

# Busby West Public School

## Annual Report



2017



4396

## Introduction

The Annual Report for 2017 is provided to the community of Busby West 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.

Brian Marsland

Principal

## School contact details

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9607 7573

## Message from the Principal

It has been a pleasure in 2017 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 to support individualised intervention, drive professional learning and data analysis in literacy and numeracy for Years K–3. 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 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. 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.

In 2017 the school saw progress in each of the domains. In Learning the focus was on developing a learning culture through building the educational aspirations and ongoing performance improvement across our community with students taking responsibility for their ongoing learning. This included a focus on wellbeing by providing a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Assessment and Reporting was targeted to implement school-wide practices for assessment and reporting to monitor, plan and report on student learning across the curriculum.

In Teaching the focus was on 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. This included a focus on data skills to identify student achievements and progress, in order to inform future school directions. This was supported through collaborative practice where explicit systems were set up for collaboration and feedback to sustain quality teaching practice.

In Leadership the focus was on maintaining a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement. This included a focus on embedding the school plan as the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity. This was supported by a commitment to ensure resources were strategically used to achieve improved student outcomes.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

The school consistently implemented a whole-school approach to wellbeing that had clearly defined behavioural expectations and created a positive teaching and learning environment. Quality teaching and professional practice provided students with the opportunities to connect, succeed and thrive that were relevant to their stages of learning and development.

The school made continued progress in the ability to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provided the basis for discussion with parents. Students used assessment and reporting processes to reflect on their learning. The school analysed school performance data and a range of other contextual information and recognised trends in student achievement levels. Parents gained an understanding of what their children are learning and received regular information to support progression to the next level.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Learning Culture: To demonstrate practice at 'sustaining and growing'	Employment of five School Learning Support Officers. (\$280 000)	There is a demonstrated commitment within the school to strengthen and deliver on school learning priorities. Expectations of behaviour are explicitly taught to students and relate to the variety of settings such as classroom, playground and assemblies. School programs address the needs of identified student groups ( Aboriginal students, students with disabilities and students for whom English is a second language.) Positive respectful relationships are modelled and encouraged among staff and students. This has supported student wellbeing and contributed to good conditions for student learning. There has been an ongoing commitment to develop policies, programs and processes that identify, address and monitor student learning needs.
• Wellbeing: To demonstrate practice at 'sustaining and growing'	Employment of two additional classroom teachers to create grade based classes. (\$205 000)	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 behaviour as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school has strived to consistently implement a whole-school approach to wellbeing that creates a positive teaching and learning environment through Positive Behaviour for Learning strategies and the establishment of grade-based classes.
• Assessment and Reporting: To	Professional development	The school has increased the capacity to collect,



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
demonstrate practice at 'sustaining and reporting'	of staff. (\$20 000)	analyse and report internal and external student and school performance data, through the use of student tracking books, program supervision and moderation of assessment data. This has been supported by teacher professional development. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Parents have an understanding of what their children are learning and receive regular information through the distribution of Parent Feedback Sheets and Semester reports.

## Next Steps

The 2018 – 2020 School Plan will embed consistent school-wide practices for assessment in order to monitor, plan and report on student learning across the curriculum. To ensure that formative assessment is integrated into teaching practice in every classroom.

## 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

Professional learning to address the Professional Development Framework incorporating the Australian Professional Standards for Teachers, as well as school expectations of individual professional development and accountability, has supported staff in their capacity to plan, deliver and assess quality teaching and learning. The Instructional Leader has worked directly with K–3 staff and school leaders, to identify, provide and evaluate evidence based, professional development in numeracy which has improved and refined teaching practices directly to K–3 and supported Years 4–6. The implementation of Performance Development Plans, in line with Departmental requirements, has supported staff to successfully develop, document and achieve professional learning goals with the support, guidance and supervision of executive staff. Teachers reflected on professional learning they have undertaken as part of their professional development plan.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Effective Classroom Practice: To demonstrate practice at 'sustaining and growing'	Professional Learning for classroom teachers, including casual relief and course costs. (\$66 500)	Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practice. Improvement in providing explicit, specific and timely feedback to student on how to improve has been evident. Classroom teachers have been supported to develop and maintain well-managed classrooms so that students can engage in productive learning with minimal disruptions.
• Data Skills: To demonstrate practice at 'sustaining and growing'	Staff professional learning.	Teachers have been provided support to incorporate data analysis in their planning for teaching and learning. Data on student numeracy and literacy acquisition has been collected twice each term. This data informs teaching and learning programs. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.
• Collaborative Practice: To demonstrate practice at 'sustaining and growing'	Regular team meetings and staff supervision and support.	In 2017 teachers have regularly worked together in stage groups to improve teaching and learning. Teachers have provided and received planned constructive feedback from peers and school leaders. Student feedback to teachers has been initiated to support best practice. Processes are in place to provide formal mentoring and coaching support to improve teaching and leadership practice. The school continues to identify expertise with its staff and draws on this to further develop as a professional community.

### Next Steps

The 2018–2020 School Plan continues to focus on the goals to equip teachers with the skills to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence–based teaching strategies. To ensure that student assessment data is used school–wide to identify student achievements and progress aligned with curriculum expectations.

### 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

The measures taken throughout the year have supported the partnership between the school and community. Leadership development has enhanced the support and wellbeing of both staff and students. The close association and partnership with external agencies has provided additional support for students. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff have shown a commitment to the purpose of each strategic direction in the school plan. Monitoring, evaluation and review processes were regularly undertaken in 2017. Clear processes, with accompanying timelines and milestones, directed school activity towards effective implementation of the school plan. The recruitment of high quality staff has strategically supported curriculum provision. Strategic financial management gained efficiencies and allowed maximum resources available to implement the school plan. An effective physical environment was maintained and enhanced throughout the year to support student learning and wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Leadership: To demonstrate practice at 'sustaining and growing'	Meeting catering costs. (\$500)	In 2017 the school solicited and addressed feedback on school performance, through formal meetings, surveys and social media comments. Leadership development continued to be a high priority to support school capacity building. Identified staff were provided with training, mentoring and support. The school continued, and expanded its productive relationship with external agencies including universities, local, state and federal agencies, community organisations and family support groups to improve educational opportunities for students.
• School Planning, Implementation and Reporting: To demonstrate practice at 'sustaining and growing'	Release of staff to support initiatives within the school plan. (\$5 000)	There is broad understanding of, and support for, school expectations and the desire for improving student learning across the school. Staff have shown a commitment to each of the strategic directions of the school plan. Monitoring evaluation and review processes have been embedded and undertaken regularly by staff in 2017. Clear processes, with accompanying timelines and milestones, have directed school activity towards the effective implementation of the school plan.
• School Resources: To demonstrate practice at 'sustaining and growing'	Online newsletter to increase community engagement. (\$2 500)  Stage resourcing budgets. (\$110 000)  Funding of PSSA buses.	In 2017 the school continued to recruit high quality staff to support curriculum provision. This included permanent and temporary teaching and non-teaching support staff. The school provided strategic financial management to resource the implementation of the school plan and maintain existing programs. The physical environment of the school is used flexibly and routinely maintained and



### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• School Resources: To demonstrate practice at 'sustaining and growing'	(\$20 000)	improved. Technology is accessible to all staff and students.

### Next Steps

In the 2018–2020 School Plan the focus will be to develop clear and documented systems and processes that underpin ongoing school improvement and the professional effectiveness of all school members.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Employment of School Learning Support Officer (SLSO) three days each week. (\$30 000)</p> <p>Personalised Learning Pathway meetings each semester. (\$3 000)</p> <p>Aboriginal community meeting. (\$400)</p> <p>Online software Winagu for Kids (\$2 101)</p> <p>NAIDOC week celebrations and combined LLAECG at Miller PS (\$6 700)</p> <p>Stage 3 students to "Yarn Up" (\$1 500)</p> <p>Year 6 to 7 Buddy Camp (\$500)</p>	<p>The employment of an aboriginal identified SLSO supported Stage 1 students in the implementation of Personalised Learning and Support Plans to achieve identified learning and behaviour goals. Personalised Learning Pathway meetings enabled teachers, parents/carers and students to be actively engaged in supporting Aboriginal students with culturally inclusive goal setting. The Aboriginal community engaged with the school to consult and collaborate on how best to support our Aboriginal students to meet educational outcomes and ensure that all teachers are culturally competent and the school culturally responsive. Online software was purchased to support teachers with Aboriginal education in the classroom for use by all students. NAIDOC celebrations were organised over a two week period, including an incursion by Aboriginal performers that raised the understanding of the school on custom, culture and language. All Aboriginal students, along with a buddy each, attended the NAIDOC celebrations hosted by the LLAECG at Miller Public School. Selected Stage 3 students participated in "Yarn Up" to develop public speaking skills and confidence. The school supported the transition of Year 6 Aboriginal students moving to Ashcroft High School in the Buddy Camp program.</p>
<b>English language proficiency</b>	<p>Staff for English Language Proficiency. (\$142 0204)</p> <p>Staff for Multilit. (\$20 000)</p> <p>Resources for Multilit. (\$3 500)</p>	<p>1.4 staff were employed to assist students with development of English language proficiency. These staff engaged with students to support them to communicate effectively with their peers and teachers, participate in classroom and whole school activities, access curriculum content and achieve equitable learning outcomes. Staff support students through small groups, individualised instruction and in classrooms. Multilit continued in 2017 with Year 5 students participating in Semester 1 and Year 4 students in Semester 2 with 95% of students making significant gains in the reading, spelling and writing ability.</p>
<b>Low level adjustment for disability</b>	<p>Staff to provide Learning and Support (\$274 249)</p> <p>Staff for Multilit. (\$81 000)</p> <p>Staff release to support Children's 2168 Parliament (\$7 500)</p>	<p>2.7 staff were employed to support students in regular classes who have additional learning and support needs. This support allowed the transition from Stage based classes in 2016 to grade classes in 2017 with the forming of two additional classes above entitlement. This effectively reduced student numbers in classes Years 3 to 6 allowing teachers to support students with additional learning needs. This was supplemented by off-class teachers to provide additional support. Support staff have been linked to stage teams and work under the direction of the stage team leader. This organisational model has been well received by executive, classroom teachers and support staff. Student leadership capacity has been enhanced by</p>

<b>Low level adjustment for disability</b>	<p>Staff to provide Learning and Support (\$274 249)</p> <p>Staff for Multilit. (\$81 000)</p> <p>Staff release to support Children's 2168 Parliament (\$7 500)</p>	<p>our involvement with 2168 Children's Parliament. Four Stage 3 students worked together, with students from neighbouring schools and with the parliament. Each student developed leadership skills, awareness of community issues and the ability to perform public speaking. All students in Year 3 attended the Whitlam Institute.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Casual staff to release school executive. (\$20 000)</p> <p>Casual staff to release off-class Assistant Principal. (\$68 000)</p>	<p>Additional executive release time allowed stage team leaders to meet with classroom teachers, observe lessons, assist with student wellbeing and provide ongoing support to staff.</p> <p>The off-class executive has assisted the school in timetable development, staffing of leave and variations of routines and supporting student wellbeing. The off-class executive has been able to mentor and coach teachers, observe teachers in their classrooms and demonstrate effective teaching practice. The role has assisted in monitoring student data across the school and support the principal to help the school become a thriving learning community.</p>
<b>Socio-economic background</b>	<p>Five SLSOs. (\$280 000)</p> <p>Casual release for classroom teachers. (\$22 000)</p> <p>Casual to replace AP 0.8 FTE. (\$80 000)</p> <p>Casual to replace DP. (\$100 000)</p> <p>Casual to replace SRC coordinators. (\$4 000)</p> <p>Transport costs to PSSA venues in 2017 (\$20 000)</p> <p>Classroom resourcing allowance. (\$110 000)</p>	<p>The employment of five SLSOs to work across the school from Preschool to Stage 3 has enabled additional support for students. The SLSOs work under the direction of the stage team leader. Classroom teachers identified students who needed additional assistance (one year of more behind) and developed Personalised Learning and Support Plans (PLaSPs) for these students. SLSOs assisted with the delivery of these PLaSPs.</p> <p>The off-class Assistant Principal has supported student wellbeing and communication with families. This has resulted in timely and effective welfare and support.</p> <p>The off-class Deputy Principal has supported Special Education classroom teachers and families and the wider school in whole school programs. This has resulted in timely communication with all stakeholders and support of whole school initiatives such as coordination of Aboriginal programs and orientation programs.</p> <p>The SRC program was recommenced in 2017. This program and the nomination and election of a student from each class (Year 2 to Year 6) has been warmly received by students, staff and the community. The development of clear guidelines has supported the successful establishment.</p> <p>Funding of transport costs for students to participate in PSSA interschool sport has been warmly received by the school community. Staff have shown strong commitment to select, train and manage sporting teams. Students in Year 3 to 6 all</p>

<b>Socio-economic background</b>	<p>Five SLSOs. (\$280 000)</p> <p>Casual release for classroom teachers. (\$22 000)</p> <p>Casual to replace AP 0.8 FTE. (\$80 000)</p> <p>Casual to replace DP. (\$100 000)</p> <p>Casual to replace SRC coordinators. (\$4 000)</p> <p>Transport costs to PSSA venues in 2017 (\$20 000)</p> <p>Classroom resourcing allowance. (\$110 000)</p>	<p>participate in "tryouts" unless parents specifically request that they do not participate. This has seen a large increase in students wanting to participate and provided equity of access to this sporting program.</p> <p>Team Leaders and classroom teachers have reported the success of team resourcing budgets. This is also evident by the classroom displays, and the range and quality of student work samples. Staff have expressed a feeling of enabling as they meet student learning needs as professional practitioners.</p>
<b>Support for beginning teachers</b>	<p>Casuals to provide release for Beginning Teachers (\$8 161)</p>	<p>In 2017 additional release time has been provided to two staff members who have been permanently appointed and have not completed accreditation. This is supplemented by mentoring by stage team leader/off-class executive to support their professional growth. This release time was used to collect evidence, evaluate and annotate to meet the Australian Professional Standards for Teachers, and mentor in classroom practice. Staff indicated a high level of satisfaction with this support. The school accreditation support committee have met regularly throughout the year to support staff to achieve or maintain accreditation. This initiative has been warmly received and valued by staff.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Additional SLSO employed to support new arrivals and refugees in 2017. (\$3 335)</p>	<p>An SLSO supported students to transition to school. This assisted with the transition for new arrival and refugee students.</p>
<b>Early Action for Success</b>	<p>Employment of 1.2 FTE Instructional Leaders. (\$186 465)</p>	<p>The Instructional Leaders have lead the K–3 class teachers to develop quality learning environments that support the identification and support of students who are behind. The analysis of PLAN data enabled the development of Personalised Learning and Support Plans. The analysis of tracking booklets has improved the quality of staff planning for teaching and learning. The implementation of speech pathology screening in the preschool has identified the need to support pre-kindergarten students. This need was met by the delivery of the "Ready Set Go" program and then the "Launch to School" program onsite in Term 4 2017. K–2 staff undertook L3 training to support students to gain critical literacy skills. This training has been effective in providing teaching strategies to support staff professional learning. The delivery of the Parents as Teachers and Classroom Helpers (PaTCH) was run successfully with six parents successfully completing the course. The Instructional Leader has monitored students and regularly held reflective</p>

<b>Early Action for Success</b>	Employment of 1.2 FTE Instructional Leaders. (\$186 465)	conversations with K–2 teachers to refine teaching and learning programs and target specific class and individual learning needs. The Instructional Leader has planned and delivered whole school staff meetings on key school wide identified areas for improvement.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	260	260	227	222
Girls	188	192	172	175

In 2017 Busby West Public School had a total of 336 students in Kindergarten to Year 6 classes in mainstream and 61 students in support classes. Mainstream students were organised into fifteen grade based classes. The seven Support Unit classes were structured to accommodate the learning, social and behaviour needs of students. In addition the preschool has a total of 80 students attending on average 2 1/2 days each week. Students come from twenty six language backgrounds other than English and the school has an Aboriginal student population of 47 in mainstream and support classes.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.8	91.1	89.1	91.5
1	91.7	88.9	90.8	89.9
2	92.8	89.4	90.2	93
3	94.3	92.5	92.4	91.3
4	93.6	91.1	92.9	93.4
5	94.2	90.7	92.3	93
6	94.5	92.1	91.2	92.7
All Years	93.4	90.9	91.3	92.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Busby West Public School manages non-attendance

through the implementation of the School Attendance Policy (updated June 2016). This policy details the procedures to be followed at Busby West Public School to record and monitor attendance. It also details strategies to encourage high attendance and punctuality. It provides interventions to address poor attendance and procedures that ensure open communication with parents and care providers.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	19.93
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	2.7
Teacher Librarian	0.8
Teacher of ESL	1.4
School Counsellor	1
School Administration & Support Staff	12.22
Other Positions	0

\*Full Time Equivalent

In 2017 Busby West Public School had 7% of staff identifying as 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	100
Postgraduate degree	8

### Professional learning and teacher accreditation

Professional learning is undertaken by all staff. Opportunity to complete mandatory training is provided through face-to-face delivery, on-line modules or through external professional development. Staff Performance Development Plans incorporate

professional learning goals and activities. The school aligns annual professional training with directions in the school plan. In 2017 a total of 1200 hours of professional learning was recorded by staff. Total school expenditure in 2017 on professional learning was \$86 500. Two teachers gained accreditation at Proficient and three teachers are in the process of gaining accreditation. Sixteen teachers are maintaining accreditation. All teachers who commenced teaching prior to 2004 are not required to engage with accreditation until 2018. School Development Days were used in 2017 to deliver professional learning to support the implementation of the school plan. The two days in Term 4 were replaced by four separate three hour events.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	603,856
<b>Revenue</b>	5,844,981
Appropriation	5,744,606
Sale of Goods and Services	15,424
Grants and Contributions	78,921
Gain and Loss	0
Other Revenue	0
Investment Income	6,030
<b>Expenses</b>	-5,825,915
Recurrent Expenses	-5,825,915
Employee Related	-5,293,683
Operating Expenses	-532,232
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	19,066
<b>Balance Carried Forward</b>	622,922

Busby West Public School follows the financial management processes and governance structures to meet financial policy requirements as outlined in the Finance In Schools Handbook. The financial summary statement is an accurate and fair view of the revenue and expenses of the school. Intended use of funds available is to resource the 2018–2020 school plan.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,421,415
Base Per Capita	71,789
Base Location	0
Other Base	2,349,627
<b>Equity Total</b>	1,178,858
Equity Aboriginal	48,747
Equity Socio economic	589,144
Equity Language	166,167
Equity Disability	374,800
<b>Targeted Total</b>	1,263,068
<b>Other Total</b>	771,241
<b>Grand Total</b>	5,634,582

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

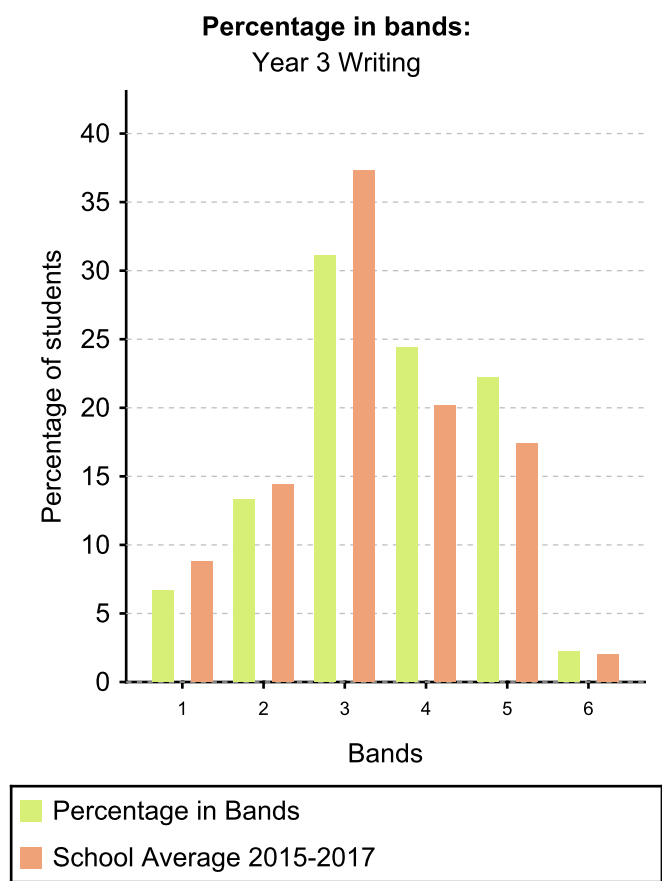
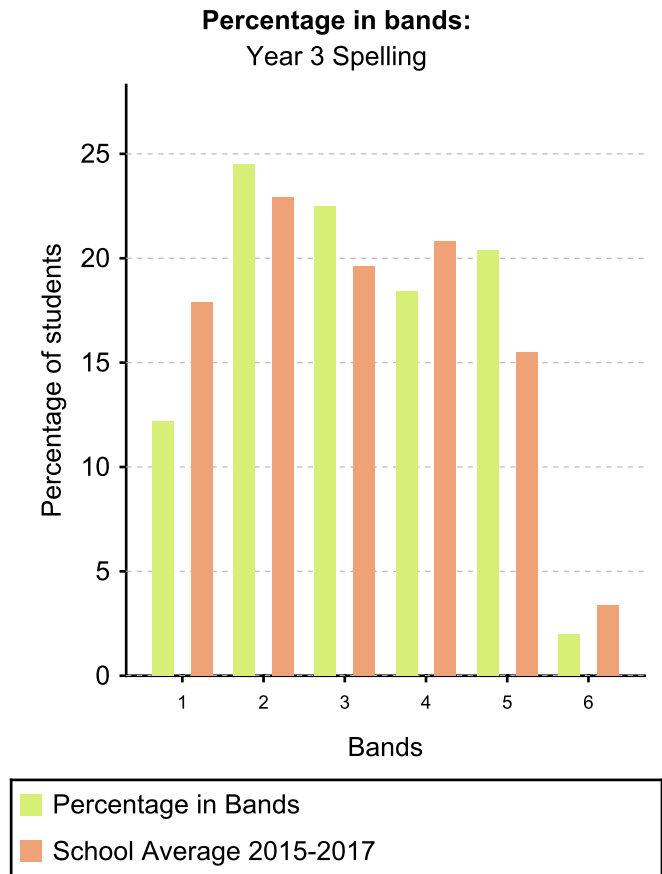
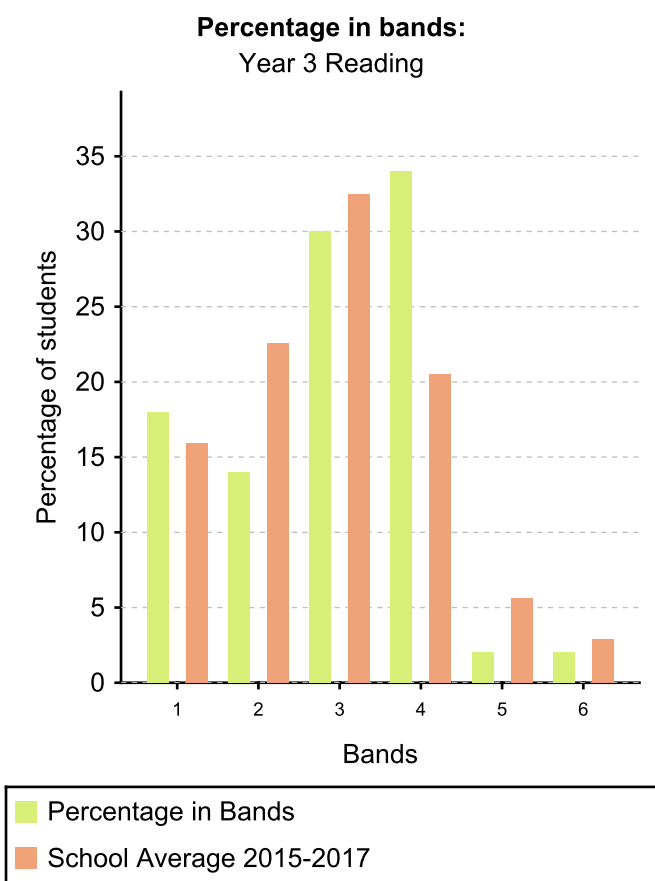
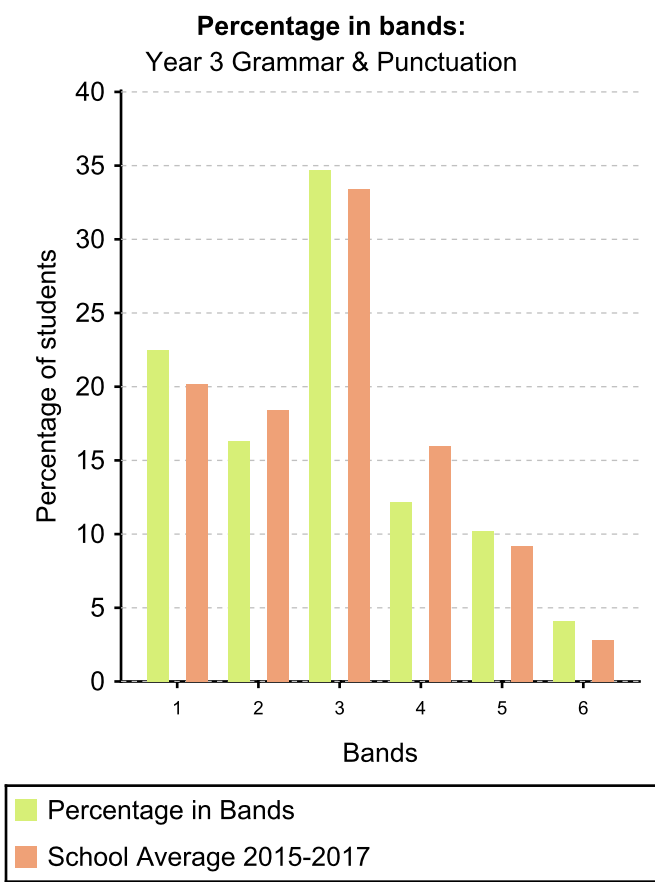
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

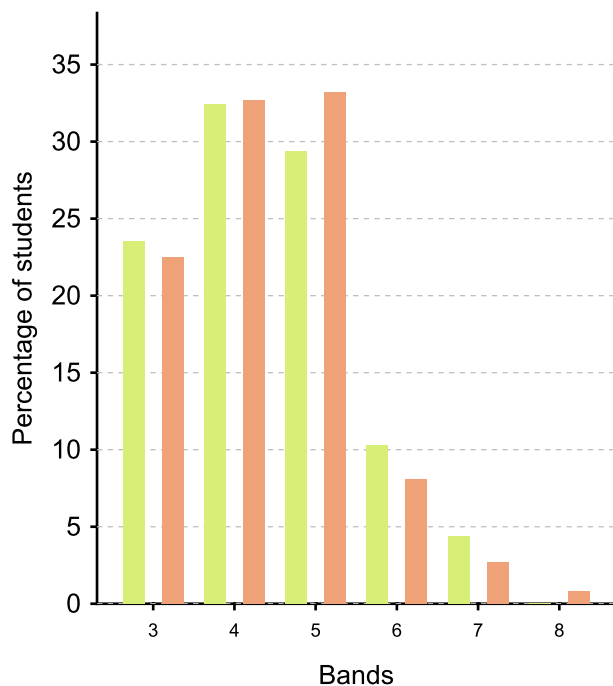
### NAPLAN

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.

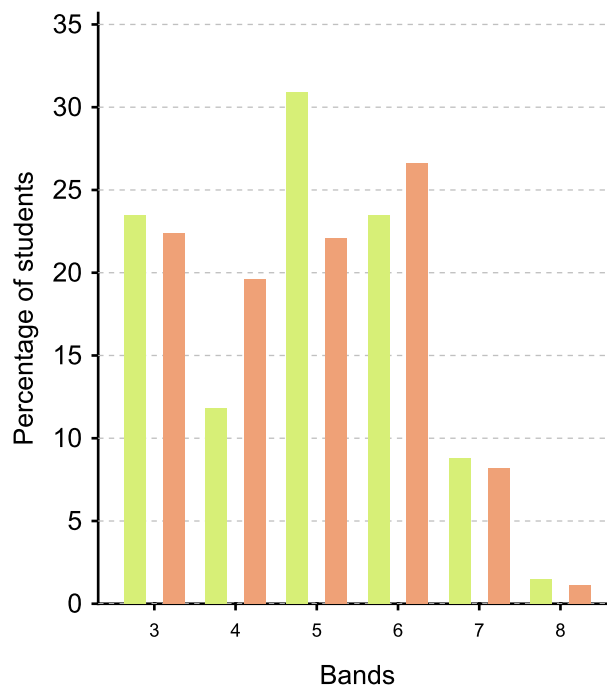
NAPLAN data for 2017 showed that in all aspects of Literacy (Reading, Writing, Spelling, and Grammar and Punctuation) there was an upward trend showing an increase in student performance for both Year 3 and Year 5 students compared to 2016 data.



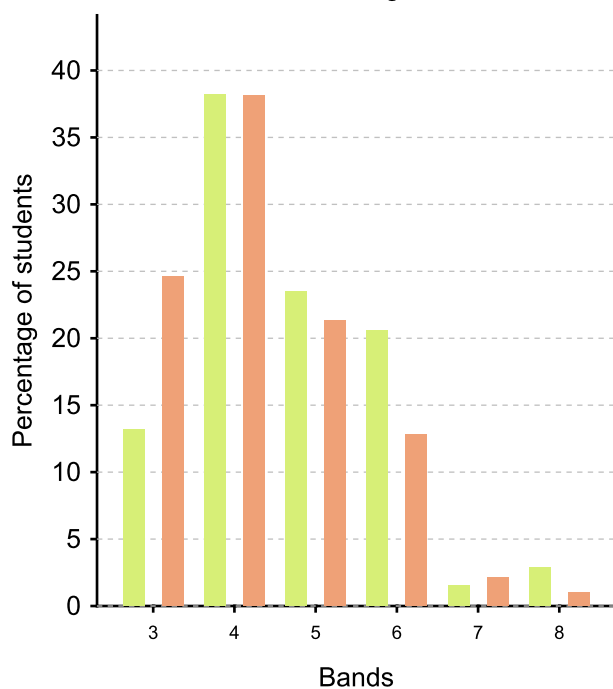
**Percentage in bands:**  
Year 5 Grammar & Punctuation



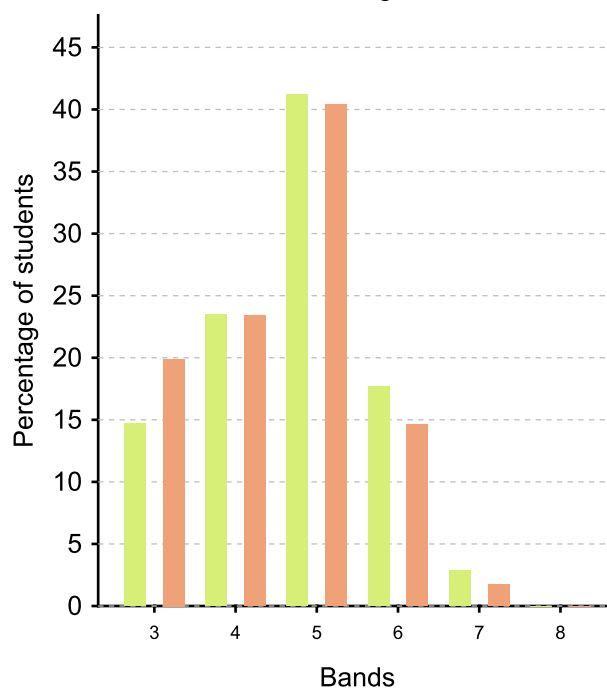
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

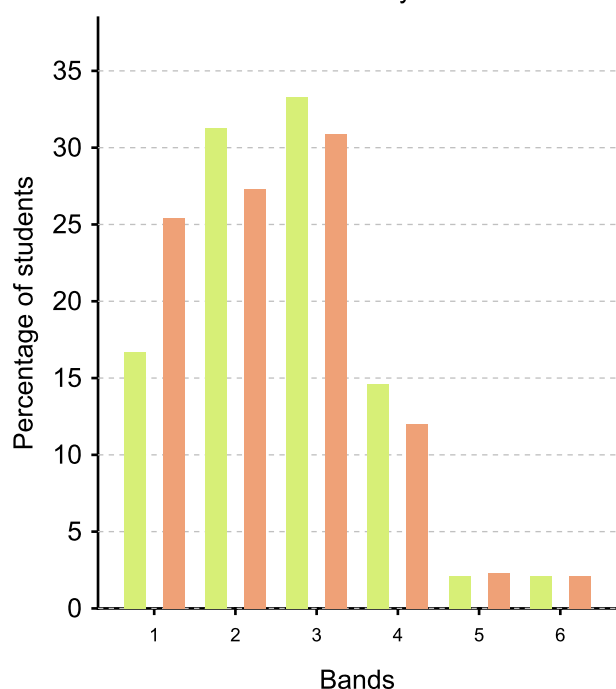


**Percentage in bands:**  
Year 5 Writing



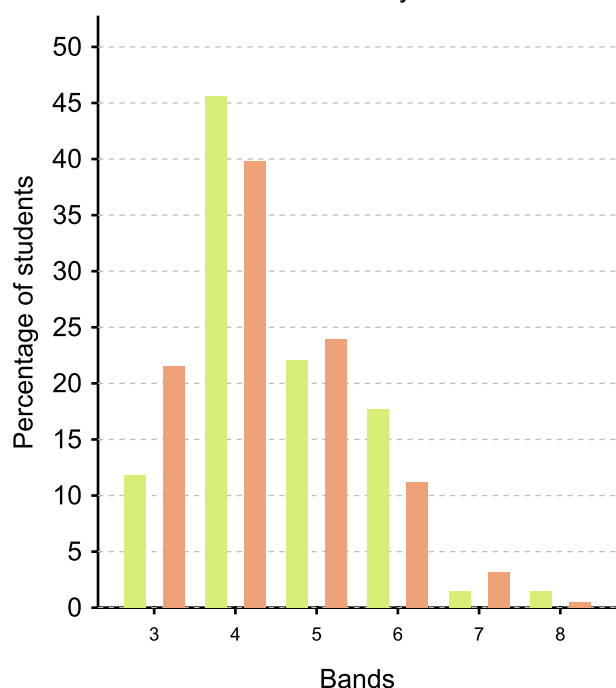
NAPLAN data for 2017 showed that in all aspects of Numeracy (Data, Measurement, Space and Geometry, Number, Patterns and Algebra) there was an upward trend showing an increase in student performance for both Year 3 and Year 5 students.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services* –

*Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. In 2017 Busby West Public School Increased the proportion of students in Year 3 and Year 5 in the top two NAPLAN bands in Writing, Spelling and Grammar & Punctuation compared to 2016 data. There was no increase in students in Reading and Numeracy in the top two NAPLAN bands compared to 2016 data. In 2017 no Aboriginal students achieved the top two bands in Literacy or Numeracy.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. 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 2017. 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 worldviews 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.