

One student competed at NSW state level in softball and two students represented us in shot put and the 8 years boys' 100m sprint at the NSW PSSA Carnival.

This year Homebush finished 11th overall in swimming, 7th in cross country and 5th in athletics — our best performances for many years. Staff attend PSSA meetings to discuss trends in sport in our Zone.

1.4 General & Specific School Initiatives (including citizenship)

Homebush School encourages students to participate in a wide variety of academic and recreational activities.

Students in Years 3–6 participated in the University of NSW English and Mathematics Competitions, with a high number of students receiving credits and several receiving distinctions. One Year 6 student was awarded an Australian Mathematics Competition Medal, which was presented to him at Parliament House, Canberra. This award was particularly significant since he was competing against high school students. One hundred and eighty-six students participated in the Australian Schools Science Competition from Years 3–6. Forty-three children in Years 5–6 participated in the new computers competition.

All students took part in the school Peer Support Program during term 2, followed by Drug Education in term 3 and Child Protection in term 4.

During Education Week the school had open classrooms and a Snapshots concert, which were well supported by the parents. The Cyberspace Program is a new middle school (Years 5–8) program linking eight Granville District schools (primary and secondary) by the Internet. Cyberspace caters for talented writers.

Section 2—Evaluation of Key School Programs

2.1 Educational and Management Practice Evaluation

In an endeavour to measure our school community's perception of school culture, 40% of our parents/caregivers, students in Years 5 and 6 and all staff were surveyed. The SchoolMap survey focused on the cultures of learning, improvement, ownership and the context of the school in society.

Findings

The survey found a strong correlation between the attitudes of the staff, parent community and the students in a range of areas. These include a belief that Homebush PS:

- is a community of learners;
- promotes improved learning outcomes;
- has a culture that supports a strong ownership of the school;
- fosters belonging and collective responsibility; and
- recognises and celebrates achievement.

In some areas there was a discrepancy between the students' attitudes and the combined attitudes of the staff and parents; which tended to be almost identical. Some students felt the school was not always supportive of their needs and that the school's culture did not fully support continuous improvement.

Future Directions

Students will be encouraged to regularly voice their concerns and needs through normal classroom procedure as well as the Student Representative Council (SRC). The latter forum is open to representatives from Years 2 – 6.

2.2 Curriculum Evaluation — Student Learning in Community Language

Background

During 2001 the teaching staff, with the cooperation of the community language teachers, trialled the introduction of mothertongue maintenance (MM) classes from 8–9a.m. for Years 3–6 students.

Findings

Throughout the year difficulties have arisen which have challenged the viability of the program.

These difficulties were primarily concerned with:

- the late arrival of students for the classes;
- a relatively high rate of student absenteeism;
- a decreased proportion of Chinese students attending, i.e. 50% of Chinese students in Years 1 and 2 attend MM classes, whereas only 37% in Years 3–6 attended. However, the proportion of Tamil students attending MM classes remained stable at 28% throughout Years 1–6; and
- the failure of many students to perceive the program as an integral part of the curriculum.

The Tamil and Chinese community language evaluation carried out during term 3, 2001 highlighted the need for considerable change throughout the school. The evaluative process involved three written surveys being sent to all parents, the interviewing of students and teachers, and a school community meeting in November, to ensure the committee gained a thorough knowledge of the situation. The recommendations of the evaluation have formed the basis of change for the 2002 school year.

Future Directions

- With a commitment to student punctuality from parents, the 8–9a.m. classes will continue to operate for the first semester of 2002. The program will be closely monitored during this time.
- If poor punctuality continues, or inadequate student commitment is demonstrated, the program will be rescheduled to operate between 9a.m. and 3p.m., as exists for students in Years 1 and 2.
- Additional funds will be used to purchase Tamil and Chinese computer programs and resources to extend learning opportunities and increase the range of teaching strategies used in community language classrooms.
- From 2002, both Chinese and Tamil languages will be offered to students in Years 3–6 who are from neither Chinese nor Tamil backgrounds.

2.3 Programs to Support Learning

Technology

As part of the implementation of the new school reporting program, SchoolMate, classroom computers have been networked throughout the school. There is now at least one computer in every classroom. This complements our junior and senior computer

laboratories, each of which can accommodate a whole class.

Each student had access to at least two hours per week to his/her own computer. Assignments were presented as a website or a multimedia presentation. We have programs that complement many KLAs, covering all grades from Kindergarten to Year 6.

The latest Department of Education and Training (DET) Computers in School's Program has provided us with 30 new Pentium III computers for the senior laboratory. The speed and quality of these computers have increased the productivity of this laboratory, with far fewer computer freeze-ups.

Internet access is proving to be a weak link in our communication. The installation of a proxy server should marginally improve our Internet access next year but the DET's network is obviously suffering from heavy communication traffic from all of its schools.

2.4 Equity Programs

Aboriginal Education

Aboriginal history and culture is a unit of work in Human Society and its Environment for Years 3–6. Students in Years 3–4 have learnt about the impact of European settlement on Aboriginal culture and lifestyle. Students in Years 5–6 have focused on the impact of Federation on Aboriginal citizenship.

Students in Years K–6 experience aspects of Aboriginal culture as it relates to creative art and English. Aboriginal perspectives are applied across the relevant key learning areas.

Multicultural Education

At Homebush Public School, 95% of the school population is from non-English speaking backgrounds. As a school, we are committed to developing an understanding and appreciation of the diversity of cultures within the school and the wider community. The curriculum is implemented with sensitivity to the specific language and cultural needs of the students, together with an awareness of issues concerning anti-racism and equity.

Tamil and Chinese are the predominant groups within the school. Specialist community language teachers teach these languages. Multicultural education continues to encourage involvement and support from our ethnic communities, as well as fostering a greater understanding and knowledge of those cultures.

Tamil and Chinese students published various text types, in their mother tongues, and samples of these were presented in our fortnightly school newsletter.

2.5 Programs to Support Students

Students with Disabilities

Twelve students identified with mild to moderate support needs were provided with additional support through State Integration Funding. These students were on individual programs to cater for their specific needs.

Two teachers' aides, funded through the State Integration Program, implemented the individual programs for students four days per week. Some students required one-to-one assistance. These students were included in mainstream class activities and followed the school curriculum, at their own level, with the support of their class teachers.

Learning resources, relevant to the programs, were purchased for each student's benefit and progress.

Student Welfare

When enrolling a child at Homebush Public School, all parents are given a copy of our Student Welfare Policy. Its implementation has helped to ensure a safe and healthy learning environment for our students. The policy provides clear guidelines for students, parents and staff through its emphasis on:

- a levels/contract system;
- house points reward system;
- weekly achievement and citizenship awards as well as silver and gold awards for excellent standards of behaviour; and
- morning and weekly assemblies to promote and celebrate student achievement.

Throughout 2001, only one student out of our total student population of 520 was placed on a level (Refer: Student Welfare Policy). This is a reflection of the consistent and effective management skills of staff combined with a good standard of student behaviour. The Peer Support program and our student councillor system have helped to develop student leadership skills. These programs together with Child Protection have helped to develop students' awareness of their roles and responsibilities.

Drug Education

As in previous years, drug education was successfully implemented across Years K–6 in 2001. The focus of drug education, as taught at Homebush PS in 2001, was on teaching the students how to keep themselves safe around medicines, how drugs affect themselves and others as well as making decisions about drugs. Our parents and the community were encouraged to discuss positive ways of enhancing the school's drug education policy. A survey of teaching staff in 2001 found that the drug education policy was effective.

2.6 Student Performance in Literacy

This year Homebush Public School again made literacy a key focus area. Particular emphasis was placed on text writing. Additional teachers were trained in assessing students' text writing so that assessment is consistent and useful for diagnostic purposes.

School assessment has shown that most students have a sound grasp of the structure and of the different types of text writing. The Basic Skills tests results support this finding.

Year 3 Performance in Literacy

Seventy-three Year 3 students sat for the Basic Skills Test (BST) in Literacy. Students performed slightly above the state average for boys and girls.

Reading

Students performed significantly above the state average in description, narration and exposition, indicating that there has been significant growth in this area, particularly in comparison with 2001. Although our students improved in the area of vocabulary, this area is still one of concern.

Language

There was an improvement in overall results in language showing strength in spelling, tense and punctuation. This was a marginal improvement on the 2000 results.

Year 5 Performance in Literacy

Seventy-eight Year 5 students sat for the BST in literacy. Students performed slightly above the state average for boys and girls.

Reading

Students performed well in areas involving instruction, discussion and locating information. This is an improvement on results for 2001. Students achieved less well in identifying the main idea of a text and locating the meaning of a particular word. This aspect of the results is an improvement on those for 2000.

Language

Students performed well in the eight questions concerning spelling and pronouns. This compared less favourably with results achieved in 2000. Students experienced some difficulties with plurals but still achieved overall better results than those achieved in 2000.

The school's results showed little or no difference between reading and language. The school "means" for the last eight years show an upward trend.

2.7 Student Performance in Numeracy

As a response to school assessment data as well as that provided by the BSTs, the school has had a special emphasis on space and measurement. The school now has a wide range of resources to support maths units with hands-on materials. Consequently there has been an improvement in numeracy, particularly in space and measurement.

The school's results in the BSTs showed little or no difference between measurement, space and number. The school "means" for the last eight years show an upward trend.

Year 3 Performance in Numeracy

Our students in Year 3 performed above the state average for boys and girls.

Students performed well in number. Areas of strength were money, multiplication, division and subtraction. Students achieved well in measurement in temperature, mass and length. Strong responses in space included those questions requiring an understanding of the properties of three-dimensional figures and graphs.

There were no questions in numeracy, where our school's percentage correct was 10 lower than the

state percentage correct. This compares favourably with results for 2000.

Year 5 Performance in Numeracy

Our students performed above the state average in numeracy.

Strength was evident in numeracy, where students performed well in multiplication, subtraction, addition, money, numeration and division. Students also achieved well in measurement in the areas of time, area, volume and length and also in space in questions involving two- and three-dimensional figures, and graphs.

There were no questions where the school's percentage correct was 10 lower than the state percentage correct, as was the case in 2000.

Section 3—Targets

3.1 Progress on 2001 targets

Homework

A K–6 homework policy was developed reflecting the needs of our students and the Departmental Homework Policy. This was distributed to the parent body, outlining specific requirements for each grade throughout the school.

Electronic Assessment and Reporting:

The Technology Committee selected the SchoolMate program for the collection of student assessment data and reporting to parents. All staff received introductory training on SchoolMate during the term 3 school development day.

Assessment data in English and mathematics outcomes was collected during terms 3 and 4 on all students in Years K–4. During term 4, K–4 teachers who were trained in grade groups entered their collected data onto the SchoolMate program.

As part of their semester 2 report, Year 2 teachers reported to parents on Mathematics outcomes using a SchoolMate report.

At the beginning of 2002, K–5 teachers will begin entering assessment data on SchoolMate as syllabus outcomes and pointers are achieved by the students. SchoolMate will generate reports for K–5 students in English and mathematics. The reports will indicate the degree of achievement for the outcomes and pointers covered each semester in these two KLAs.

Focus from Basic Skills Results

Whilst verb/subject agreement, tenses and plurals remain areas of concern, they have all improved substantially this year. The students' results in inferential comprehension have also improved. The areas of descriptive writing and sentence structure will continue to be a focus area for improvement next year.

Chinese and Tamil Mother tongue Maintenance:

The learning outcomes of students involved in these programs were more closely monitored this year. Resources and technology were also upgraded, with the Chinese and Tamil community language classrooms each having two computers installed and connected to the Internet. This has enabled the students to make use of recently purchased programs.

3.2 Targets for 2002

Target 1: To improve student outcomes through more systematic monitoring of indicators

To effectively implement SchoolMate, a system of continuous electronic assessment, during 2002.

The school will do this by:

- teachers of grades K–5 recording outcomes and indicators into the SchoolMate program;
- generating reports in English and mathematics for students in grades K–5; and
- utilising the information for teacher programs and practice.

The school will know it has been successful when:

- teachers are familiar with the use and format of SchoolMate;
- SchoolMate reports have been received and understood by the parent body; and
- there is a demonstrated improvement in student achievement of outcomes and indicators.

Target 2: To increase the general knowledge and vocabulary of the students

To improve the general knowledge of students throughout the school.

The school will do this by:

- raising the awareness of general knowledge by having systematic quizzes based on HSIE, science and technology (S&T) topics and current affairs;
- involving parents in the program; and
- purchasing resources.

To improve the vocabulary of all students by:

- vocabulary emphasis in class programs;
- all students in Years five and six to have personal diaries;
- providing large class dictionaries for Years 3 – 6; and
- linking the vocabulary and general knowledge programs.

The school will know it has been successful when:

- the students' general knowledge has improved, as measured by responses to pre-tests of HSIE and S&T topics;
- students develop the ability to put current affairs in appropriate contexts; and
- student outcomes are improved in non-fiction text types.

Target 3: Environmental Education

To begin the implementation of an Environmental Education policy from Kindergarten to Year 6.

The school will do this by:

- forming an Environmental Education committee;
- training staff;
- including Environmental Education in class programs, K – 6; and
- designing a project on the school grounds.

The school will know it has been successful when:

- the Environmental Education policy is functionally incorporated into teachers' programs; and
- students demonstrate their understanding of environmental issues through their specified projects.

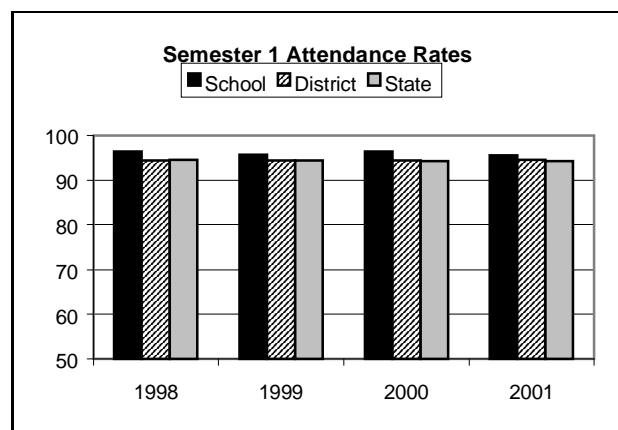
Section 4—School Features

4.1 School Enrolment and Attendance Profile

Homebush Public School has maintained its maximum capacity of eighteen classes. The year concluded with an enrolment of 520 students. Local students account for 73% of the total school population. At the end of semester one, 94.5% were from language backgrounds other than English (LBOTE). A total of 29 language backgrounds are represented among our students. Fifty per cent of

students speak Tamil; 20.5% speak Chinese; 4% speak Korean and 3% speak Tongan. An additional 7% speak other languages from the Indian sub-continent.

From the second week of semester one, a total of 47 students enrolled and 16 left the school (up to July 2001.) Seventy-four percent of primary students complete their primary years at this school. Fifty-three per cent of the total enrolments are male. In Years K-4, males account for 44% of the student population. This proportion increases to 61% in years 5 and 6.



4.2 Structure of Classes

The students were organized into fourteen parallel classes and four composite classes. A majority of males in the senior school necessitated an all boys 5/6 composite class.

Tamil and Chinese background students in Years 1-6 received two hours of instruction from 8-9a.m. The community language teachers developed the programs around Mother tongue Maintenance guidelines. These teachers also take small groups of students from non-English speaking backgrounds, in Years 1-6, for vocabulary development, comprehension skills, reading and text writing.

4.3 Staffing

- Principal
- Assistant principals (two)
- Executive teachers (two)
- Classroom teachers (fourteen)
- Teacher librarian
- ESL (three)
- Release teacher (0.756)

- Part-time teacher (0.8)
- Support teacher (0.4)
- Chinese community language teacher
- Tamil community language teacher
- Clerical assistants (2.6)
- Full-time general assistant

4.4 Parent and Caregiver Involvement and Participation

Parents and community members continue to be actively involved in the development of school programs. There is increased family and community participation in special days and events such as open days, school picnics, dances and meetings. The library, together with the STLD and Integration programs, have all greatly benefited from a close working relationship with parents.

The Parents' and Citizens' Association (P&C) has committed itself to supporting and providing resources for various school initiatives. Its contribution of \$11 400 towards reading assessment and technology hardware has assisted the school in providing quality resources for our students. The P&C also provides a forum for parents and the community to become aware of school programs. Parents have participated in surveys to evaluate and improve the Chinese and Tamil Mother tongue Maintenance programs.

The School Council played a leading role in the continued cooperation between various community groups and the school for mutual benefit. Parents attended student progress meetings with classroom and support teachers, as well as P&C meetings, to develop functional student progress reports.

4.5 Community Use of School Facilities

A wide variety of community groups, including sporting, dancing, drama and various cultural organizations, made use of various school facilities during the year, with the school earning over \$8 490 from hall rental to these groups. This money was spent on teaching resources.

The Russian and Tamil language schools have continued using the school classrooms during weekends.

The standard of care exhibited by some of the groups last year was of concern. Meetings between the school facilities committee and executive of the Russian and Tamil language schools were held in February and June to clarify conditions of use of the school and to improve communication between the groups.

4.6 Financial Statement Summary

This summary covers funds for operating costs from 1 December 2000, and does not involve expenditure areas such as salaries, buildings and major maintenance.

Date of Financial Summary	20/11/01
Income	\$
Balance brought forward	132 144.91
Global funds	160 594.40
Tied Funds	43 547.34
School & community sources	143 704.63
Interest	5 707.00
Trust receipts	3 212.57
<i>Total Income</i>	<u><u>356 755.94</u></u>
Expenditure	
Teaching & learning	27 426.21
Library	13 342.26
Training & Development	13 603.97
Tied Funds	23 570.19
Casual relief teachers	52 547.21
Administration & office	107 397.84
Utilities	27 812.73
Maintenance	23 563.27
Trust Accounts	3 127.98
Capital programs	17 314.71
<i>Total expenditure</i>	<u><u>361 334.21</u></u>
Balance carried forward	<u><u>127 566.64</u></u>

Voluntary School Contributions

The amount set by the school's community for the annual voluntary school contribution is:

Years K-6, \$36 per student

Principal's Comment

A full copy of the school's 2001 financial statement is available from the school.

Within realistic budgetary constraints, the school is continuing to provide appropriate quality resources for teaching and learning.

Accumulated funds have been allocated for upgrading/replacing expensive technology and library resources over the next three years, together with the construction of another COLA during the summer vacation.

4.7 About This Report

The self-evaluation committee has gathered information from evaluations conducted during the year, analysed other information about the school's practices and student learning outcomes and synthesised it in this report. Targets have been determined for the school's future development.

Members of the school self-evaluation committee included:

Gabrielle Allan-Smith, Executive Teacher
 Sellathurai Parimalanathan, Parent Representative
 Daryl Jacobs, Chief Education Officer
 Ron Williamson, Principal

Public Meeting

The school will hold a special meeting to discuss the contents of this report in the school library at 7.30pm on Tuesday, 12 February 2002. You are encouraged to come to discuss the information contained in this report.

Ron Williamson
Principal

The district Chief Education Officer provided guidance to the school during the self-evaluation process. The contents of the annual report have been validated by the Chief Education Officer.

Daryl Jacobs
Chief Education Officer
Granville

Targets contained in the report have been endorsed by the District Superintendent. The targets are used to facilitate district planning and allocation of district resources

Diane Wasson
District Superintendent
Granville

