

Busby West Public School

Annual Report



2018



4396

Introduction

The Annual Report for 2018 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.

Jodie Selby

Relieving Principal

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Message from the Principal

testing testing

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 463 students Preschool to Year 6, including 53 Aboriginal and Torres Strait Islander students. 73% of students are from a non-English speaking background with Arabic, Samoan, Vietnamese 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 Instructional Leaders to deliver 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. 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, the 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 the domain of Learning the school assessed itself as "Delivering" in three of the six elements and "Sustaining and Growing" in the remaining three elements. The assessment looked at the learning culture within the school, student wellbeing, quality teaching of the curriculum, assessment of student learning and engagement, reporting and student growth. In the domain of Teaching the school assessed itself as "Delivering" in three of the four elements and as "Sustaining and Growing" in one element. The assessment looked at effective classroom practice, the ability to collect, analysis and use data in planning and teaching, how well teachers use the Australian Professional Standards for Teachers to measure and improve their performance, and achieve and maintain accreditation, school practices in professional learning. In the domain of Leading the school assessed itself as "Delivering" in one of the four elements and "Sustaining and Growing" in three elements. The assessment looked at educational leadership, school planning, implementation and reporting, school resources, and management practices and processes.

The self-assessment process will assist the school to refine the 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

Assessment

Purpose

To 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.

Overall summary of progress

The focus in 2018 was to increase the professional knowledge and skills of team leaders. This was supported by targeted professional learning and reflective discussions. The document by CESE "What Works Best" was used as a basis for increasing professional understanding of best practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Assessment strategies are explicit in teaching and learning programs and are an integral part of daily classroom instruction.	Professional Learning funds supported the attendance of staff in professional learning.	Common expectations for all stages and all staff regarding assessment were developed and necessary resources to support programming and planning were made available. The programming checklist was adjusted to include more specific areas around assessment.
The school analyses student progress and achievement data. School leadership and teachers respond to trends in student achievement at individual, group and whole school level.	Professional Learning funds and Literacy and Numeracy funding supported staff participation.	All staff participated in professional learning around the Learning Progressions. These meetings included a session on Consistent Teacher Judgement, locating selected students on the learning progressions and skill development of staff on the entry of data into PLAN2. This Professional Learning on Assessment was evaluated through a staff survey. The responses showed that 90% of staff found the session beneficial and their level of confidence had increased in 2018.

Next Steps

Through the evaluative thinking process key areas have been identified to support the development of a professional learning plan for 2019. Key areas included: a formal process for team leaders to support teachers in classrooms; continued focus on increasing understanding of the English and Mathematics syllabuses and their implementation in all teaching and learning programs; to provide regular quality feedback to staff. The annual assessment schedule for 2019 was completed and circulated to staff in Term 4. This included time-line events across the school to assist with consistency of assessment and meeting of time-line events.

Strategic Direction 2

Effective Classroom Practice and Data Skills

Purpose

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.

Overall summary of progress

The focus for 2018 was to increase teachers' understanding quality teaching and teaching strategies to better support the needs of individual students. It became clear that providing more opportunities for team leaders to work shoulder-to-shoulder with teachers within their classroom would be beneficial in improving the learning outcomes of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers implementing differentiated classroom programs that have been collaboratively planned and aligned with literacy and numeracy curriculum requirements and the school's scope and sequences.	Supported by funding from Professional Learning, Early Action for Success and Equity Loadings	Staff engaged in a wide range of professional learning opportunities to support them in differentiating programs with a focus on Number Sense, Learning Intentions and Success Criteria. All teaching staff also undertook professional learning to deepen their understanding of the school's scope and sequences for all Key Learning Areas.
All teachers use student achievement data to inform planning, identify interventions and modify teaching practice within literacy and numeracy.	As above	Staff were provided with opportunities to engage in reflective conversations around consistent teacher judgement. Teachers were supported by executive members to align student work samples to the Learning Progressions and identify future teaching directions.
Timely and effective feedback is provided so that all students have a clear understanding of where to improve and how they can demonstrate this improvement in their learning.	Quality Teacher Successful Student funding supported this initiative.	Executive staff planned to visit teachers within their classrooms during Semester 2 to focus on feedback and learning intentions. Unfortunately this was not consistently implemented across the school and will form a priority in 2019.
Increase the percentage of students in the top two bands for reading and numeracy in NAPLAN.	Professional Learning funds and Equity Loadings supported this initiative.	Staff actively engaged in over 100 professional learning courses throughout 2018 to further extend their abilities to provide our students with a quality education. Executive staff undertook external training in the document 'What Works Best' and then identified and provided professional learning to staff on strategies which reflect this document. Strategies included the implementation of a 'No hands up' policy.

Next Steps

Through a reflective process was recommended that a Quality Learning Environment checklist be develop and form part of teacher's programs. Using QTSS funding in 2019, executive staff will be able to visit teacher's classrooms on a regular basis to provide instructional leadership and to support staff in planning, delivering and evaluating of quality, differentiated teaching programs. To promote a reflective teaching practice, after attending professional learning, staff will be asked to comment on the impact the professional learning has had on their classroom practice.

Strategic Direction 3

School Practices and Processes

Purpose

To develop clear and documented systems and processes that underpin ongoing school improvement and the professional effectiveness of all school members.

Overall summary of progress

Staff awareness of school practice and processes has been enhanced by the creation and distribution of the "A–Z of Busby West for Staff". Roles and responsibilities were refined and staff have been supported in their roles by executive team members. Common agenda items for stage team meetings was developed and implemented across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Embed a whole school consistent approach to implementation of school and departmental policies.	Equity Loadings and Wellbeing funding supported this initiative.	<p>The A to Z document was developed and shared with staff at School Development Day in Term 1. Positive Behaviour for Learning reward system was communicated to all teaching staff and the community. Roles and responsibilities were refined and staff have been supported in their roles by executive team members. Common agenda items for stage team meetings was developed and implemented across the school. "Parent online Payment" option has been regularly promoted to the community through the school newsletter, notes and Facebook. School has covered PSSA weekly bus costs.</p> <p>Induction material for new staff, both permanent, temporary engaged and day-to-day casual, has been trialled in Term 3 and 4. Evaluation has commenced and will continue in Term 1 2019. The use of "Strong Start, Great Teachers", to be fully utilised in 2019.</p> <p>Anti-bullying policy to be aligned with new departmental documentation and then shared with community, students and staff in Term 1 2019.</p>
Staff understand and apply all relevant school practices and procedures to meet departmental policies.	School Support Allocation (Principal Support) funding supported this initiative.	<p>An induction process has been developed and includes WHS compliance, the school PBL system, and a run-down of daily school procedures that are detailed in a "Casual Folder". This folder is provided each casual staff member on employment each day.</p> <p>All permission notes have been revised to meet departmental requirements and staff now have access to all notes on the server.</p> <p>The roles and responsibilities of team leaders has been updated to provide clarity of responsibilities. This is to be shared at 2019 Executive Planning Day (Week 8).</p>
Preschool Quality Improvement Plan (QIP) provides a focus for continual improvement and is	Equity Loadings and Professional Learning funds supported this initiative.	2018 saw focus on Quality Area 2: Children's Health and Safety and Quality Area 3: Physical Environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
reviewed and implemented annually.		Preschool staff provided regular information to families around healthy eating for children and nutrition. Funding was allocated to enhance students' outdoor learning environment through the installation of gardens, a car track, mud kitchen and pond. The Men's shed also constructed a shop front for students to engage in imaginative play. The installation of two Promethean Boards enhanced the indoor learning environment of the Preschool.
Establish a levelled student award system to complement Positive Behaviour for Learning (PBL) across the school.	Wellbeing funding supported this initiative.	A new PBL reward system was communicated to all teaching staff and the community and implemented throughout the 2018. Our Anti-Bullying was successfully evaluated and updated to align with new departmental documentation.

Next Steps

Induction material for new staff, both permanent, temporary engaged and day-to-day casual, has been trialled in Term 3 and 4. Evaluation has commenced and will continue in Term 1 2019. The use of "Strong Start, Great Teachers", to be fully utilised in 2019.

The roles and responsibilities of team leaders has been updated to provide clarity of responsibilities. This is to be shared at 2019 Executive Planning Day (Week 8) and implemented 2019.

Anti-bullying policy to be aligned with new departmental documentation and then shared with community, students and staff in Term 1 2019.

Preschool staff continue to review and implement the Preschool Quality Improvement Plan in 2019 with an ongoing focus on working collaboratively as a team.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Engagement of an SLSO for 0.8FTE = \$48 530.	The employment of an Aboriginal School Learning and Support Officer achieved the desired outcome of providing support, in areas of behaviour and learning to a range of Aboriginal students across the school. The flexible nature of the position allowed for targeted students to receive timely support to enhance their school experience. Aboriginal students participated in a range of activities including "Yarn Up", LLAECG Combined NAIDOC celebrations and Buddy Camp hosted by Ashcroft High School. All Aboriginal students had developed a Personalised Learning Pathway in consultation with families and teachers.
English language proficiency	1.4 FTE teachers @ \$104 113 = \$145 758 and 0.6 FTE SLSOs @ \$60 663 = \$36 398 and Professional Learning courses and casual staff = \$5 000. Totalling \$187 156.	The employment of 1.4 staff (one full time and one two days per week), enabled the delivery of the New Arrivals Program that catered for the intense language needs of non-English speaking students who had newly arrived into Australia. Students across the school were identified as requiring additional English language support were allocated time with the EAL/D teachers in consultation with teachers. Teachers received PL to support their professional learning to meet the learning needs of these students. The various programs supported language acquisition and assimilation into both the school and Australia for these students.
Low level adjustment for disability	Employment of 2.2 FTE teaching staff to support students in regular classes. Employment of 1.7 FTE SLSOs to support students in regular classes. Teachers @ \$104 113 = \$229 049 1.7 FTE SLSOs @ \$60 663 = \$103 127. Totalling \$332 176.	The establishment of two additional classes effectively lowered student numbers in each class across the school, particularly in Years 3 to 6. This allowed greater provision of differentiated teaching and targeted support for each student. Community feedback was overwhelmingly in favour of grade based classes with smaller student numbers. Teaching staff were in agreement with this initiative and would like it to continue into 2019.
Quality Teaching, Successful Students (QTSS)	Additional teacher employed 0.85FTE to release off-class Assistant Principal and Deputy Principal = \$91 099.	The release of AP wellbeing and DP support unit has enabled student welfare issues to be addressed in a timely manner including follow up with students and families. This has allowed classroom teachers to deliver quality teaching and learning, and lessen interruptions. Families have expressed their appreciation of the support received and the availability of staff to address their concerns. Additional release time for team leaders was used to meet a variety of needs across the school, including the targets of Quality Teaching Successful Students (QTSS) initiative. In 2019 this release time will be increased and linked to a structured program of delivery.
Socio-economic background	Employment of 1.2 FTE teachers @ \$104 113 = \$124 935	The continuation of MultiLit, now school funded, supported 39 targeted students. These students were identified as having

<p>Socio-economic background</p>	<p>Employment of 0.8 FTE SLSOs @ \$60 663 = \$48 530.</p> <p>Allocation of classroom budgets \$90 000.</p> <p>Purchases of resources and \$142 134</p> <p>Newcomeball court and preschool softfall resurfacing, replacement of classroom furniture \$66 000.</p> <p>Gymnastics program \$15 000</p> <p>Upgraded Bell and evacuation system \$19 200</p> <p>Shade sails erected above Cooida playground. Updating and enhancing school learning environment murals.</p> <ul style="list-style-type: none"> • Socio-economic background (\$80 000.00) • Socio-economic background (\$2 000.00) • Socio-economic background (\$1 200.00) 	<p>literacy skills below expected levels . Class teachers identified students who were then placed into streamed groups to undertake the MultiLit program four days each week for a semester.</p> <p>Class budgets were continued in 2018 due to their success in 2017. Team leaders are responsible for ensuring that classroom teachers have resources to assist in teaching and learning. Feedback from classroom teachers, team leaders and admin staff has been positive.</p> <p>Professional Learning of staff to target school strategic directions, school priorities and Performance Development goals . Purchase of 25 laptops and storage charging unit to enhance integration of technology in teaching and learning. Purchase of 6 collaborative learning tables for K-2 classrooms.</p> <p>Staff reported the replacement flat panel displays supported teaching and learning by providing clear visuals and multimedia presentations.</p> <p>The resurfacing project on the Newcomeball court and preschool areas was rain-delayed and completed January 2019.</p> <p>Furniture for classroom received and supported the flexible learning environment.</p> <p>School financial support of Gymnastics program enabled all students to participate from mainstream and support classes. Teachers and students reported a high level of engagement and skill development through the eight week program.</p> <p>The installation of a new bell system ensured that the whole school could hear both the bells, announcements and emergency signals. The new system also allowed the provision of musical reminders to students to move to lines. This has lessened the time to wait for students to be in lines on time.</p> <p>The provision of additional skylights has improved the quality of the COLA area, particularly on overcast days.</p> <p>Shade sails project delayed to 2019 due to department procedures.</p> <p>Aboriginal mural completed and enhancing COLA area and raising awareness of Aboriginal Australia.</p>
<p>Support for beginning teachers</p>	<p>Casual staff to release Beginning Teachers in 2018 = \$21 028</p> <p>Casual staff to release mentors \$20 000</p> <ul style="list-style-type: none"> • Support for beginning 	<p>Identified beginning teachers supported through additional release time, mentoring and support in working towards accreditation. Team leaders and beginning teachers expressed their appreciation of the time provided and the level of support given. Accreditation was achieved by two staff members.</p>

Support for beginning teachers	teachers (\$5 257.00)	Identified beginning teachers supported through additional release time, mentoring and support in working towards accreditation. Team leaders and beginning teachers expressed their appreciation of the time provided and the level of support given. Accreditation was achieved by two staff members.
Targeted student support for refugees and new arrivals	Staff professional learning \$400.. Employment of 0.3 FTE SLSO @ \$60663 = \$18 198	English as an Additional Language or Dialect (EAL/D) staff attended Professional Learning at regular Refugee Network meetings and specific training events. They reported that these sessions supported their understanding of current practices and requirements and provided support in their roles. The employment of an SLSO supported targeted students in language acquisition.
Early Action for Success	Employment of 1.2 FTE Instructional Leaders @ \$159 272 = \$191 127. 1 x casual to release staff to undertake L3 training Term 1 (3 sessions) \$1200 2 casuals to release staff to undertake OPL 2nd Year L3 training (1 session) \$800.	Through reflective conversations with K–3 class teachers and ongoing observations by IL, it has been noted that staff and students have developed quality learning environments. Eight parents attended the PaTCH information session and have signed up to participate in the PaTCH program in Term 2. Further PL provided to staff on using the National Literacy and Numeracy Learning Progressions. Staff have successfully assessed and entered National Literacy and Numeracy Learning Progressions data into PLAN2 for their students. K–2 staff have begun L3 training with positive feedback received from the L3 trainer regarding the majority of classes. Through ongoing observations by the IL and reflective conversations it has been noted that staff are implementing the L3 program and applying what they have learnt through L3 to their teaching. Staff have successfully entered data into the new PLAN2 software, using the Literacy and Numeracy Learning Progressions. The consistent implementation of PLaSP K–3 has seen SLSO's timetables and programs focused on improving individual student goals with SLSO's clear on individual students' learning goals. 5 staff K–2 have successfully completed their Ongoing Professional Learning (OPL) year of L3. 2 staff K–2 have successfully completed their initial year of L3 training. Analysis of K–2, T4 week 8 reading data has revealed 49% of kindergarten students met EAfS targets for reading, 62% of year 1 students and 78% of year 2 students met targets. Students to be monitored closely/tested in 2019 have been identified.
Funding for Students with	Funding for 2018 \$15 020	Two Promethean ActivConnect panels

Disabilities	from Australian Government.	installed in Support Unit classrooms. The provision of these panels supported the visual, and multimodal delivery of content that support teaching and learning.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	260	227	222	207
Girls	192	172	175	171

In 2018 Busby West Public School had a total enrollment of 463 Preschool to Year 6 students. The school was organised into fifteen mainstream, grade-based classes and seven Support Unit classes. The seven Support Unit classes were structured to accommodate the learning, social and behaviour needs of students. Busby West Preschool held an enrolment of 80 students who attended on average 2 1/2 days each week. Students come from 25 language backgrounds other than English and the school has an Aboriginal student population of 53.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.1	89.1	91.5	90.8
1	88.9	90.8	89.9	92.8
2	89.4	90.2	93	91.6
3	92.5	92.4	91.3	91.6
4	91.1	92.9	93.4	90
5	90.7	92.3	93	92.8
6	92.1	91.2	92.7	92.2
All Years	90.9	91.3	92.2	91.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school has developed and implemented procedures to record and monitor attendance. It also

implements strategies to encourage high attendance and punctuality and interventions to address poor attendance. At Busby West Public School we aim to:

Provide strategies for encouraging full attendance, provide procedures for accurate roll marking and monitoring, follow procedures that ensure open communication with parents and care providers.

Class teachers will undertake all reasonable measures to contact parents on the third day of a consecutive absence and/or after the third unexplained absence where parents have not contacted the school. Contact may be made by means such as providing the parents with an absentee notice (generated in Sentral), or phoning them. This contact needs to be entered into Sentral by the class teacher. The school works closely with the Home School Liaison Officer to ensure school attendance is maintained successfully and give support to the school and families where necessary.

Class sizes

Class	Total
KB	19
KF	19
1/2P	21
1M	19
2G	21
2B	21
3A	24
3S	24
4D	25
4A	27
5S	22
5C	21
6W	24
6H	24
6A	23

Structure of classes

In 2018 the school implemented grade-based classes. This was implemented in mainstream classes (with the exception of one class, a Year1/2 composite). This was achieved by forming an additional two classes funded by school resources.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.42
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	2.2
Teacher Librarian	0.8
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	12.22

*Full Time Equivalent

The school is fortunate to have had three staff identifying as Aboriginal in 2018.

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, online 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 2018 \$48 538 was spent on professional learning costs. Three 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 required to engage with accreditation from 2018. School Development Days were used in 2018 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	622,922
Revenue	6,205,884
Appropriation	6,088,136
Sale of Goods and Services	26,594
Grants and Contributions	84,542
Gain and Loss	0
Other Revenue	0
Investment Income	6,613
Expenses	-5,693,846
Recurrent Expenses	-5,693,846
Employee Related	-5,145,645
Operating Expenses	-548,201
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	512,038
Balance Carried Forward	1,134,960

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.

	2018 Actual (\$)
Base Total	2,525,791
Base Per Capita	90,779
Base Location	0
Other Base	2,435,011
Equity Total	1,178,750
Equity Aboriginal	61,055
Equity Socio economic	598,730
Equity Language	187,037
Equity Disability	331,929
Targeted Total	1,292,765
Other Total	841,328
Grand Total	5,838,633

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

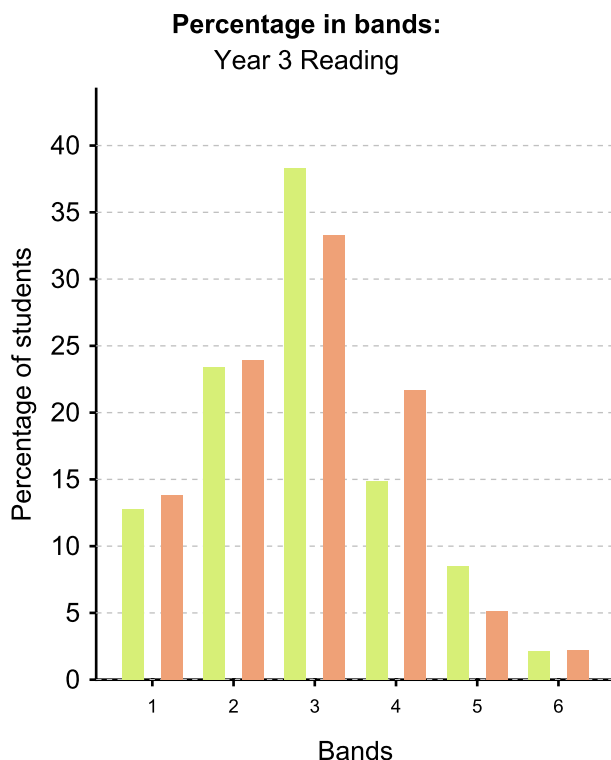
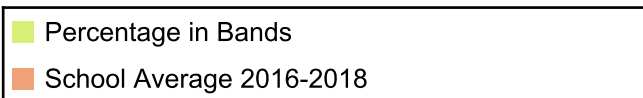
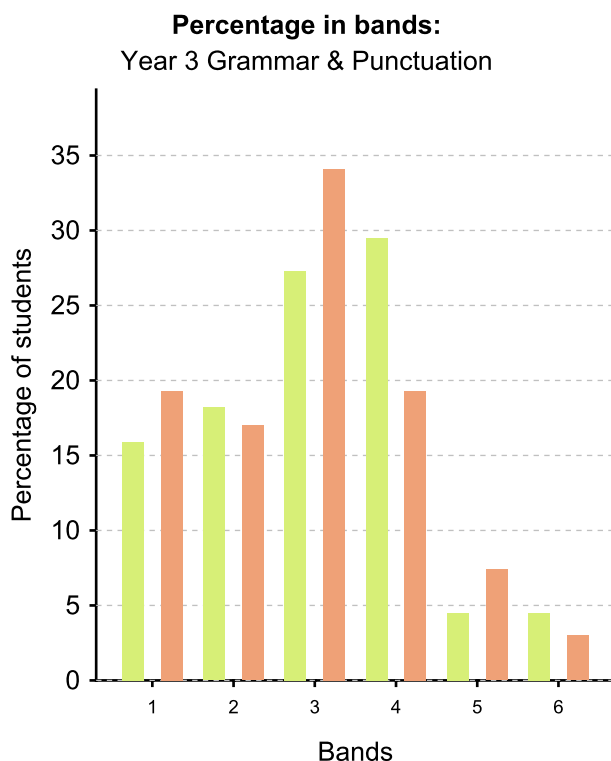
NAPLAN

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.

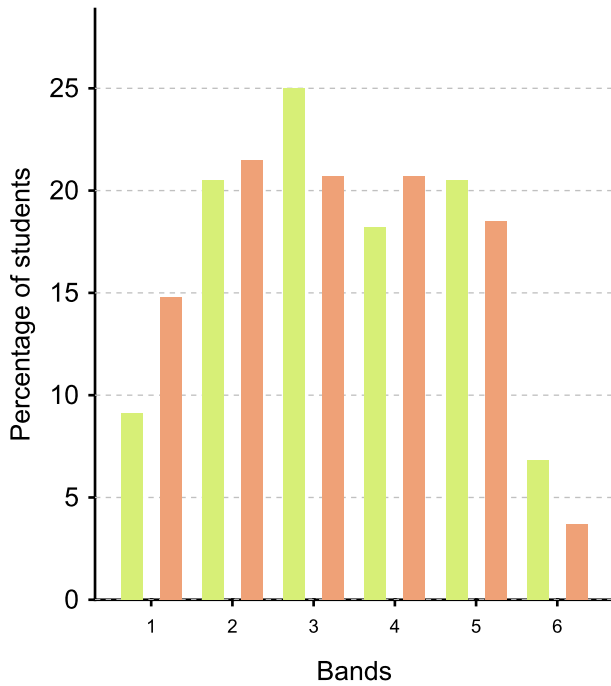
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

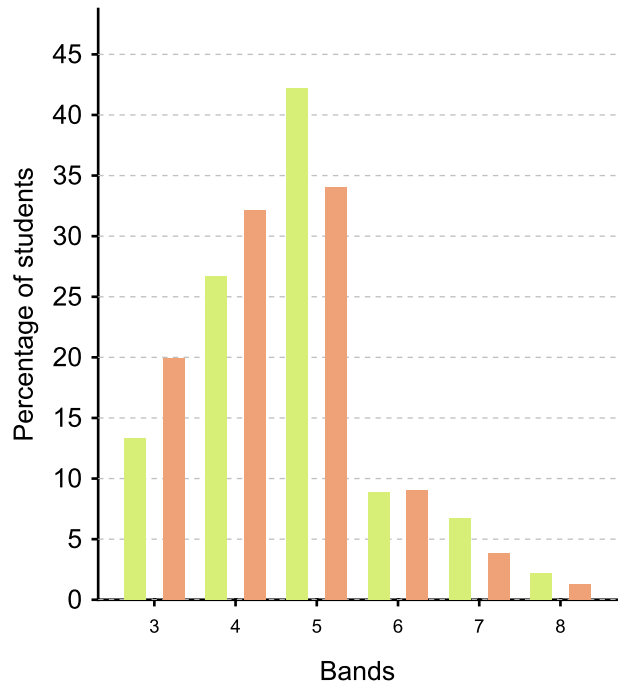
NAPLAN data for 2018 show for Year 3 Writing and Reading there was a slight decline in student performance which followed the trend of the state and SSSG compared to 2017 data. NAPLAN scores in Spelling and Grammar and Punctuation for Year 3 and Year 5 slightly increased compared to results from 2017.



Percentage in bands:
Year 3 Spelling



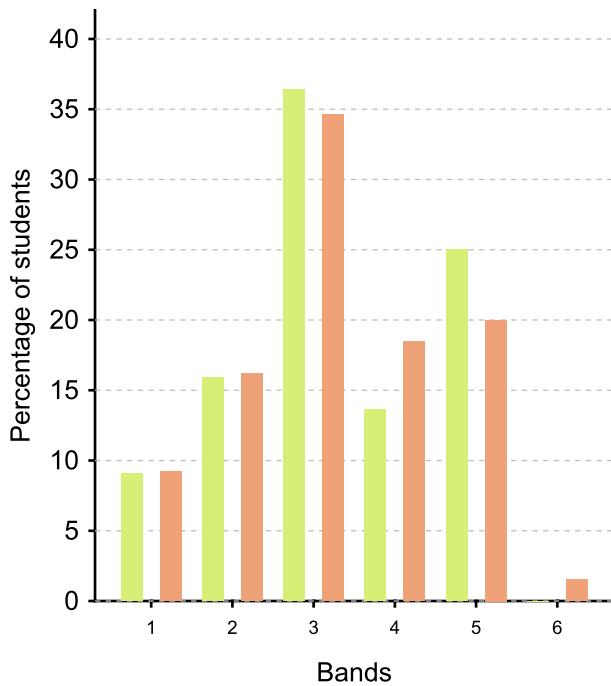
Percentage in bands:
Year 5 Grammar & Punctuation



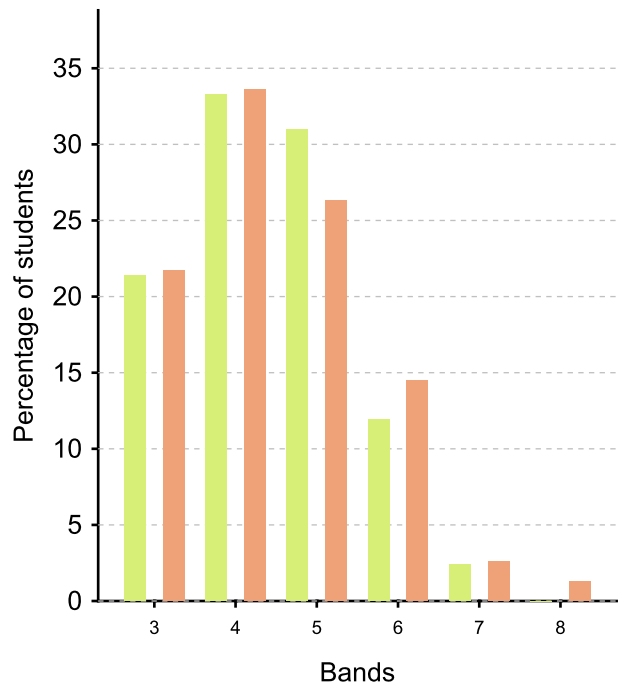
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



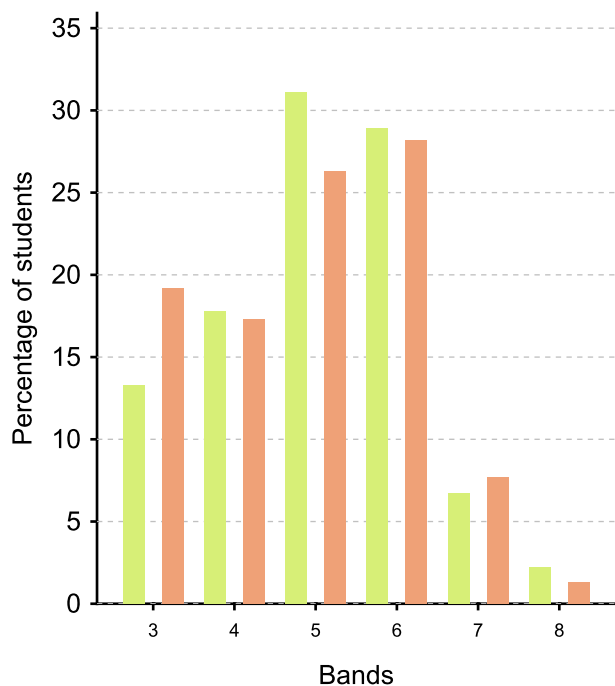
Percentage in bands:
Year 5 Reading



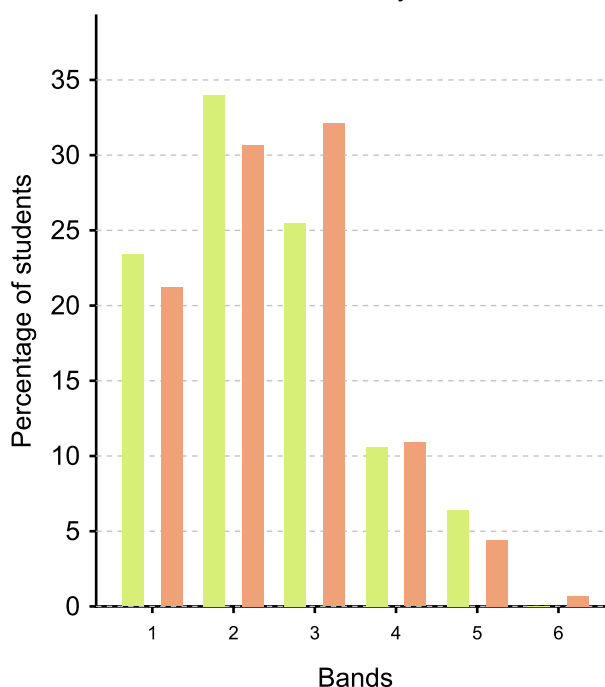
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

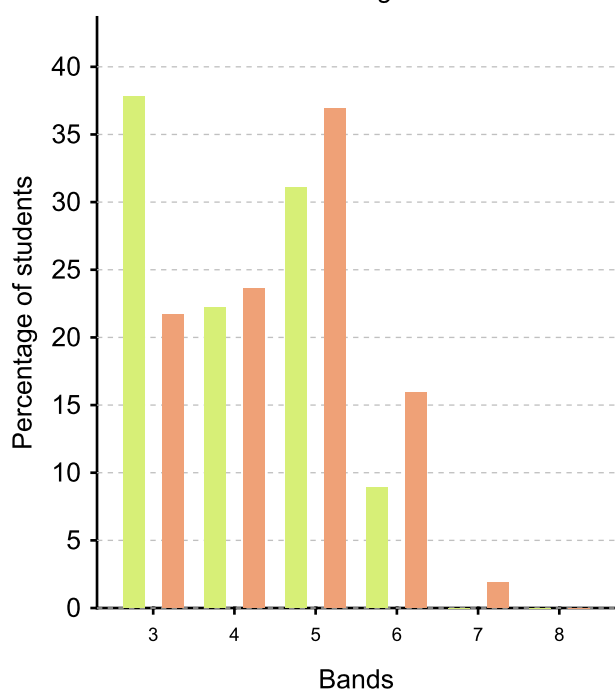
Percentage in bands:
Year 5 Spelling



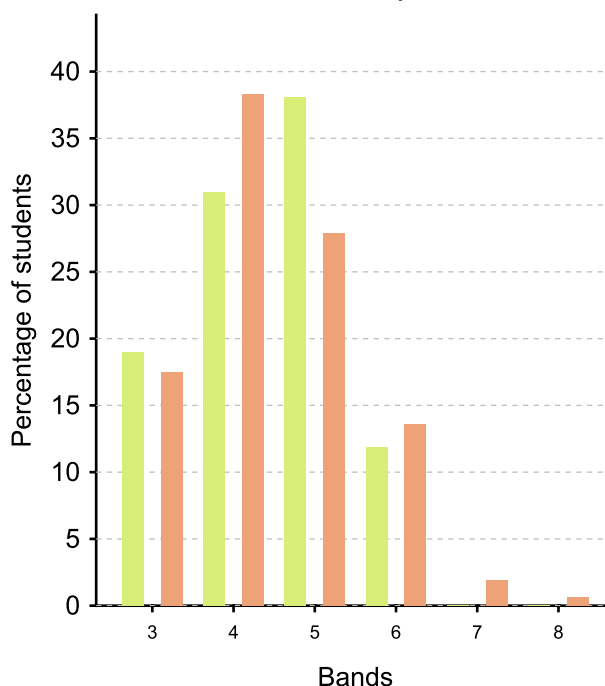
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



NAPLAN data for 2018 indicated a decline in student scores in Numeracy compared to those from 2017 for students both in Year 3 and Year 5.

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 2018 Busby West Public School increased the proportion of Year 3 students in the top two bands of NAPLAN in Spelling, Reading and Numeracy compared to 2017 data. The percentage of Year 5 students in the top two bands of NAPLAN also increased for Grammar and Punctuation, Reading and Numeracy compared to 2017 data. In 2018 an increase of 20% of Year 3 Aboriginal students achieved results in the top two band of NAPLAN in Spelling compared to 2017 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 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 are not able to be included since the number of responses did not meet the minimum requirement for a summary report to be generated. Parents who attend the regular P&C meetings voiced satisfaction with the school direction and support provided for students.

Student Survey: 154 students completed the survey, the survey indicated that students were mostly aligned to NSW government norms in all areas. Students from Years 4, 5 and 6 participated in an on-line survey, "Tell Them From Me". The data can be summarised as:

77% of students have a positive sense of belonging (NSW Gov School norm 81%)

78% of student have positive behaviour at school (NSW Gov School norm 83%)

78% of students are interested and motivated (NSW Gov School norm 78%)

81% of student believe that there is effective use of learning time (NSW Gov School norm 82%)

39% of students identified some form of bullying (NSW Gov School norm 36%)

76% of students feel they have someone at school who consistently provides encouragement and advice (NSW Gov School norm 77%)

86% of students felt that school staff emphasise academic skills and hold high expectations for students to succeed. (NSW Gov School norm 87%)

Staff Survey: From the eight drivers of student learning staff rated the school as highest in technology, inclusivity and teaching strategies. Staff felt that leadership, collaboration and data informed practice were areas for development. The eight drivers of student learning are: These are Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Informed Practice, Learning Culture and Collaboration.

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 2018. 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.