5	94.9	96.2	94.5	95
6	94.3	93.7	95.2	94.8
All Years	94.7	95.4	94.5	93.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.58
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	3.4
School Administration and Support Staff	3.96
Other Positions	3

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	694,588
Revenue	5,375,954
Appropriation	5,164,229
Sale of Goods and Services	44,883
Grants and contributions	154,791
Investment income	2,127
Other revenue	9,924
Expenses	-5,288,154
Employee related	-4,523,309
Operating expenses	-764,845
Surplus / deficit for the year	87,800
Closing Balance	782,388

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.

	2020 Approved SBA (\$)
Targeted Total	90,577
Equity Total	571,028
Equity - Aboriginal	678
Equity - Socio-economic	21,505
Equity - Language	416,981
Equity - Disability	131,863
Base Total	3,776,943
Base - Per Capita	124,822
Base - Location	0
Base - Other	3,652,121
Other Total	572,864
Grand Total	5,011,412

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

School performance - NAPLAN

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

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

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. To solicit this feedback we utilised Tell Them From Me and parent focus groups.

In 2020 parents told us:

- * The school is a safe, inclusive school, the school supports positive behaviour, and they feel welcome in the school.
- * Teachers devote time to extra-curricular activities and take an active role in ensuring students are included in school activities.
- * Teachers know students well and support them to achieve learning goals.
- * Most indicated they would like more information about how they can support learning at home.

Parents felt that COVID had been managed well at our school.

In 2020 students told us:

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

In 2020 teachers told us:

- * They implement formative assessment tasks to inform lesson planning to set challenging goals.
- * Students receive timely feedback on their learning and receive explicit instruction.
- * There are clear expectations for behaviour in classrooms, and effort is made to understand and include students with specific learning needs in their classrooms.
- * They set high expectations, monitor individual student progress, and provide students with effective feedback that brings them closer to achieving their personal learning goals.
- * There is a strong learning culture in the school with high levels of teacher collaboration.
- * Students have significant opportunities to integrate technology authentically in teaching and learning, but not necessarily setting technology learning goals with students.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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