School context

Homebush West continues to be a growing school sixteen kilometers west of the Sydney Central Business District, located within a suburb of predominantly medium density housing, close to rail and shops. The current student enrolment is 450 students. 95% of students are from non-English speaking backgrounds (NESB) with a mix of languages and cultures represented in the school including Chinese, Korean, Sri Lankan, Indian, and Arabic.

Homebush West PS provides strong foundations for students with an emphasis on excellence in literacy, numeracy and 21st century learning. The school has close ties to our feeder high schools and pre-schools.

Classes and learning programs at Homebush West are organized around a stage-based structure. The school delivers a middle school program for Stage 3 student designed to prepare students thoroughly for high school.

There is a strong emphasis on student well-being, leadership, responsibility, and healthy living.

During Education Week, our school hall, the adjacent covered area and the canteen were officially opened by our Federal MP, Member for Reid, John Murphy.

Principal’s message

2013 marked a significant year for education reform and change for NSW teachers. Staff maintained a high level of professionalism whilst the challenging stage, regional and local changes within the Department of Education and Communities took shape.

In our one hundred and first year our new buildings became very much part of our school and we can barely imagine ourselves as we were only three years ago.

At the end of the year we reopened our school library renamed The Hub, with a visible shift to establishing it as a 21st century learning space. The space is a contemporary, technology rich learning space designed to facilitate students creating, collaborating, thinking critically and connecting locally and globally.

2013 was a significant year in the professional learning of our staff. We started the year working very closely with Harvard University Professor Richard Elmore, demonstrating and showcasing the practice of Instructional Rounds to 60 educational leaders including Principals, Directors, Education Consultants and Independent school teachers.

We continued our work developing and show casing teacher quality as a Center for Excellence school. The caliber of our teachers saw three of our talented teachers receive awards including: Minister for Excellence Award, Mrs Jennifer Vella, Directors Award for Leadership and Learning, Mrs Mary Gavin, Directors Award for Early Career Teaching, Mr Luke Harris.
Our enduring partnership with Homebush Boys High School and Strathfield Girls High School saw us sign an important memorandum of understanding with both schools and the Korean Consulate. We are committed to expanding our languages programs and focus on Asia.

Our P&C continued to sustain growth and success hosting several effective fundraisers and facilitating a high level of positive community engagement with the school and I thank the P&C for their commitment, enthusiasm and team work.

This year was the final year of service for our wonderful P&C President, Vicki Jones. I cannot speak highly enough of the ever optimistic, positive contribution Vicki Jones made particularly in her three terms as President. She has left a lasting legacy. We offer deep thanks.

Our School Council is a non-mandatory body which adds an additional layer of community engagement, accountability and governance. This year was the final term for long serving councilors including; Mr Michael Chau, Mrs Muravet Altundag, Mrs Christine Prouty and President Mrs Vicki Jones. We thank them for their contribution to the school for the time they have made to promote our school and advocate on our behalf. Our greatest achievements in 2013 continue to be seen in the success and creativity of our students.

Our students performed in two arts festivals hosted at the Opera House and we hosted our own Performing Arts Extravaganza, ensuring the participation of every student. This year’s production Lost in Space, was hilariously engaging, demonstrating the breadth of creativity and talent across our school community.

Our NAPLAN data highlights saw continued gains in student growth data Reading. The growth achieved was ranked second highest in the Strathfield Schools Area. Our Kindergarten literacy data saw our students achieving some of the highest standards of exiting data in the region.

Melissa Proctor capably relieved as Principal, Term. She was a great asset for the school.

I thank Mrs Proctor and every member of our school community from our administration team, teachers, parents, students, who have contributed to another very successful school year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Estelle Southall
P&C and School Council message

Homebush West Public School P&C was once again busy in many aspects of school life in 2013. We were involved in many activities bringing smiles to our children’s’ faces.

P&C unreservedly supports the continuation of the National Chaplaincy Program within our school. We were able to dedicate $3,500 to the Gener8 group to further support our Chaplain. Mrs Chris Prouty has been central to the positive, harmonious culture of the school. We look forward to her speedy recovery and return to school.

A new parent initiative, the Walking School Bus got off to a great start. Thanks to Ms Suzanne Ellis for her hard work and determination in gaining grants from local business to get this off the ground. With a steady body of parent volunteers as supervisors this encourages healthy living and road safety as well as a great way for kids to keep healthy and having fun walking to school with their friends.

P&C hosted had a wonderful Easter Fun night with jumping castles, an egg hunt and games. The Easter raffle was a terrific success due to the great support of our parents and citizens with donations of eggs and gifts. We had lots of happy winners.

Everybody loves a cupcake and our cupcake day brought our community together through cooking. Parents and citizens proudly displayed and donated beautiful cakes for our stall. Thank you to the terrific volunteers for co-ordinating a successful day.

Again our successful Halloween Disco was a huge hit with everyone enjoying the dressing up, yummy food, costume competition, jumping castles and raffle. The wonderful P&C parents worked brilliantly together creating our most successful fundraiser. Thank you to Mei and John Gallagher for sharing their expertise in technology and bringing the disco to life.

The Uniform Shop and is looking very strong to continue with a good support group of enthusiastic volunteers. I would like to thank Mrs. McKilbride, Mrs. Pan, Mrs. Yeung and Mrs. Jaywnat for their hard work and dedication in bringing a quality, affordable and invaluable service to our school.

Thank you to our community for their ongoing support for P&C in reaching our goals for a better school environment. We look forward to the start of our new playground in the January school holidays 2014.

Thank you to the dedicated and delightful parents of our P&C Association. Their hard work and passion will put P&C in good stead for the future. I would like to thank them for their support and kindness I feel privileged to have been part of this group. Vicki Jones President HWPS P&C Association and School Council
Student representative’s message

Jacquelyn, Wonjeong, Zachary, Michele, Charlie, Ricky, Sanchana, Monash

Being a school leader was a wonderful and exciting privilege. Every day we were helping teachers and fellow students. We met community leaders, other student leaders and helped parents and Kindergarten students. Being a school leader is an experience we will never forget. We wish that we still had next year to work together.

Our responsibilities included greeting guests to the school, setting up the hall for assemblies and most importantly being role models for the others students in the school. Our job was both fun and challenging and we became best friends after the experience. We learned the hard work it takes to be role models all the time.

We wish the future school leaders luck and we hope they enjoy this experience as much as we did. We will never forget Homebush West Public School. The best school ever!!!

From Jacquelyn H, Wonjeong Y, Charlie S, Ricky K, Monash S and Michele B.

Being an Orchestra captain was an honour and we really enjoyed helping Mr Debnam with all the music instruments and musical items for assemblies. Being able to represent our school, meet state and community leaders and go to the Opera House was a privilege.

From Zachary J and Sanchana S
Orchestra Captains 2013

School Chaplain Program

This year, our school chaplain, Chris Prouty, was honoured at the New South Wales Women of the Year Awards for her leadership at Homebush West Public School and dedicated volunteer work with refugees, families in need and victims of domestic abuse.

Homebush West P&C and local church Bayside Community Church provided additional funding for the chaplaincy program again this year, demonstrating the value they place on the community service of the chaplain.

During the year the chaplain facilitated a very successful playgroup each week for 30 families where the learning environment was friendly and supportive and educational supporting early childhood development and successful transition to school. The program practices and policies were streamlined this year to enhance the experienced. Visits to other programs facilitated some of the changes established.
The chaplain continued student involvement with "Wrap with Love". Organizing for the students to visit the local Concord Library "Wrap with Love" so they could see that they are part of a much bigger effort.

Much of the chaplain’s time has been used to help families integrate into the school community through community morning teas; baby showers, farewell parties and school activities such as Pancake Day.

Ongoing health issues limited the chaplain’s ability to be on the school grounds however she continued to network with the local council and community organisations, connecting families to services and attending professional development to improve support rendered.

In Term Four Robyn Watson served as chaplain whilst Chris Prouty was on leave.

Student enrolment profile

Management of non-attendance

Teachers, with the support of administrative staff, monitor student attendance records rigorously. Frequent lateness and absences are flagged, and meetings are held with parents to help them improve their child’s attendance. Improvements are monitored. Students who have poor attendance are referred to the school’s learning support team. The team may refer these students to the DEC home school liaison officers who support parents and teachers to improve students’ attendance.

Student enrolment profile

![Graph showing student enrolment profile]

Student attendance profile

![Graph showing student attendance profile]

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Student Information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
Formation of Classes

Every class in the school is formed on a mixed-ability basis. The school staff is experienced and committed to the benefits of multi-age classes with all classes beyond Kindergarten being multi-age stage-based classes. This year increasing enrolments saw the formation of three straight Kindergarten classes and one Kindergarten/Year 1 multi-age class.

Early Stage 1 and Stage 1 (K-Yr2) students work in small ability groups of two or three for individualised instruction in literacy and numeracy.

In Stage 2 (Yr3-Yr4), students are streamed in ability groups for Mathematics.

In Stage 3 (Yr 5-Yr6), students work in a ‘middle school’ model with ability groups for English and Mathematics and varied groups structures for other Key Learning Areas, mirroring modified high school conditions.

Workforce information

Our staff is committed to collegial practices and is highly professional. English as a Second Language teachers (ESL), Learning and Support teachers (LAST), the Teacher Librarian and Chinese Community Language (CL) teachers work with classroom teachers in collaborative, stage teams.

The staff has an impressive portfolio of experience, skills, talents and culturally diversity. There are no Indigenous members of staff. (The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.)

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

All teachers have a degree, diploma or postgraduate degree. More than half of Homebush West teachers have commenced or completed accreditation with the NSW Institute of Teachers.

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<th>Qualifications</th>
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Workforce Composition

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<td>Teacher of Reading Recovery</td>
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<td>Learning and Support Teacher(s)</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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The school also has a distinct library fund for donations used to purchase school equipment and resources. The balance of this account at 30.11.13 was $3120.11.
The school has set aside funds to upgrade the playground and library assets in 2014. The school has also priorities upgrading the school hall’s audio visual system.

A complete signed copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and reported to P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**The Creative and Performing Arts**

The creative and performing arts culture at our school is rich and ever-growing. We encourage students as young as Kindergarten to start learning a musical instrument. In Stages 2 and 3, all students learn the recorder and are encouraged to learn an additional instrument.

Eighty-five of our students participated in the Creative and Performing Arts event, "Our Spectacular", at the Opera House. This included the school's dance group, its orchestra and the senior choir.

The school’s musical, "Lost in Space", held in September, was a wonderful example of the partnership between students, parents and teachers at our school. Parents helped with costuming, make up, seating, ticketing, tee-shirt distribution and provided refreshments between performances for the community.

Teachers not only wrote and directed the musical, but were part of the musical with their acting skills providing inspiration and great amusement.

All students played a part in the musical. The school has expectations of 100% participation in all areas of the curriculum.
All Year 6 boys participated in a drumming group conducted by Alysa Portelli. And all Year 6 girls participated in a musical ensemble group, conducted by Rachel Hocking. These programs forms part of the rich ‘transition to high school’ program.

Homebush West continues to provide tuition for violin, guitar, cello, piano, flute, clarinet, saxophone, drums and trumpet. These lessons take place before and after school hours, on site.

The school’s orchestra continues to grow in numbers and in the quality of their performances under the direction of conductor, Mr Jeff Debnam.

This year a community of schools enrichment orchestra, Symphonia Jubilate, was established in the Strathfield Area as an outcome of collaboration between Burwood PS, Mortlake PS, Concord West PS, Homebush West PS, Belmore South PS, Homebush Boys HS and Strathfield Girls HS.

Symphonia Jubilate grew quickly to over 100 members and performed at the Directors Choice Awards and at community and school functions. They worked with the DEC Performing Arts Unit towards the end of the year.

Homebush West is principal sponsor of this orchestra which provides students from Homebush West’s orchestra an enriching extension program.

In Term 1, 20 Stage 3 and 2 students attended a combined area music camp to enhance their musical performance skills and confidence. This inaugural collaboration was highly beneficial.

2013 saw the expansion of our dance program with Ms Udovicic increasing the groups profile and success. Stages 2 and 3 students were able to be part of a contemporary dance group, which performed at the Opera House and at a number of school events.

Two Stage 3 students were chosen to be part of the Junior State Workshop organised by the Sydney Dance Company. They were able to learn about a variety of skills and techniques used by industry professionals. It is the first time our school has been involved in this event.
Charlie and Edwin at the Junior State Dance Workshop

A Chinese dance group was also one of the school's extracurricular activities. This group performed at cultural events and special school events.

Many students demonstrate artist talent and participate in a variety of competitions to expand their opportunities.

Deep Faldu in Stage 3 was a finalist for Australia Day Council of NSW Aussie Art Competition. Jake Johnson won the Our Spectacular logo design competition. His logo was worn by the 1000 participants in the Our Spectacular event.

Sport

2013 has been another fantastic year of sporting achievements. We started the year with the Swimming Carnival, which was a great success.

Two hundred students participated in the carnival which was organised for all levels of swimmers from scared beginners to confident strong swimmers. Topaz House won this carnival.

The commitment to annual Swim Scheme, and Surf Awareness programs has seen a steadily increasing percentage of students who are learning to swim competently and competitively. Eighteen students represented our school at the Zone swimming carnival with one swimmer, Emily Y achieved first place in 50 meters freestyle.

The school cross country was held in May. Thirty-two students went on to represent the school at the Zone cross country.

The Athletics Carnival was held in Term 3 at Olympic Park. K—6 students were involved. The carnival was won by Ruby House.

Of note at this carnival was the assistance provided by students from Strathfield Girls High School and Homebush Boys High School. They and a group parent helpers, assisted with timing, scoring and event management.

Fifty eight students were chosen from this carnival to represent the school at the zone athletics carnival. Nevin Lin was successful and went on to regional level competition.
This year the House Point Trophy was won by Sapphire House.

2013 is our third year of participation in the Summer PSSA competition, softball and cricket. Softball and cricket are becoming increasingly popular and students increased their skills and game knowledge throughout these competitions.

The school entered two touch football teams, five soccer teams and four netball teams in the winter PSSA competition. These sports continue to be popular and successful. The school expanded its participation this year, by entering three girls’ soccer teams to the winter competition.

Emily Yoon was awarded our school’s junior sportsperson of the year for her outstanding involvement in sports events across the school. She represented the school at PSSA Softball and Soccer, Zone athletics, Zone cross country, and Zone swimming.

Nevin Lin was awarded Senior Sportsperson of the Year. Nevin went to Zone Athletics for 100m and 200m. He finished 2nd in 200m final at zone carnival and ran a qualifying time for the regional carnival in the 100m. He had the 13th fastest time for the 200m. Nevin represented the school in zone cross country. In PSSA soccer he represented the senior boys’ team with distinction, showed excellent sportsmanship, always gave his best and played in every position asked.

Opportunities for athletic and gymnastics run by external providers were incorporated in programs.

**Live Life Well**

We continue to implement Live Life Well strategies and programs. All classes have Crunch & Sip breaks, nutrition lessons and healthy eating programs.

**Active After School**

Having participated in Active After School since the inception of this federal government initiative Active After School programs run for seven weeks each term, with positions for new intakes of students being offered regularly. This is a valued program which contributes significantly to increasing student fitness and engagement with physical activity.

**Premier’s Sporting Challenge**

Students in Stage 3 and Stage 2 participated in this challenge, keeping a log book and managing data via a pedometer. Participation has grown by 100 students this year and next year will include all students.
Peer Support and Social Skills programs

The Peer Support Module, "Taking Opportunities" which focuses on resilience, was implemented in Term 2 for all students. Lessons were led by Year Six students who had participated in explicit Peer Support training sessions to give them confidence to lead a group of students.

Early Stage One and Stage One students engaged in an additional social skills program to support their development in making and sustaining friends, problem solving cooperation and other important social skills. Handy tips were provided for parents so that they could support students' home learning.

Public Speaking

Public speaking is encouraged in all classrooms. Stages 2 and 3 held competitions to determine who would represent our school in the Multicultural Perspectives Public Speaking final. Homebush West PS hosted the local final of this competition in which five schools were involved. Leo and Luki represented Stage 2; Yea Jin and Adhi represented Stage 3. Leo received a Highly Commended award.

Our students had the opportunity to be part of the audience and to learn successful skills and techniques used by peers. Some of our students had roles as timekeepers, compères and hosts.

Chess

Our after school Chess tuition facilitated success at the Interschool Chess Competition at Newington PS with team Homebush West finishing in second place.

Maths Olympiad

Identified talented mathematics students from Year 4 – 6 took part in the Maths Olympiad program running once per week, after school. Our students have all performed at a high standard. A special mention goes to Marcus Fung who received the 2013 Maths Olympiads Encouragement Award because he has shown exceptional effort in Olympiad preparation.

Library

In 2013, our school transformed the newly refurbished school library from a traditional school library into a contemporary, flexible, multipurpose, technology rich learning space.

NSW Premier's Reading Challenge

NSW Premier’s Spelling Bee

Four students represented our school at the regional finals. Adhi Senthil and Jacquelyn Huang were the senior representatives and Karan Vyas and Vinita Pandita were the Juniors. They all progressed to final rounds.
The furnishing and fittings are designed to facilitate creative collaboration and global communication and maximise flexible use of all learning spaces.

The library was renamed "The Information and Communication HUB to reflect the nature of this new space.

All classes have been allocated a permanent booking at some time in each school week and there are also additional flexi times available.

When students come to the Hub during this time they have access to certain zones as well as the support of the teacher librarian. Teachers can book the Hub iPads and media room to facilitate inquiry based programs.

There is a clear goal for the spaces and zones within the HUB to be highly utilized by students and staff alike in flexible, integrated ways to transport the learning.

2014 will see the increased resourcing of technology with a media room to include video conferencing, green screen and production tools. The whole HUB Zone has been set up for Wi-Fi access which will support Bring Your Own Device Trials in 2014.

Academic achievements
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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter "Homebush West Public School " in the Find a school and select GO to access the school data.
NAPLAN Year 3 - Literacy

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 3 Reading

Percentage in bands:
Year 3 Grammar & Punctuation
The following graphs demonstrate the significant growth our students make between Year 3 NAPLAN and Year 5 NAPLAN. Our growth is above the state average.
Significant programs and initiatives

Aboriginal education

Aboriginal perspectives of study continued to be included in each student's Connected Outcomes Groups (COGs) units of study and are evaluated by staff when the units are completed. Aboriginal cultural identity, our Aboriginal heritage, religion and kinship and reconciliation were a part of the curriculum.

Our school promoted the recognition of Aboriginal cultures and custodianship of country through protocols such as Welcome to Country and Acknowledgement of Country. Our 2013 Awards night showcased the whole school singing a Dharawal (Aboriginal dialect) verse of the national anthem.

Our school currently has no students of Aboriginal background.

Multicultural Education

With 95% of students having a language background other than English students have the privilege of seeing multiculturalism at its best, every day at Homebush West PS. The cohesive community includes Chinese, Indian, Korean, Tamil, Indonesian, Italian, Lebanese, Japanese, Pakistani, Syrian, and Anglo Saxon cultures.

The school operates a Chinese community language program four days per week, delivered by a Chinese community language teacher. English As Second Language teachers assist classroom teachers to provide support for students who are learning English as an additional language.

Our school celebrates important cultural events throughout the year. This year, Chinese Lunar New Year was celebrated with a lion dance in our playground which was organised by parent, Michael Chau.

Diwali was celebrated at a school assembly. Parents drew a beautiful Rangoli on our playground.

Our school demonstrated collective commitment to Harmony Day by decorating the school with paper orange and white doves with messages of peace and stories of our coming to Australia.

Students dressed in national costumes, attended a special assembly and participated in classroom activities which promoted peace.
National partnerships and significant Commonwealth initiatives

2013 saw the conclusion of the National Partnership, Teacher Quality, Center for Excellence initiative. Key achievements of the partnership included:

- Formation of a highly successful Community of Schools to jointly develop best practice, quality teaching.
- Formation of a 40 strong voluntary accreditation network that led to increased leadership capacity and density with strong understandings of and commitment to the Australian Professional Standards for Teachers.
- Embedding the practice of Instructional Rounds as a transforming practice to shift teacher practices.
- Strong sense of a research-evidence based pedagogy in the school.
- A sustained professional learning culture with enhanced understandings of best practice in professional development and differentiated professional learning practices.
- Expanded capacity and commitment to pre-service teacher development and practicum support.
- Enhanced induction, orientation, teacher performance and review practices and processes.
- Commitment to forging effective academic partnerships.
- Sustained shifts in pedagogy and collegial planning including differentiation, increased formative assessment and quality feedback strategies and programming in reflective two-weekly cycles.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- monitoring students' results
- peer teacher reviews
- surveys and forums

School priority 1

Literacy and Numeracy

Outcomes for 2012–2014

- Increased levels of literacy and numeracy achievement for every student consistent with national, state and regional directions.
- Strengthened literacy and numeracy student outcomes through effective implementation of quality teaching practices.

2013 Targets to achieve this outcome included:

- 2.5% increase in percentage of students achieving proficiency standard in NAPLAN Reading Year 3, 5, and 7;
- 2% increase in percentage of students achieving beyond minimum standard NAPLAN Year 3, 5 and 7;
- 59% or more of students achieving expected growth in NAPLAN Reading Year 5 and Year 7.
- 62%, percentage of students in Kindergarten achieving Level 2 or above (Figurative-Facile) Best Start;
- 2.5% increase in percentage of students achieving proficiency standard in NAPLAN Numeracy Year 3, 5, and 7;
- 2% increase in percentage of students achieving beyond minimum standard NAPLAN Year 3, 5 and 7; and
- 68% of students achieve expected growth in NAPLAN Numeracy Year 5 and Year 7.
- 68% percentage of students in Kindergarten achieving Level 3 and above;
Strategies to achieve these targets included:

- Embedding professional learning and strategies; Language Learning and Literacy (L3), Focus on Reading (FOR), and Teaching English Language learning (TELL), including inducting and mentoring new teachers to these programs and practices.
- Collegial planning and programming that has a strong data base, reflecting use of continua, with strategies for increasing student feedback and formative assessment and differentiation of the learning.
- Sharing professional learning and practice with Stage peers and colleagues from the Center for Excellence Community of Schools.

School priority 2
Curriculum and Assessment

Outcomes for 2012–2014

- Clear alignment between the implementation of curriculum, professional learning and student learning needs.
- Appropriate assessment practices embedded in all teaching and learning programs.

2013 Targets to achieve this outcome included:

- More than 40% increase, in the evidence of formative assessment strategies observed;
- 20% increase in the number of staff in Phase 2-4 domains Data Analysis Skills Assessment (DASA) with all teachers demonstrating movement of one band each year; and
- NSW Board of Studies Australian Curriculum implementation timetable met with confidence by all teachers.

School priority 3
Student Engagement and Attainment

Outcomes for 2012–2014

- Maximise student engagement through the implementation of innovative quality teaching and learning strategies and 21st Century pedagogy.
- Students experience challenging, flexible, personalised, safe learning environments.

2013 Targets to achieve this outcome included:

- >10% increase in ICT resources to support innovative, differentiated, 21st Century learning;
- 5% increase in student participation in extra-curricular programs and activities;
- 100% of teachers accessing personalised professional learning and support through Centre for Excellence Plan implementation;
- Greater than 50% of students receiving gold and silver rewards and recognition within and beyond school;
- Decrease percentage of students with partial attendances K—6 by more than 5% in each year cohort.
School priority 4  
Leadership and Management

Outcomes for 2012–2014
• Strengthened leadership and management capacity of school staff, executive and principal to drive school improvement.
• Increased staff capacity to meet the needs of a significantly culturally diverse school.

2013 Targets to achieve this outcome include:
• 100% of early career teachers to gain and maintain accreditation with the NSW Institute of Teachers at Competence level;
• 10% increase in teachers seeking accreditation at Professional Accomplishment or Leadership level, with at least one additional teacher per year registering NSWITI;
• 95% of school based professional development is registered on MyPL (DEC tracking tool), aligned with NSW Institute of Teachers Professional Teaching Standards;
• one band improvement across NSW DET Analytical Framework for effective leadership and school improvement, for all areas previously scoring Band 2; and
• 100% of established, experienced teachers take on additional roles and responsibilities.

Professional learning
This year teachers were involved in extensive whole school programs, stage-based professional learning, individual opportunities and mandatory training. They had a variety of professional learning opportunities that were in-school, within our community of schools and externally provided.

Our School Development Days provided teachers with professional learning opportunities about:
• TELL
• Focus on Reading
• Formative Assessment and data walls
• The Australian Curriculum, English and Mathematics
• Learning Across the Curriculum
• Quality Learning Environments
• Student well-being
• 21st Century Learning

In March, our school hosted principals, executives, teacher and educational consultants from public and private schools, to demonstrate "best practice" in professional learning. Our teachers opened their classroom for observation and critique by these educators and demonstrated how feedback is given to our students as they learn. This work was led by Professor Richard Elmore, from Harvard University, with whom our school executive worked closely to demonstrate "best practice".

Our school also hosted our annual "Instructional Rounds" exploring the use Information and Communication Technologies to achieve collaboration and creativity in the classroom. The findings demonstrated sound, consistent practices across the school with future directions and recommendations to include; trailing a Bring Your Own Device strategy in 2014, increased mentoring and peer observation effective strategies, increased opportunities for 'Flipped Learning and Self Organised Learning Environments (SOLES).
All eligible teachers achieved accreditation or commenced accreditation preparation with the NSW Institute of Teachers. They are shown above receiving their awards from principal, Estelle Southall and Federal MP, John Murphy. Recognition of teacher achievement, accreditation is valued and acknowledged publicly.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Stage 3 students were surveyed using the Quality of School Life (QSL) survey.

Their responses, which are generally highly positive, are presented as graphs below.

- This graph demonstrates that the majority of students enjoy being at school and feel proud of their school.

- The majority of students believe that their lessons are relevant and useful.
Students have positive relationships with their teachers. They believe teachers treat them fairly, and are keen for them to be successful learners.

Future Directions 2014

In addition to continued implementation of the school plan 2012 – 2014:

- Expand successful Early Stage 1 literacy practices L3 to Stage 1.
- Utilise PLAN Literacy and Numeracy Continua to refine Stage 2-3 literacy practices.
- Embed ‘visible learning’ strategies and practices and 21st century pedagogy.
- Implement NSW Syllabus for Australian Curriculum English, and prepare for 2015 implementation Science/Mathematics.
- Implement BYOD trial Kindergarten and Stage 3.
- Enhance parent feedback and participation in sustaining and shaping school culture.

Parents' satisfaction is evident in the strong support of school events and endeavors, the numbers of parents supporting school functions and workshops, P&C attendance and the great esteem the school is held in, within the local area.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Estelle Southall        Principal
Jennifer Vella          Highly Accomplished Teacher (Relieving)
Pauline Cannata         Relieving Assistant Principal
Rachel Clapham          Relieving Assistant Principal
Katherine Owens         Relieving Assistant Principal
Luke Harris             Teacher
Kathleen Luschwitz      Teacher Reading Recovery
Vicki Jones             P&C representative
Chris Prouty            School Chaplain

School contact information

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