

Busby West Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

This Annual Report presents a small summary of the hard work, dedication and commitment of Busby West Public School staff in ensuring that all students are 'known, valued and cared for' across all sections of our school from Preschool to Year 6 in both mainstream and special education classes. 2019 has seen the continued building of strong community connections, engagement of students in sound educational programs and a positive focus on student wellbeing.



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 fourteen 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Assessment strategies are explicit in teaching and learning programs and are an integral part of daily classroom instruction.

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.

Progress towards achieving improvement measures

Process 1: Implement a range of reflective practices.(Learning Progressions)

Evaluation	Funds Expended (Resources)
<p>Across school data was successfully collected, entered in Sentral and distributed to support staff in gaining an overall picture of the students they will work with in 2020. TPL will be provided to support staff in collecting, entering and analysing data early in 2020.</p> <p>The revised assessment scheduled will provide staff with more direction and support them in ensuring that data in literacy and numeracy is being collected regularly to inform teacher practice and school decisions.</p>	

Process 2: Provide high quality, researched based, professional learning to enhance assessment practices. (Formative Assessment)

Evaluation	Funds Expended (Resources)
<p>Ongoing professional learning raised the profile of formative assessment across the school and provided staff with the opportunity to experiment and practice using various methods of providing feedback and incorporating learning intentions and success criteria into lessons. Professional learning provided positive opportunities for staff to observe and reflect on their own and other colleagues current practice and engage in reflective conversations on how to improve practice.</p> <p>Our focus on formative assessment will continue into 2020 with professional learning targeted around student to student feedback and student to teacher feedback in Semester 1. Semester 2 will focus on quality questioning ensuring teachers are strategic in their questioning and opportunities for student voice is provided.</p>	

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.

Improvement Measures

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.

All teachers use student achievement data to inform planning, identify interventions and modify teaching practice within literacy and numeracy.

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.

Increase the percentage of students in the top two bands for reading and numeracy in NAPLAN.

Progress towards achieving improvement measures

Process 1: Implement cycles of professional learning that encompass new learning, implementation and evaluation led by stage team leaders.

Evaluation	Funds Expended (Resources)
<p>Cycles of professional learning were implemented throughout the year focusing on Trauma Informed Practice (Berry Street Education Model) and Formative Assessment. Staff felt strongly supported in developing their understanding within these areas. The focus on having students known, valued and cared for increased across the school through the use of Morning Circle being embedded P-6.</p> <p>In 2020, the school intends to continue implementing BSEM strategies to support student wellbeing and engagement. Cycles of professional learning will continue to enhance effective classroom practice.</p>	

Process 2: Staff engage in a variety of professional learning activities such as school development days, staff meetings, stage team meetings as well as external professional learning opportunities.

Evaluation	Funds Expended (Resources)
<p>Staff were given access to and supported to engage in professional learning activities. These activities aligned with School Strategic Directions, personal Performance Development Plans and stage team goals. Professional learning was provided equitably across the school with a high level of collaboration and support from team leaders. In 2019 37 staff, teaching and non-teaching, full and part-time, permanent and temporary engaged in a total of 228 professional learning activities. Course costs totalled \$14 020 and casual relief cost \$53 550. This includes the Professional Learning supported by EAfS, totalling \$28 800.</p> <p>In 2020, we will continue to provide opportunities for staff to attend professional learning appropriate to their professional needs. Whole school professional learning will aim to increase teacher capacity in STEM, formative assessment, Berry Street Education Model, and the High Potential and Gifted Education Policy. Identified PL for 2020 has been selected to drive quality teaching with the aim of increasing the percentage of students in the top two bands for reading and numeracy in NAPLAN.</p>	<p>Professional Learning and additional school funds to support staff Professional learning totalled \$67 570.</p>

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.

Improvement Measures

Embed a whole school consistent approach to implementation of school and departmental policies.

Staff understand and apply all relevant school practices and procedures to meet departmental policies.

Preschool Quality Improvement Plan (QIP) provides a focus for continual improvement and is reviewed and implemented annually.

Establish a levelled student award system to complement Positive Behaviour for Learning (PBL) across the school.

Progress towards achieving improvement measures

Process 1: To develop, document and distribute school practices and procedures and support staff in the implementation.

Evaluation	Funds Expended (Resources)
<p>The school developed competency in using Sentral to record student wellbeing and collection of assessment data and meeting minutes. Selected departmental policies were revisited and school procedures were aligned to these policies.</p> <p>In 2020, executive staff will undertake professional learning around the High Potential and Gifted Education Policy in order to develop a school action plan to be implemented in 2021.</p>	

Process 2: Engage and consult, and gain feedback, from the school community on school practices and processes.

Evaluation	Funds Expended (Resources)
<p>The school community were actively encouraged to provide feedback on school practices and procedures. In 2019, there was an increase in community engagement compared to 2018 through the Tell Them From Me Survey. Community engagement with the school's Facebook page and online newsletter, continues to increase.</p> <p>In 2020, the school will continue to seek community feedback on practices as well as provide opportunities for the community to be involved in school activities and events.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Costs of courses, engagement of external providers and provision of resources.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$17 102.00) 	<p>A wide variety of activities to support the school were planned and delivered in 2019. The school community was appreciative of the opportunities provided. These included specific activities for Aboriginal students; dance, cultural and art programs, and activities for all students; Aboriginal story teller, indigenous games, NAIDOC celebrations both at the school and hosted by the LLAECG at Ashcroft Public School.</p> <p>The provision of an Aboriginal school shirt promoted the importance and significance of Aboriginal Australia to our school and community.</p>
English language proficiency	<p>Employment of staff to support English language acquisition.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$176 399.00) 	<p>The employment of 1.2 staff (one full time and one one day 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.</p>
Low level adjustment for disability	<p>Employment of staff to support students requiring adjustments.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$330 548.00) 	<p>The establishment of two additional classes effectively lowered student numbers in each class across the school, particularly in Years 3 to 6. This provided the opportunity to have grade based classes. This allowed greater provision of differentiated teaching and targeted support for each student. SLSOs were employed to support the delivery of Personalised Learning and Support Plans (PLaSPs) for targeted students. These PLaSPs were developed by classroom teachers to target identified learning needs. 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 2020.</p>
Quality Teaching, Successful Students (QTSS)	<p>Employment of casual staff to release team leaders.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$85 372.00) 	<p>The use of QTSS funding to release each team leader off class one day each week has allowed a regular, programmed means of support for classroom teachers. Each team leader plans, programs and supports high quality teacher practice at both a team and individual level. Observations of classroom practice, provision of demonstration lessons, release for staff to engage in observation of colleagues and discussion of Performance and Development goals has increased the quality of teacher practice and timely support at the point of need.</p> <p>This model will be continued in 2020, with</p>

Quality Teaching, Successful Students (QTSS)	<p>Employment of casual staff to release team leaders.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$85 372.00) 	<p>slight refinements to ensure equitable support for all classroom teachers.</p>
Socio-economic background	<p>Employment of casual staff, fund programs to provide equity of access for all students, provision of resources to support teaching and learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$392 801.00) 	<p>The support of student's needs through the provision of SLSOs under the direction of the class teacher has seen identified students receiving individual support in learning and behaviour.</p> <p>Provision of class budgets, under the guidance of team leaders has provided resourcing to enhance teaching and learning for all students.</p> <p>The funding or PSSA costs allowed all students equity in participation in inter-school sporting competitions.</p> <p>Funding for a gymnastics program through GotGame, allowed all students K-6 to participate in 2019. Grants from Sporting Schools, partially provided the costs. Students engaged fully in this activity and developed skills and confidence over an eight week program.</p> <p>Students in support unit classes provided with suitable furniture to meet the needs of each class. This provided a greater flexibility in delivery of teaching and learning.</p> <p>Increased security for students, staff and community by the installation of automated entry gates to meet school security compliance.</p>
Support for beginning teachers	<p>Employment of casual staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$21 343.00) 	<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 the targeted teacher.</p>
Targeted student support for refugees and new arrivals	<p>Employment of casual staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$2 500.00) 	<p>This release time allowed the EAL/D teacher to support classroom teachers to develop plans and programs. Students were supported in their acquisition of English language skills and familiarity with both the NSW school system and cultural awareness.</p>
Early Action for Success	<p>Early Action for Success (EaFS) Instructional Leaders (1.2FTE) \$195 905</p> <p>Professional Learning casual staff costs in 2019 totalled \$28 800</p>	<p>The implementation of L3 has been successful in 2019 and an EOI for ongoing training has been completed for this to continue into 2020. Overall, reading level results are positive K-2 and students requiring intervention are closely monitored.</p> <p>Intervention in phonics and phonemic awareness have been extremely positive and lessons will remain a focus into 2020 with professional learning provided for K-3 staff</p>

Early Action for Success	<p>Early Action for Success (EAfS) Instructional Leaders (1.2FTE) \$195 905</p> <p>Professional Learning casual staff costs in 2019 totalled \$28 800</p>	<p>early in the year. Staff will be required to track students against the progressions in the areas of phonological awareness and phonic knowledge and word recognition. As well as selected markers within creating text and additive strategies.</p> <p>It is anticipated that Year 3 NAPLAN results continue to improve as they have in 2019. Strategic intervention planned for 2020 aims to target the top cohort of students in Year 3 and support them in making improvements in literacy and numeracy to the same positive extent that other students are across the grade.</p>
Funding for Students with Disabilities	<p>Nil</p>	<p>No evaluation required.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	227	222	207	198
Girls	172	175	171	157

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.1	91.5	90.8	87.9
1	90.8	89.9	92.8	90.5
2	90.2	93	91.6	88.6
3	92.4	91.3	91.6	91.5
4	92.9	93.4	90	90.6
5	92.3	93	92.8	87.9
6	91.2	92.7	92.2	90.1
All Years	91.3	92.2	91.7	89.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.36
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	2.2
Teacher Librarian	0.8
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	12.22

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,134,960
Revenue	6,084,221
Appropriation	5,971,614
Sale of Goods and Services	23,140
Grants and contributions	83,174
Investment income	6,093
Other revenue	200
Expenses	-6,162,957
Employee related	-5,202,865
Operating expenses	-960,092
Surplus / deficit for the year	-78,735

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,317,742
Equity Total	1,181,950
Equity - Aboriginal	45,791
Equity - Socio-economic	622,165
Equity - Language	176,339
Equity - Disability	337,655
Base Total	2,381,492
Base - Per Capita	103,879
Base - Location	0
Base - Other	2,277,613
Other Total	1,004,007
Grand Total	5,885,191

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

The school used the "Tell Them From Me" surveys to seek the opinions of parents/carers, students and staff in 2019. Alongside these surveys parents were surveyed by student members of the School Representative Council. Preschool parents were regularly surveyed on key areas throughout the year.

19 parents/carers participated in the survey. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey revealed that parent perception is above NSW norms in the area of 'Parents support learning at home', and just below NSW norms in 4 other areas. The areas below NSW norms were around 'Safety at School' and 'Inclusive School'.

Two student surveys were conducted in 2019. A total of 98 and 119 students were surveyed. The survey focused on the areas of: Social–Emotional Outcomes in 10 sub–areas, Drivers of Student Outcomes in 8 sub–areas, Demographic Factors in two sub–areas and NSW DoE Custom Measures in 10 sub–areas. Students reported above NSW norms in areas around participation, extra–curricula activities and having a sense of belonging. The area that students reported 6% below NSW norms was in the area of having friends at school they can trust and who encourage them to make positive choices.

Teachers were surveyed on Eight Drivers of Student Learning, Four Dimensions of Classrooms and School Practices and NSW DoE Custom Measures. The results were at or just below NSW norms, with 'Being an Inclusive School' being a strong focus of the staff. The area that surveyed lowest, by 7% from the NSW norm, was Data Informs Practice.

Preschool parents reported a very positive regard for the programs, care and support provided by the Preschool, and a high level of agreement with the programs being implemented.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

