

# Busby Public School Annual Report



2016



4337

## Introduction

The Annual Report for 2016 is provided to the community of **Busby 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.

Lisa Ritherdon

Principal

### School contact details

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## School background

### School vision statement

The Busby Public School learning community equips all learners with the essential skills to become active and informed citizens that successfully contribute to the community and society in which they live.

All staff are expert practitioners who value collaborative partnerships and the collective responsibility for student learning and success. Teachers use the evidence based teaching strategies to design innovative curricula to support all learners to achieve their academic and social goals.

The school community has high expectations for the development of the whole child and their families through genuine and strong home–school partnerships. We will achieve system leadership and foster learning alliances across a collaborative and future focused community of schools.

### School context

Busby Public School is an innovative school that provides high quality educational programs for students with a strong emphasis on literacy and numeracy. The staff is made up of a core of experienced teachers who have contributed many years of service to the school and several early career and temporary teachers who have demonstrated sound curriculum knowledge and effective student management strategies. 240 students are currently enrolled at Busby Public School, with 65% of students with English as an additional language/ dialect and 45 Aboriginal students. The school has a focus on continual improvement of student learning outcomes within a safe, caring and supportive environment. Busby Public School is a part of the Early Action for Success program. The key initiatives of the school include developing a growth mindset for both teachers and students, future focused pedagogies, differentiated learning and collaborative planning.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our school undertook self–assessment using the School Excellence Framework. 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.

**Learning–** A solid focus on student learning has allowed the school to enhance its collective responsibility for student success in 2016. This has been achieved through a dedicated staff working together collegially and planning and evaluating learning experiences in a collaborative process. The school culture has been strengthened through developing and maintaining positive relationships on all levels – students, staff, parents, community, Department of Education personnel has enhanced student learning and engagement. Gains made in 2016 include, but are not limited to, student recognition and engagement with cultural diversity and the provision of curriculum delivery that integrates technology and information services.

Developing and strengthening partnerships with 2168 network of schools demonstrated our commitment to broadening our skill and knowledge base to ultimately benefit our students and staff.

**Teaching–** Our main focus has been on identifying student learning needs through professional dialogue around unpacking the markers in the Literacy and Numeracy continuum's to support effective classroom planning and pedagogy. During 2016, formal and informal arrangements were supported and expanded to facilitate exchange of practice, ideas, opportunities and resources across the school and to draw on the broad range of expertise available within our learning community.

**Leading–** Our school has focused on our partnership with parents and community. In 2016 links were fostered and strengthened with other organisations and individuals to support the programs that the school offers for students, particularly in cultural and performing arts areas. Teams of parents and carers worked actively to assist the school to provide educational opportunities for students and to develop and achieve the priorities outlined in the school plan. Parents were surveyed to determine how the the school can enhance communication and structures were put in place reflecting the survey feedback regarding the preferred means of access to information about school programs, events and activities.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further

improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

High performing students within a dynamic learning culture

### Purpose

To ensure students at Busby Public School become active participants in society, we strive to promote student development of strong identities as learners through our relentless commitment to high expectations for every student. We will empower students to be creative, innovative, collaborative and critical learners and thinkers.

### Overall summary of progress

Current analysis of PLAN data indicated that this improvement measure is being achieved. Throughout the year targeted professional learning was differentiated to support all teachers in their knowledge, understanding and analysis of student data to drive the learning conversations teachers had with students to identify individual learning goals.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase student growth in NAPLAN and PLAN data with a strong data focus in literacy and numeracy.	All teachers have entered data into PLAN for both literacy and numeracy. Reading results included:  78% of Kindergarten achieved benchmarks  50% of Year 1 achieved benchmarks  64% of Year 2 achieved benchmarks  NAPLAN  59% of Year 3 achieved band 3 or above  61% of Year 5 achieved band 5 or above	\$20000 for teacher release
An increase number of students participating in extra curricula opportunities.	Levels of students in extra curricular have continued to grow during the year due to the provisions of extra curricular opportunities such as,  Public Speaking, PCYC, Gymnastics, 3D printing	\$36400 for resources and staff professional learning

### Next Steps

Executive reflection has provided future directions for 2016 to provide high quality educational outcomes. These include:

Student Wellbeing– review of rules and reward system.

LST– update referral processes and redefine the focus of the team to support in classrooms.

Technology– High engagement of students using technology across the school.

## Strategic Direction 2

### Excellence in Teacher Quality and Leadership

#### Purpose

Student learning is underpinned by high quality teaching and leadership. Teachers and leaders at Busby Public School will build a strong culture that has a growth mindset, collective efficacy and moral purpose.

We will provide opportunities for future-focused, differentiated professional learning to drive flexible curriculum design and evidence-based pedagogies to improve student learning outcomes.

#### Overall summary of progress

Changes in classroom pedagogical practices indicate the successful building of teacher quality in developing student engagement in Literacy and Numeracy and embedding formative assessment practices K-6.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers have a learning journal which reflect their personal learning goals.	All teachers complete learning journals via google drive to support reflective practices in line with their learning goals.	

#### Next Steps

Executive reflection has provided future directions for 2016 to provide high quality educational outcomes. These include:

Literacy & Numeracy– Differentiated learning tasks used by all teachers to support student learning.

Aboriginal Education– Teachers ensure that Aboriginal perspectives are incorporated in teaching and learning programs.

History/ Geography & Science– develop a school scope and sequence to support student learning.

## Strategic Direction 3

### Authentic Partnerships and Learning Alliances

#### Purpose

Students benefit from the school's planned and proactive engagement with parents and the broader community. Busby Public School successfully fosters collaboration with key stakeholders to ensure continual improvement, innovation and shared professional practice.

We will build community trust and strengthen quality relationships within and beyond the school.

#### Overall summary of progress

The evidence indicates that we have made a significant improvement in building partnerships. The network of the community of practice has been enhanced through collegial professional learning. The showcasing of visible learning provided an opportunity for the wider community to observe current pedagogy in action followed by school teams engaging with our staff in professional dialogue. The parent, community and school partnership has continued to be developed through stronger communication and a variety of opportunities offered to enhance collaboration between all stakeholders.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased number of parents contribute to programs or activities offered by the school  Active participation of staff in professional learning networks initiatives (engaging in or leading)  Increased involvement in school and community initiative as measured by feedback, surveys and attendance at school events.	All staff participated in collegial Professional learning within a community of practice. The success was evident through a common language being embedded throughout professional dialogue across the community of schools.  Through the establishment of the parent café and parent dinner the school community are working together to focus on the schools future directions and evaluation of the school plan.  Community communication and participation avenues have been broadened through the effective use of a variety of social media tools and opportunities provided through a diverse range of school events.	\$12000

#### Next Steps

Whole school community reflection has provided future directions for 2016 to provide authentic sustainable partnerships. These include:

- Embedding initiated community partnerships into a sustainable school culture
- Enhancing community of practice opportunities through authentic and diverse educational partnerships

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	K–6 Aboriginal students participated in weekly cultural classes to enhance their knowledge and understanding of Aboriginal Culture. Increased community profile at Kindaimanna day which celebrates the impact of Aboriginal culture within the school.	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$65 500.00)</li> <li>• Aboriginal background loading (\$11 000.00)</li> <li>• Aboriginal background loading (\$5 700.00)</li> <li>• Socio–economic background (\$22 000.00)</li> </ul>
<b>English language proficiency</b>	Targeted students supported with identified in class support to meet learning outcomes Employ EAL/D teacher 4 days per week, Employ SLSO to support EAL/D students	<ul style="list-style-type: none"> <li>• English language proficiency (\$101 000.00)</li> </ul>
<b>Low level adjustment for disability</b>	Funding was crucial in providing support for students identified in the key initiative. School Learning Support Officers were employed to work with staff and students to support the learning needs of the students, through one on one and group work activities, helping to differentiate and provide access to the curriculum has been the biggest impact of this funding.	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$190 302.00)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Reflective professional dialogue between teacher and mentor led to differentiated professional learning to support teacher needs.</p> <p>Weekly planning and assessment sessions conducted for all classroom teachers in identified focus areas provided additional in class shoulder to shoulder support.</p>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$8 000.00)</li> <li>• Socio–economic background (\$12 000.00)</li> </ul>
<b>Socio–economic background</b>	Employed 2 temporary classroom teachers to release executive staff to coach and mentor school teams in providing quality pedagogy. This included the employment of an additional Student Learning Support Officer to support this initiative throughout the school. This funding was used to enhance student access to the curriculum and access to educational experiences that would otherwise have not been available.	<ul style="list-style-type: none"> <li>• Socio–economic background (\$352 411.00)</li> </ul>
<b>Support for beginning teachers</b>	A greater understanding of the learning needs for all students is developing due to the opportunities for professional dialogue and reflective practice.	<ul style="list-style-type: none"> <li>• Support for beginning teachers (\$4 200.00)</li> </ul>
<b>Early Action for Success</b>	Through data analysis we have identified growth in effective literacy and numeracy strategies incorporated throughout K–6.	

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	119	119	118	122
Girls	114	114	109	125

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.6	90.9	88.2	87.4
1	93.5	91.8	90.7	90.8
2	91.7	93.3	89.6	92.2
3	92.4	93.9	91.5	92.3
4	94.3	91.1	91	93.8
5	92.4	94.1	89.6	90.7
6	91.7	94.2	91.7	93.7
All Years	92.5	92.8	90.3	91.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Busby Public School has a proactive action plan to ensure students regularly attend school. Our engagement officer monitors daily attendance concerns and liaises with students and parents to make improvements in attendance. A weekly visit from the Home School Liaison Officer ensures all strategies are employed to make attendance and learning our priorities. Students who attend school regularly are acknowledged and celebrated during our K–6 whole school assemblies. At the end of each term, the students who have a 100% attendance rate are awarded with a special certificate to encourage attendance and punctuality.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	8.16
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
Teacher of ESL	0.8
School Administration & Support Staff	3.42
Other Positions	3.59

\*Full Time Equivalent

Busby Public School has three staff members who are Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

### Professional learning and teacher accreditation

All professional learning in 2016 was aligned with our School Plan 2015–2017 and needs were identified through data analysis and Department of Education(DoE) priorities. There was a focus on building staff capacity in these areas. Much of our professional learning was focused on the implementation of L3 and effective literacy practices. All teachers participated in professional learning sessions and collaboratively developed classroom strategies to ensure quality literacy teaching K–6. Throughout the year there was an ongoing focus on differentiation and future-focused learning with an emphasis on catering for higher achieving students.

Two teachers have submitted evidence for accreditation with the Board of Studies, Teaching and Education Standards (BoSTES). These teachers received the ongoing support of the Teacher Mentor throughout the process of collating their evidence.

All staff completed mandatory training including Code of Conduct, Child Protection, cardio pulmonary resuscitation and asthma and anaphylaxis training.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>210 308.99</b>
Global funds	236 026.78
Tied funds	621 912.72
School & community sources	44 784.64
Interest	5 393.37
Trust receipts	1 064.00
Canteen	0.00
Total income	1 119 490.50
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	498.42
Excursions	13 565.16
Extracurricular dissections	28 477.61
Library	3 492.81
Training & development	0.00
Tied funds	550 240.03
Short term relief	18 179.39
Administration & office	45 598.00
School-operated canteen	0.00
Utilities	28 894.42
Maintenance	47 812.75
Trust accounts	1 089.64
Capital programs	0.00
Total expenditure	737 848.23
<b>Balance carried forward</b>	<b>381 642.27</b>

includes reporting from 13 October 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	349 042.46
(2a) Appropriation	342 350.20
(2b) Sale of Goods and Services	2 534.49
(2c) Grants and Contributions	4 007.75
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	150.02
<b>Expenses</b>	-120 768.38
Recurrent Expenses	-120 768.38
(3a) Employee Related	-63 663.05
(3b) Operating Expenses	-57 105.33
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	228 274.08
<b>Balance Carried Forward</b>	228 274.08

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The information provided in the financial summary

	2016 Actual (\$)
<b>Base Total</b>	1 792 768.26
Base Per Capita	12 315.68
Base Location	0.00
Other Base	1 780 452.58
<b>Equity Total</b>	721 130.52
Equity Aboriginal	79 158.83
Equity Socio economic	352 411.18
Equity Language	99 258.19
Equity Disability	190 302.32
<b>Targeted Total</b>	22 517.64
<b>Other Total</b>	513 077.59
<b>Grand Total</b>	3 049 494.01

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

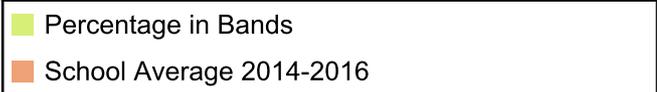
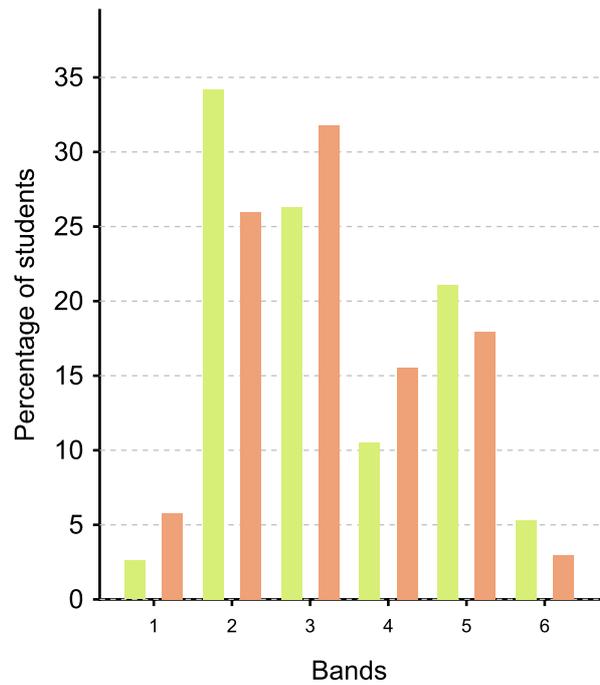
## School performance

### NAPLAN

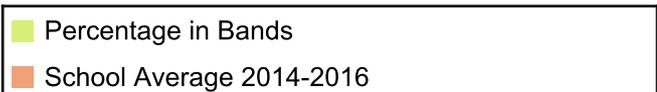
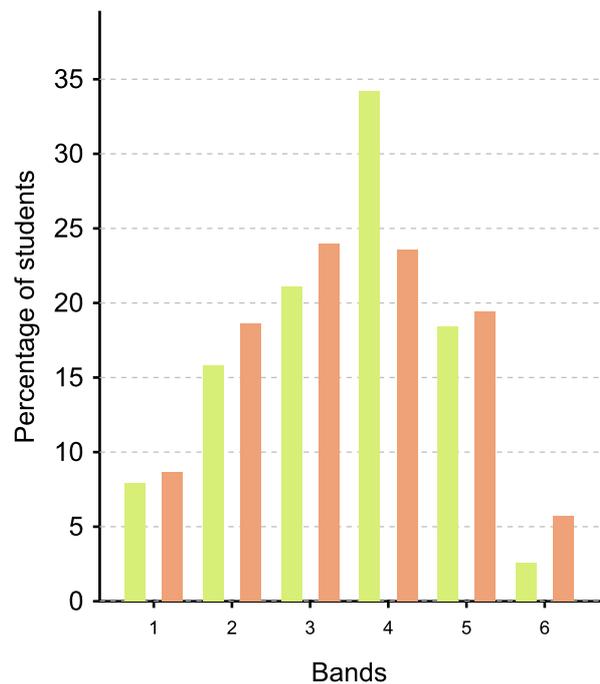
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016, 38 Year 3 students and 29 Year 5 students completed the literacy component of the National Assessment Program.

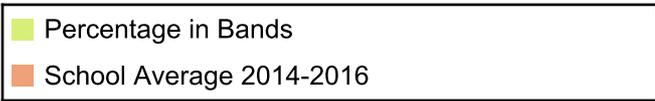
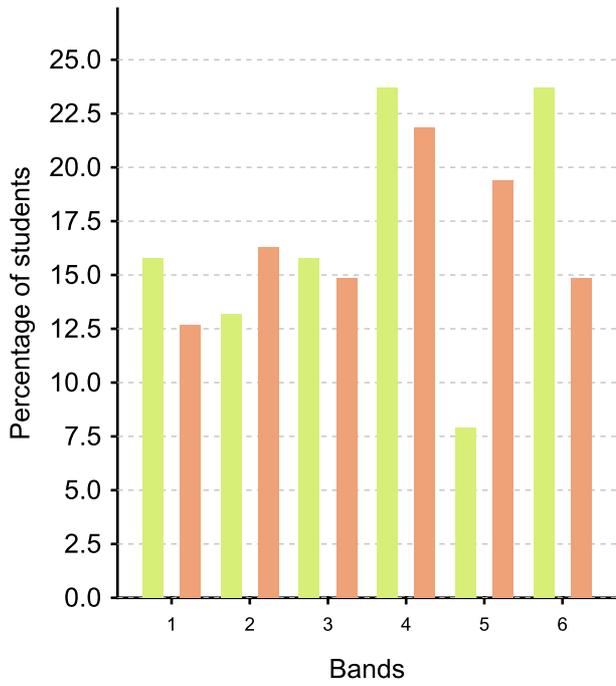
Percentage in bands:  
Year 3 Reading



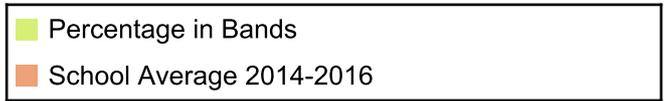
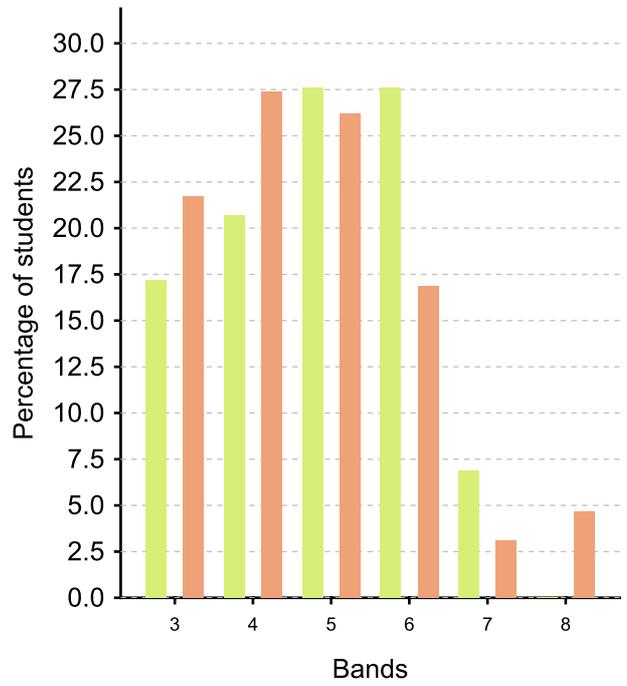
Percentage in bands:  
Year 3 Writing



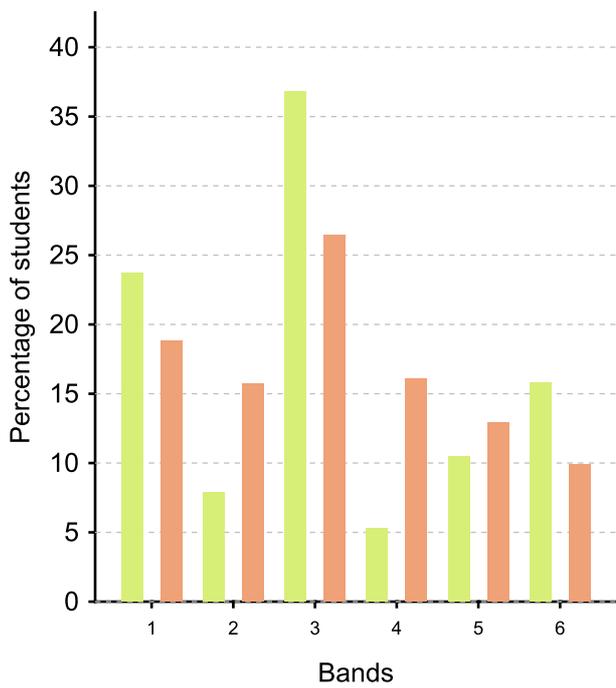
**Percentage in bands:**  
Year 3 Spelling



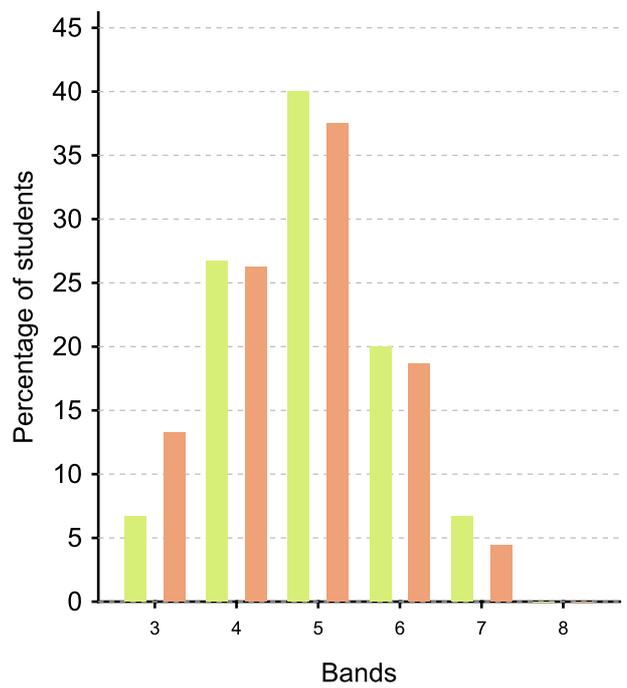
**Percentage in bands:**  
Year 5 Reading



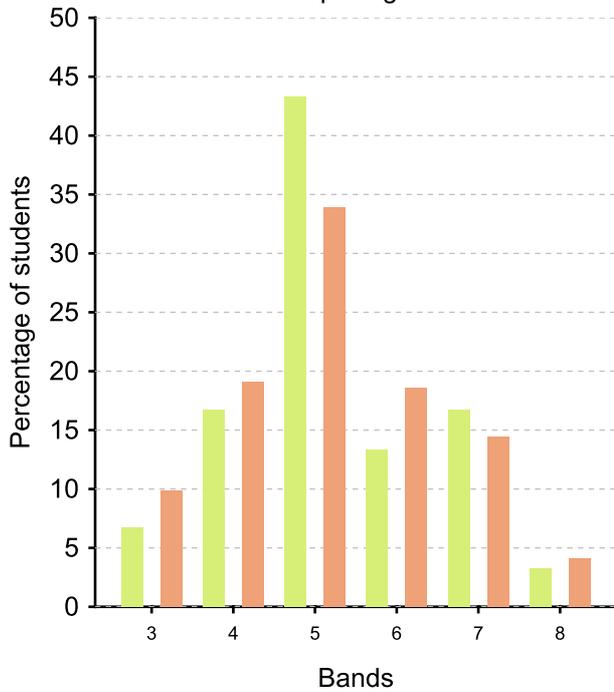
**Percentage in bands:**  
Year 3 Grammar & Punctuation



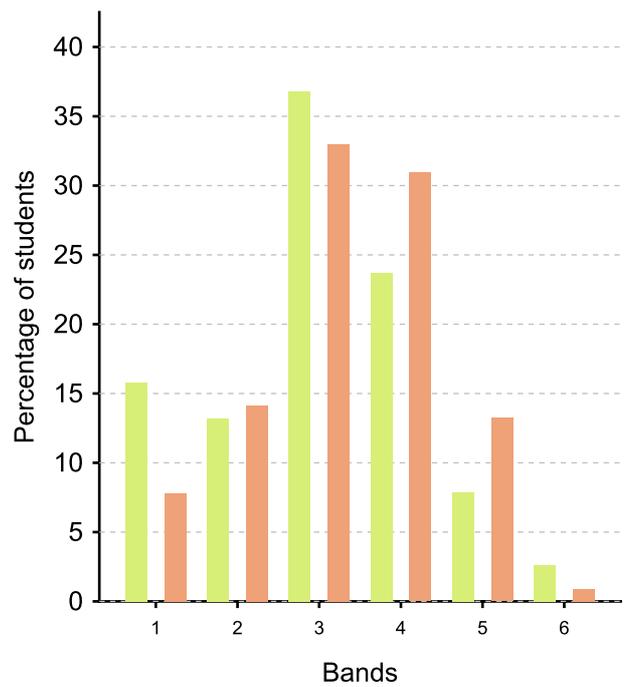
**Percentage in bands:**  
Year 5 Writing



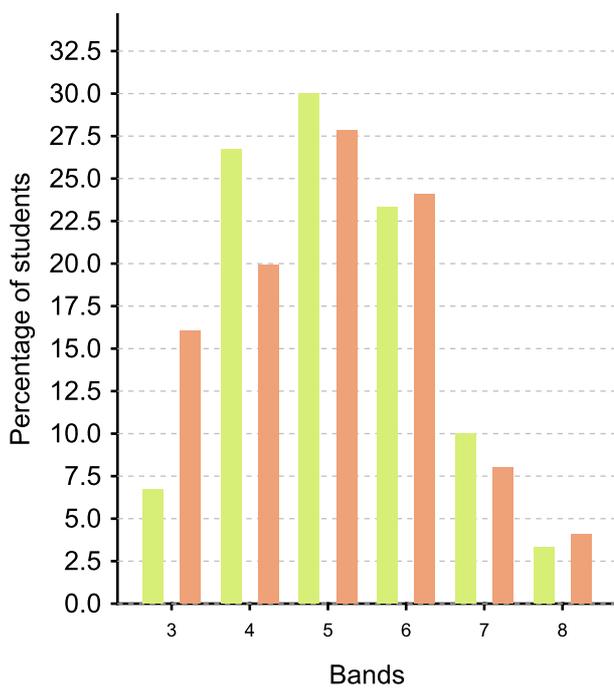
**Percentage in bands:**  
Year 5 Spelling



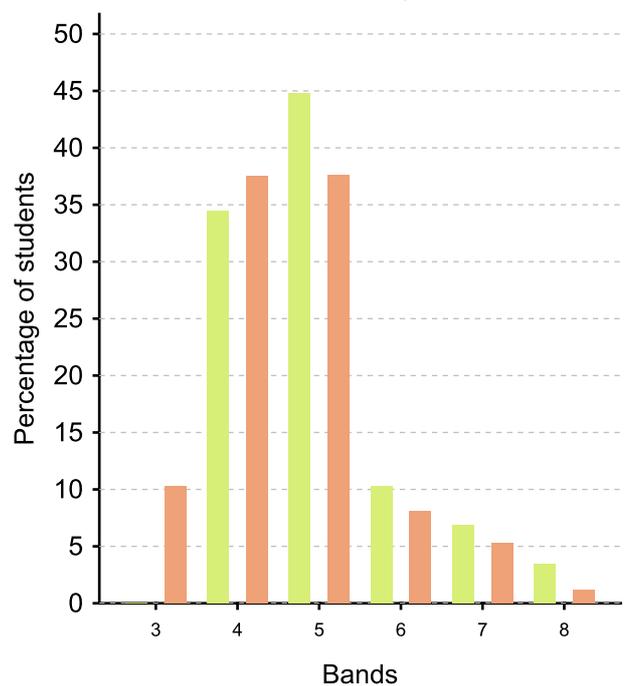
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Numeracy



In 2016, 38 Year 3 students and 29 Year 5 students completed the numeracy component of the National Assessment Program.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Busby PS is participating in the K–2 Literacy and Numeracy Action Plan to better support all students in achieving school growth in the top two NAPLAN bands.

As a result, 7% of Year 5 students achieved the top two bands in Reading with 17% working below state average and in Year 3, 26% of all students achieved the top two bands in Reading.

33% of Year 5 Aboriginal students achieved the top two bands in Reading with no students below National minimum standards. In Year 3 20% of Aboriginal students placed in the top two bands however growth data indicates that in 2015 we had 85% at or above National standards and in 2016 we have 100% of Year 3 students at or above National standards.

## Parent/caregiver, student, teacher satisfaction

Each year Busby Public School welcomes the feedback of parents, students and staff. In 2016 the school conducted the Tell Them From Me survey looking at school and classroom effectiveness. The surveys are then scored on a ten point scale. 0= strongly disagree and 10=strongly agree.

### Parents

The Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

The results from 19 respondents indicated that:

- parents felt welcomed when visiting the school 9.1
- parents supported learning at home by encouraging their children to do well at school 9.4

### Staff

The Teacher Survey is based on two complementary research paradigms: effective schools research and classroom practices.

The results from 16 teaching staff respondents indicated that:

- teachers collaborate with other teachers regarding strategies to increase student engagement 8.3
- teachers set high expectations for student learning 8.8

### Students

The Student Survey measures twenty indicators based on the most recent research on school and classroom effectiveness.

The results from 68 student respondents indicated:

- students find classroom instruction well-organised, with a clear purpose and with immediate feedback that helps them learn 8.8
- students feel teachers are responsive to their

needs and encourage independence with a democratic approach 8.6

## Policy requirements

### Aboriginal education

This project is a partnership between the Aboriginal parents and caregivers, Aboriginal community, Aboriginal students and staff at Busby Public School. Through empowering students and parents with the opportunity to build cultural knowledge and connectedness within the school, we have created an environment that is safe and supportive. Every Aboriginal student with our school had a Personalised Learning Pathway (PLP). These PLP's were collaboratively constructed by students, parents, the AEO and classroom teachers to identify learning goals. Parents were given resources so that they could help their children achieve their learning goals. This process is not only improving the educational outcomes for Aboriginal students, it builds confidence and teaches students to value and celebrate their education.

Kindaimanna Day was a highly successful whole school event that allowed students, teachers and community members to positively celebrate Aboriginal culture. This year, the assembly showcased the many talents of the students within our school. We were proud to have honoured guests attend the celebration. We also welcomed a number of Aboriginal students from local schools such as Miller High School, who provided the catering for our morning tea. The celebrations continued with students participating in a variety of exciting workshops that included pot painting, jewelry making and traditional Aboriginal dance.

### Multicultural and anti-racism education

As our Non-English speaking background is 65% of our school population, our teachers embed Multicultural perspectives in all of our programs. Cultural events and celebrations are celebrated throughout the year. In Term 1 the school celebrated Harmony day, to acknowledge diversity in our school and Australia as a whole. The students were encouraged to wear orange (the colour of harmony and peace) or clothes representing their cultural background. All classes participated in Harmony Day Internet learning experiences and each class completed Creative Arts activities from different countries around the world.

The EAL/D teacher team teaches with classroom teachers and provides in class support to students to ensure all students with language backgrounds other than English are given every opportunity to reach their full potential.

We strive to maintain our strong partnership with our multicultural community by providing translation of notes and interpreters during parent meetings and interviews. This has strengthened the communication between home and school.