

Busby West Public School

Annual Report



2016



4396

Introduction

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

Brian Marsland

Principal

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Message from the Principal

It has been a pleasure in 2016 to have lead and supported staff and the school community to self-reflect on present school practices, policies and procedures to enhance student achievement and wellbeing. This has resulted in ongoing changes that have focused on meeting the needs of our students and school. I have appreciated the support of a committed teaching staff and the desire of our school community to provide quality outcomes for all students.

School background

School vision statement

Busby West Public School is a school committed to creating engaging, purposeful and challenging learning programs and environments that develop the skills needed for the students to become independent life-long learners.

School context

Busby West Public School has an enrolment of 484 students Preschool to Year 6, including 47 Aboriginal and Torres Strait Islander students. 72% of students are from a non-English speaking background with Arabic, Samoan, Hindi and Lao being the predominant language backgrounds. The school has fifteen mainstream classes and seven support classes for students with mild, moderate and severe intellectual disabilities, as well as Autism and physical disabilities. Teamwork and staff participation are highly valued with staff involved in a collaborative approach to school-wide planning and assessment. Quality education is provided in a caring and supportive environment. The school is part of the Early Action for Success (EAfS) initiative and has been appointed an Instructional Leader and additional teacher allocation to deliver individualised intervention, drive professional learning and data analysis in numeracy for Years K–2. The school receives significant low socio-economic resource allocation model (RAM) funding and is participating in the Empowering Local Schools initiative. A major priority for the school in 2016 is a strong focus on literacy and numeracy.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning the school has a commitment towards building an effective learning culture where classroom and curriculum are differentiated and well-managed to promote student engagement and learning. Staff participate in professional learning around student wellbeing in a context of creating an awareness of cultural identity and diversity within the school and broader community. Appropriate interventions and support are provided for students to meet individual learning needs with an importance being placed on the evaluation of programs for future implementation to suit the needs of students. This has been supported through the accurate development and use of effective tracking systems across the school to monitor student performance on a regular basis. The school is building effective systems for assessment and reporting

The results of this process indicated that in the School Excellence Framework domain of Teaching our school has a commitment to ensure all classrooms are well-managed and teachers are engaging students in productive learning. Staff routinely have collegial and professional learning opportunities where syllabus content is reviewed and existing programs evaluated and improvement made for future implementation. This is supported by a data informed culture within the school that is used to inform key decisions by both the school and teachers who incorporate data analysis in their planning for learning. The school has established systems for collaboration and feedback to sustain quality teaching practice which focus on staff pursuing both student achievement and professional development. Professional learning is aligned to the school plan to achieve student outcomes in literacy and numeracy and incorporates individual's professional needs as evaluated through staff PDP goals. The school supports staff who are progressing through the accreditation process as well as staff knowledge of professional standards and curriculum requirements.

The results of this process indicated that in the School Excellence Framework domain of Leading our school leadership team has a commitment to develop capacity as part of the school's leadership succession planning and distributive leadership practices. This includes the development of community engagement, links with support agencies and leadership skills across the school. School projects, which make up the core of our continuous improvement efforts, are assessed and impact statements compiled each term to inform future directions and adjustments. Staff have shown understanding of, and commitment to, the school's strategic directions within the school plan. The school has an ongoing commitment in planning and reviewing resources and facilities within the school to ensure student learning is maximised. Management systems and communication processes across the school are continuously being developed to ensure that

the school is supported in improving effectiveness of all school members.

Our self-assessment and the external validation 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

Excellence in learning by raising expectations and enhancing the quality of student learning

Purpose

Learning Culture: To build the educational aspirations and ongoing performance improvement across our community with students taking responsibility for their ongoing learning.

Wellbeing: To provide a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Assessment and Reporting: To implement school-wide practices for assessment and reporting to monitor, plan and report on student learning across the curriculum.

Overall summary of progress

Reflection processes and progress towards Strategic Direction 1 was collected through a range of means including

- PLAN data entered for students K–6 every five weeks throughout 2016 for literacy and numeracy
- NAPLAN results compared to other 'similar' schools within the local community, trends over the last five years within the school, student growth from Year 3 to Year 5
- Grades allocated to students in Semester 1 and Semester 2 reports
- Professional conversations with school leaders and teaching teams surrounding class structures and classroom arrangements
- Staff evaluations of Busby West Public School using the School Excellence Framework
- Parent surveys and evaluations of parent workshops
- Number of students placed on reflection throughout 2016

The collated data indicated that as a whole school, students' highest area of need is in the acquisition of essential literacy and numeracy skills. The school worked throughout 2016 to raise staff and community expectations of students in regards to literacy, numeracy and student welfare.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Learning Culture: To demonstrate practice at 'sustaining and growing'	There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.	PBL Signage \$12 000 Casual staff for Aboriginal PLP and OoHC meetings \$4 500 Annual licencing fee for Sentral \$1 500
• Wellbeing: To demonstrate practice at 'sustaining and growing'	Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.	School and community kitchen \$20 000 Student shelter seating \$35 000 Fixed play equipment \$135 000 Bounce Back program resources \$9 000 Anti-bullying Incursion \$4 500
• Assessment and Reporting: To demonstrate practice at	The school analyses internal and external assessment data to monitor, track and report on	Casual teaching staff employed to release

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
'sustaining and reporting'	student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children.	teachers for collaborative planning \$11 000

Next Steps

In consultation with the school leadership team, our future directions for 2017 will be adjusted to address the immediate learning and welfare needs of students currently at Busby West Public School. To ensure we remain on track to provide high quality educational outcomes, in 2017 our focus will be on;

- Ensuring quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- Embedding explicit processes to collect, analyse and report internal and external student and school performance data.

Strategic Direction 2

Excellence in teaching through building staff capacity

Purpose

Effective Classroom Practice: To foster a school culture where teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

Data Skills and Use: To regularly use school-wide student assessment data to identify student achievements and progress, in order to inform future school directions.

Collaborative Practice: To implement explicit systems for collaboration and feedback to sustain quality teaching practice.

Overall summary of progress

Reflection processes and progress towards Strategic Direction 2 was collected through range of means including;

- Teacher evidence to support the achievement of Professional Learning Goals
- Teacher self-reflection on the achievement of Professional Learning Goals
- Teacher evaluations of professional learning undertaken
- Staff evaluations of Busby West Public School using the School Excellence Framework

The collated data indicated that staff valued quality professional learning and that the building of staff capacity was essential to ensure that students are provided with consistent quality teaching. Staff engaged in professional learning surrounding the Performance Development Framework and were supported in identifying professional goals, undertaking self-reflection, collecting evidence and engaging in collaborative evaluations with colleagues and team leaders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Effective Classroom Practice: To demonstrate practice at 'sustaining and growing'	Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.	Employment of Speech Pathologist for Professional Learning \$10 600 Purchasing of teaching documents \$1 000 External Teacher Professional Learning \$14 000
• Data Skills: To demonstrate practice at 'sustaining and growing'	Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data.	
• Collaborative Practice: To demonstrate practice at 'sustaining and growing'	Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.	Casuals to cover for Stage Planning \$4 800

Next Steps

In consultation with the school leadership team, our future directions for 2017 will continue to build teacher capacity in order to maximise the learning outcomes of students P–6 at Busby West Public School. To ensure we remain on track to provide high quality educational outcomes, in 2017 our focus will be on;

- Ensuring that teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.
- Teachers collaborating within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

Strategic Direction 3

Excellence in leading through enhancing and sustaining school learning and leadership

Purpose

Leadership: To support the school leadership team in maintaining a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

School Planning, Implementation and Reporting: To embed the school plan as the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.

School Resources: To ensure resources are strategically used to achieve improved student outcomes.

Overall summary of progress

Reflection processes and progress towards Strategic Direction 3 was collected through a range of means including;

- Monitoring of professional learning opportunities provided to all staff members
- Evaluation of current procedures and practices to implement Departmental policies

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Leadership: To demonstrate practice at 'sustaining and growing'	Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.	Professional Learning – 'Engaging the School Community' \$1 500 School Bag App \$500 Release of AP each term \$105 000
• School Planning, Implementation and Reporting: To demonstrate practice at 'sustaining and growing'	The school solicits and addresses feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.	Executive Planning Days \$3 300
• School Resources: To demonstrate practice at 'sustaining and growing'	Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.	Release of staff member to implement ICT across the school \$19 000 Upgrade of wireless network \$52 000 Purchase of ICT equipment \$190 000 Classroom Resources and Equipment \$105 000 Release of Library teacher to implement Team teaching \$54 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">School Resources: To demonstrate practice at 'sustaining and growing'	Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.	Photocopying \$25 000

Next Steps

In consultation with the school leadership team, our future directions for 2017 will continue to build and sustain school learning communities in order to enhance reflective and collaborative practices. To ensure we remain on track to provide high quality educational outcomes, in 2017 our focus will be on;

- Ensuring the school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans
- Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements

Key Initiatives	Impact achieved this year	Resources (annual)
Early Action for Success	<p>The Early Action for Success initiative implemented multiple interventions throughout 2016 in order to meet EAfS targets, and embed quality teaching practice within K–2 classrooms.</p> <p>To strengthen teacher capacity K–2 staff undertook extensive professional learning in the numeracy and literacy programs TEN, Jolly Phonics and L3 under the guidance of the Instructional Leaders.</p> <p>To strengthen school and community relationships the Parents as Teachers and Community Helpers (PaTCH) course was implemented with 13 parents successfully completing the necessary requirements. PaTCH aims to support parents by building their confidence in assisting students in developing literacy and numeracy skills K–2.</p> <p>EAfS implemented early intervention for Kindergarten students starting in 2017 by offering free speech and language screenings through the 'Ready Set Go' initiative and Rainbow Cottage. Students identified as needing further intervention were offered placement at Rainbow Cottage's Launch to School Program.</p> <p>EAfS funds were also used to enhance students' K–2 learning spaces by providing high quality literacy and numeracy resources and teaching tools.</p>	<p>TEN Professional Learning \$900</p> <p>L3 Professional Learning \$11 280</p> <p>Jolly Phonics Professional Learning \$7054</p> <p>PaTCH \$ 791</p> <p>Speech and Language \$374</p> <p>Resources \$8497</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	262	260	260	227
Girls	195	188	192	172

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.1	92.8	91.1	89.1
1	96	91.7	88.9	90.8
2	95.1	92.8	89.4	90.2
3	94.6	94.3	92.5	92.4
4	96.8	93.6	91.1	92.9
5	95.1	94.2	90.7	92.3
6	95.5	94.5	92.1	91.2
All Years	95.5	93.4	90.9	91.3
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

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility and teachers mark rolls daily. Support structures are implemented at a school and district level to target students at risk.

In 2016 students were encouraged to arrive at school

on time through the display of reminder posters throughout the school and the implementation of an 'In lines on time' reward system.

Class sizes

Class	Total
KB	21
KW	20
SUA	4
S1P	21
S1B	20
S1	19
S1W	20
S1S	20
S2S	26
S2P	28
S2B	27
S2W	27
S3W	28
S3S	30
S3P	29

Structure of classes

Mainstream students were organised into Stage based classes, with the formation of two Early Stage 1 classes, 5 Stage 1 classes, 4 Stage 2 classes and 3 Stage 3 classes. The preschool maintained two classes each day that operated on a two and three full day attendance. The seven Support Unit classes were structured to accommodate the learning, social and behaviour needs of students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.94
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	2.7
Teacher Librarian	0.8
Teacher of ESL	2
School Counsellor	0
School Administration & Support Staff	12.22
Other Positions	0.6

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. 9% of staff identify as Aboriginal

Teacher qualifications

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

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	892 990.83
Revenue	5 603 108.80
(2a) Appropriation	5 507 705.22
(2b) Sale of Goods and Services	1 024.49
(2c) Grants and Contributions	88 224.47
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	6 154.62
Expenses	-5 892 243.63
Recurrent Expenses	-5 892 243.63
(3a) Employee Related	-5 064 850.95
(3b) Operating Expenses	-827 392.68
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-289 134.83
Balance Carried Forward	603 856.00

Financial summary equity funding

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

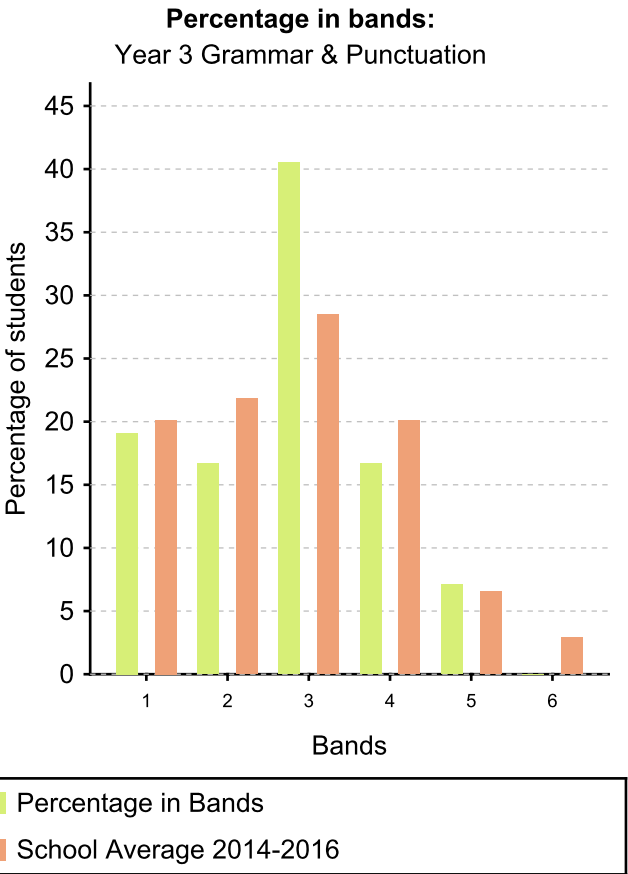
	2016 Actual (\$)
Base Total	2 340 154.26
Base Per Capita	27 823.69
Base Location	0.00
Other Base	2 312 330.58
Equity Total	1 153 350.74
Equity Aboriginal	33 652.85
Equity Socio economic	499 327.51
Equity Language	232 750.23
Equity Disability	387 620.15
Targeted Total	1 250 789.75
Other Total	442 485.89
Grand Total	5 186 780.64

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.

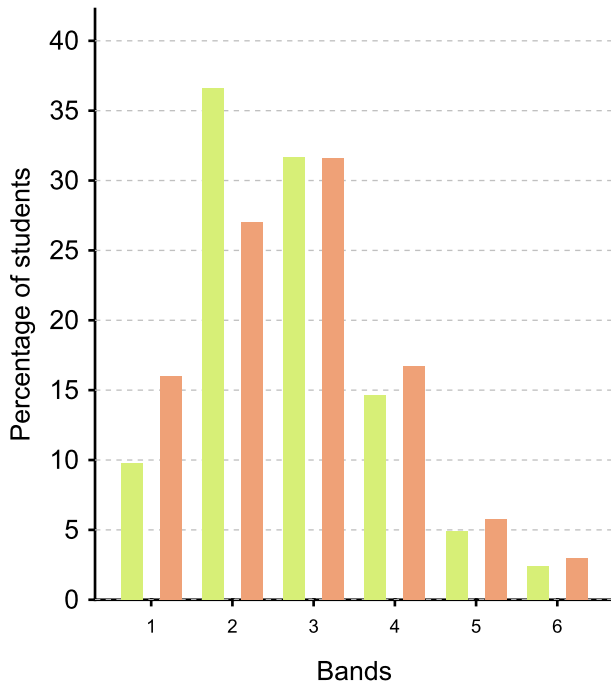
School performance

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.

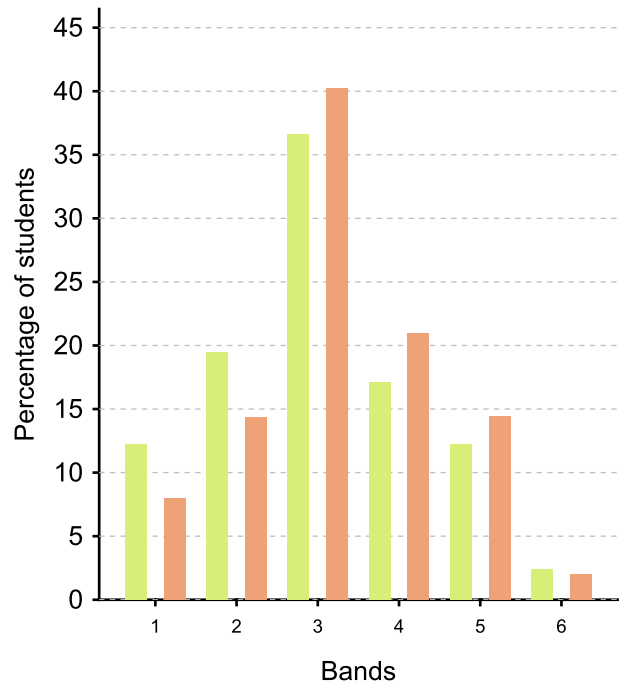


Percentage in bands:
Year 3 Reading



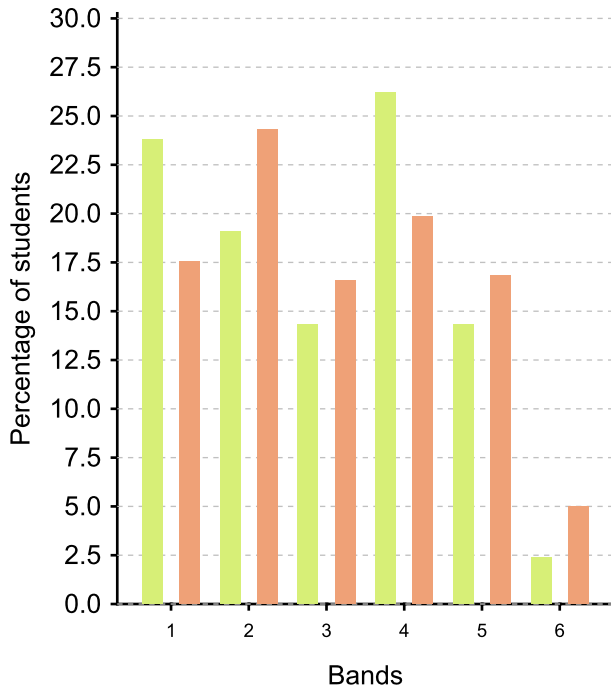
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



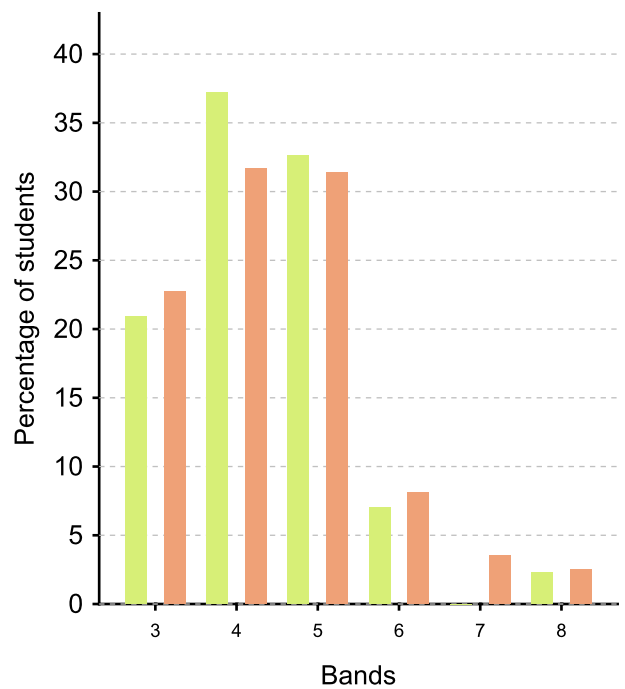
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



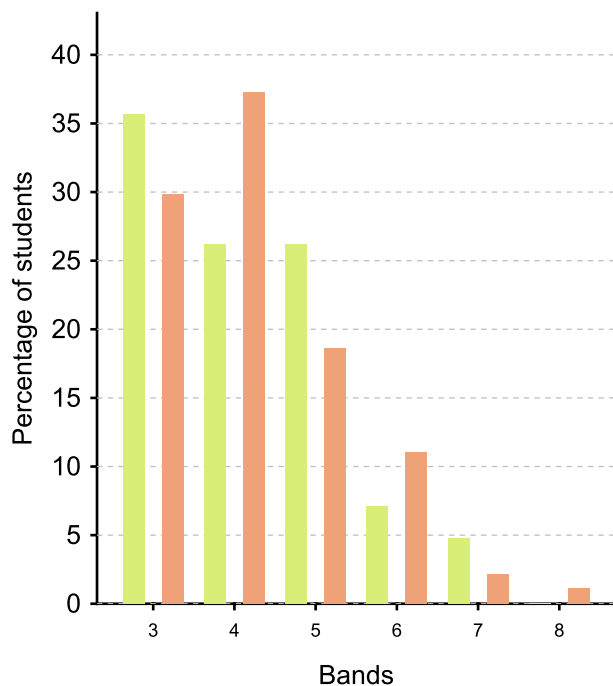
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



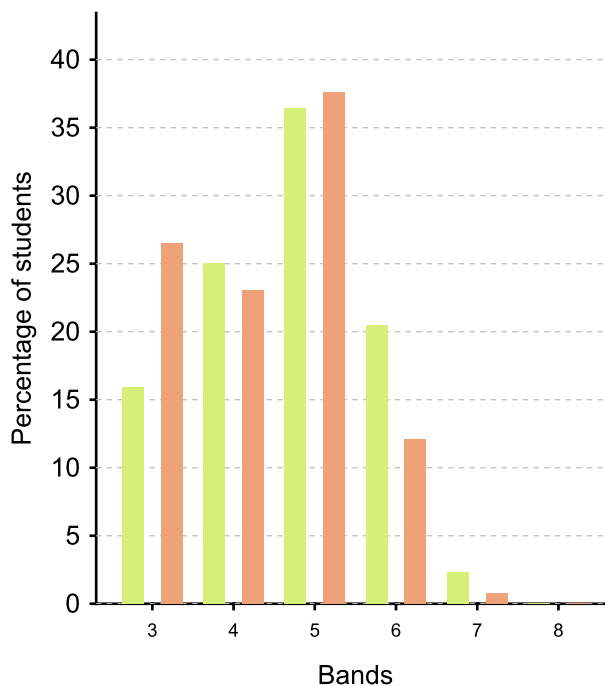
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



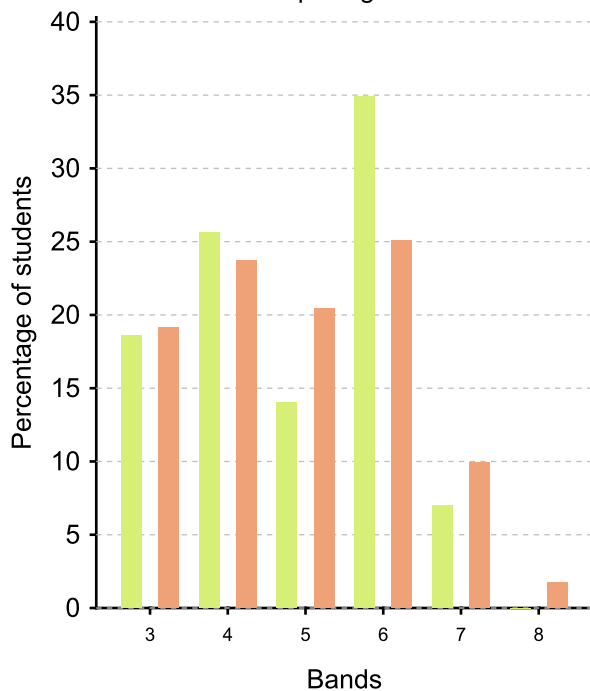
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year's responses are presented below as a percentage.

This year parents were asked to complete an online survey covering several aspects of parents' perceptions of their children's experiences at home and school. Results from this survey indicated;

- Parents are welcomed and feel comfortable speaking to their child's teacher about their progress
- Parents feel that teachers show an interest in their child's learning and they are encouraged to do their best work
- The school has a clear focus on promoting positive behaviour

Policy requirements

Aboriginal education

The school has continued to maintain a strong

commitment to supporting Aboriginal students and embedding indigenous perspectives across the curriculum in 2016. Staff provide students with experiences to develop a deep understanding and knowledge of Aboriginal culture. All school events and assemblies commence with the traditional Acknowledgement of Country.

Multicultural and anti-racism education

Effective multicultural education has been carried out in all classes from Preschool to Year 6. Staff use inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are modelled and promoted across all aspects of school life. Teaching and learning programs supported the particular learning needs of targeted students from culturally and linguistically diverse backgrounds

Other school programs

The Multilit program was implemented in 2016. This initiative was funded by the Bill Crews Exodus Foundation. This enabled 5 tutors to provide literacy intervention for targeted students in Years 3–6. This program was highly successful and supported by the school community and reading volunteers. The school anticipates to self-fund a modified version of the program in 2017.