

2021 Annual Report

Busby Public School



4337

Introduction

The Annual Report for 2021 is provided to the community of Busby Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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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School vision

Busby is an inclusive, innovative school that delivers an engaging, holistic education. As a school community we endeavour to enhance our culture of care and respect and enrich all students. Through the provision of high quality teaching, supportive teacher development and strong partnerships with the broader community, the consistent improvement of student outcomes is ensured. As a school we aspire to narrow the achievement gaps between students from diverse backgrounds within a safe, cohesive learning community.

Our vision is success for every student, every teacher and every member of our school community.

School context

Busby Public School (enrolment 247 students, 70% language background other than English and 14% Aboriginal and Torres Strait Islander) caters for students K-6 in a medium density setting within the Liverpool Principals Network and acknowledges connections to the Cabrogal clan of the Darug nation. The school was established in 1963 and has 11 mainstream K-6 classes and a support class (established 2021). The schools Family Occupation and Educational Index (FOEI) rating is 176 which is indicative of the disadvantages evident in the community.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in Reading and Numeracy. There is a need to further build teacher capabilities through collaborative practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

Student goals for attendance and behaviour are set with greater parental understanding and continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools

There is a continuing focus to deliver quality teaching programs with emphasis on literacy and numeracy outcomes. The teachers are supported through co-teaching practices to embed and integrate technology, Science, Technology, Engineering and Mathematics (STEM) and Creative and Critical Thinking opportunities into teaching and learning.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To create a collaborative culture of focused, highly motivated and engaged learners where all students achieve at or beyond expected outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Teacher Efficacy
- Data driven practices

Resources allocated to this strategic direction

Integration funding support: \$34,000.00

Socio-economic background: \$330,182.29

Low level adjustment for disability: \$115,000.00

English language proficiency: \$89,694.40

Aboriginal background: \$77,661.00

Refugee Student Support: \$2,879.89

Professional learning: \$12,774.00

Summary of progress

In response to the targeted series of professional learning in 2020, aimed to support middle executive in deepening their collective knowledge base and their ability to confidently engage their school teams in professional dialogue around the latest evidence-based teaching practices in both literacy and numeracy. In term 1 2021, senior executive collectively developed systems and processes to initiate High Impact Professional Learning (HIPL), co-planned and created by expert and specialist teachers. This professional learning aimed to deepen Teacher data literacy and usage, to support all classroom teachers to analyse and recognise the impact of ongoing student data as a driving force to meet student needs, identify elements of explicit teaching, and gain a clearer understanding of syllabus requirements in both English and Mathematics.

For the remainder of the year, weekly, whole school, and individual team professional learning conducted during Team Time, coaching and mentoring, feedback reflection, classroom observations, class walks, and co-teaching led to a systematic focused approach to teaching the current English and Mathematics Syllabi embedding elements of Formative assessment. An unintended outcome has been open dialogue around student learning and discussion with individual students about their education. Teachers became increasingly confident in utilising these learning conversations to plan and deliver updated explicit teaching and learning programs. The support of expert teachers during co-planning and co-teaching sessions created a supportive climate for teachers to provide to students engaging well-sequenced lessons that authentically incorporated STEM, ICT, Inquiry-based learning, critical thinking, and collaboration.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• All executive work with school services to consolidate their understanding of formative assessment and develop a plan on how formative assessment can be effectively implemented in Busby PS teaching and learning programs.	Internal feedback data collected from Formative Assessment Professional Learning in term 1 led senior executive to respond to staff concerns that there was a need to provide additional professional dialogue around all elements of formative assessment to support the co-construction of quality explicit teaching programs. Although a majority of teachers reflected best practice of explicit teaching strategies in their teaching and learning programs confidently utilising learning intentions, staff were less confident in incorporating success criteria with their students input. Further coaching and mentoring continued with a focus on collaboration with students to set success criteria. During term 2 specialist teachers and executive began to address these staff concerns with professional learning directed at building success criteria in line with student differentiation and implement a planned

<ul style="list-style-type: none"> • All executive work with school services to consolidate their understanding of formative assessment and develop a plan on how formative assessment can be effectively implemented in Busby PS teaching and learning programs. 	<p>whole school approach to support teachers. These professional learning sessions were to be followed by a whole day Staff Development Day to consolidate teacher understanding. However, due to COVID lockdowns in term 2 and term 3 this professional learning will be addressed in 2022.</p>
<ul style="list-style-type: none"> • Establish student baseline data in literacy and numeracy. 	<p>The formal collection of student baseline data began this year in both literacy and numeracy. NAPLAN data in year 5 demonstrated that 9% of students achieved the top 2 bands in numeracy, aligning with the school targets of 7.5% increase by 2022 and 7.8% increase of expected growth by 2023. In reading, 22% of year 5 students achieved the top two bands in year 5, which aligns with the school target of 7.8% of students in top 2 bands by 2022 and 9.5% increase of expected growth by 2023. Extensive assessment of the whole school student body to ascertain student understanding of and ability to apply spelling strategies was carried out in term 1. At the end of term 1 all staff had the opportunity to participate and complete professional learning of the SMART Spelling program. Participation in this professional learning has clearly identified learning pathways to support a whole school approach to teaching spelling in all classrooms K-6. The school teams, through Team Time each week, in term 2 plan explicit differentiated teaching of spelling every day with a timetabled spelling time rather than spelling being a list with random /generic spelling activities to be completed in a literacy session. Classroom teachers were given additional support co-teaching with the Instructional Leader and co-planning explicit lessons in team time. 2021 NAPLAN data indicated that 1% of year 3 students achieved Band 6 and 11% achieved Band 5 in Writing. Year 5 NAPLAN data showed that 6% of students achieved Band 7, whilst 19% of students achieved Band 6. This data directly supported planning and programming in Semester 2, in terms of writing, spelling and identification of student need. Terms 3 & 4 teachers familiarised themselves with the SMART spelling program. In term 4 a series of professional learning meetings with Stage 2 & 3 executive were set to begin professional dialogue to develop a spelling scope and sequence for spelling through the school. Staff feedback and formal assessment data (NAPLAN) shows students are responding well and engaged confidently in the spelling process. Student feedback and writing samples show students are seeing the connection between reading and writing and are feeling successful as they are more willing to have a go. NAPLAN results indicate improvement of spelling. Due to the impact of COVID lockdowns Numeracy base line data has been prioritised to the school focus in 2022.</p>

Strategic Direction 2: High Impact Teaching and Leadership

Purpose

To create a leadership team with a shared knowledge base to support communication pathways for the successful implementation of DoE curriculum requirements.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Curriculum Reform
- Instructional Leadership

Resources allocated to this strategic direction

Early Action for Success (EAFS): \$171,513.00

Low level adjustment for disability: \$76,525.16

Literacy and numeracy intervention: \$47,089.56

Literacy and numeracy: \$6,970.74

Summary of progress

Our focus in 2021 was to challenge teachers current understanding and enhance their ability to identify elements of explicit teaching to gain a clear and collective understanding of the English and Mathematics syllabi and the literacy and numeracy progression requirements. We focused on High Impact Professional Learning, in school teams using the co-teaching/ co-planning cycle to support teachers engaging with their students in appropriate, yet sustainable explicit teaching practices to meet the identified point of need of students. Teachers embedded quality practices into everyday teaching and as a result, adapted teaching and learning programs reflect this. Differentiated support across stages, in the form of coaching and mentoring has been provided to all staff at point of need. Student learning outcomes have been unpacked by teams during professional dialogue and analysis of data has shown an improvement in meeting, and moving beyond, desired school targets. Next year in this initiative we will work with staff to establish a process to provide teams with professional dialogue around classroom management of appropriate assessment tasks, and identify the most effective tools available to unpack student needs. With this focus we will address a gap in teacher understanding of the range of assessments available to pinpoint starting points for explicit teaching as well as flexible ways to record student progress on the learning progressions. Which will provide added support and further improvement in teaching practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Baseline data is collected using a school measure as to how confidently teachers are using each K-6 syllabus document to drive their teaching and learning programs.	Through document analysis of teaching and learning programs and curriculum overviews, it was evident that most teachers incorporated best practice, explicit teaching strategies, and resources within these documents. This is supported by Value Added data which was Delivering for Years 3 - 5 and Excelling in Years 5 -7. K-2 Value Added data was unavailable due to the change in Best Start Assessment in 2018. Staff feedback revealed that Team Time professional learning, co-teaching, and co-planning with knowledgeable others have increased teacher confidence and deepened understanding of explicit teaching strategies and effective pedagogy to support students learning needs. The utilisation of appropriate teaching resources identified in the DoE Literacy and Numeracy Learning Hub has expanded teachers' wealth of sequenced learning experiences and helped them plan lessons with a clearer understanding of which resources to use to meet desired outcomes. Teaching teams also indicated in their surveys that they appreciated and valued the time provided by senior executive to plan collaboratively and co-teach. They saw these opportunities as valued ways to gain immediate feedback to support their professional learning in a very practical way. The School Excellence Framework domains of Learning,

<ul style="list-style-type: none"> • Baseline data is collected using a school measure as to how confidently teachers are using each K-6 syllabus document to drive their teaching and learning programs. 	<p>Teaching and Leading drive our pedagogical practices. This was identified in the External Validation process of 2021 where our school systems were highlighted as Sustaining and Growing across all three domains.</p> <p>However, some teachers still find utilising the progressions to assist them in planning and identifying where to next to be a cumbersome task. This is due to the current data collection process in weeks 4 and 9. Future professional learning to dispel the held misunderstanding around what assessment is and how ongoing assessment captures student progress on the progressions.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> * Systems highlighted above have been initiated that encourage professional dialogue and the sharing of effective strategies to improve teaching - Team time and High Impact Professional learning (HIPL) * Staff apply and implement explicit teaching strategies to improve their teaching, evidenced through co-teaching and teaching and learning programs. * Co-Planning and Co-Teaching has allowed the modelling of effective classroom practice between teachers, to facilitate professional dialogue and collaboration. * The Leadership team regularly (evidenced through their meeting agendas) engage teams in professional dialogue around assessment, evidence- based teaching and on- going improvement in literacy and numeracy. Document analysis of teaching programs demonstrate refinement to practice in planning, classroom organisation, and use of differentiating teaching resources. Student data collection is beginning to move away from individual or stage team collection to becoming a tool more focused to support and drive teacher future planning to meet individual student needs.
<ul style="list-style-type: none"> • Experts in curriculum areas are identified and given opportunity to develop syllabi expertise. • Timeline for anticipated syllabi implementation is developed. 	<ul style="list-style-type: none"> • Early in Term 1 2020 Senior executive identified passionate, talented teachers to drive creative and inspirational programs in STEM, Inquiry-based learning, English and Mathematics. High Impact Professional Learning to focus on professional dialogue, co-planning and co-teaching. These timetabled sessions for all classroom teachers provided an opportunity to engage in evidence-based professional conversation around each syllabus. Thus providing teachers with a clearer understanding of each document and insight into explicit and practical pedagogy to meet student outcomes. The Gradual Release Model of Professional Learning was utilised in scheduled co-teaching sessions, so by the end of Term 2, most teachers confidently were embedding new teaching strategies into classroom practices. Teachers also delivered updated teaching and learning programs. Executive reflection surveys collected from teachers on what worked well and why revealed that teachers were embracing the work and time spent with others. • The principal nominated a school representative to the Curriculum Reform Community in 2021. The representative's role is to distribute all information regarding the rollout of resources and professional learning of the new English and Mathematics syllabi. Although this was initially to start in Term 1 2022, it has been moved back to Term 2, ready for the mandatory roll out for Kindergarten-Grade 2 in English and Mathematics in 2023.

Strategic Direction 3: Resilient Learners

Purpose

To embed social, emotional and educational elements into our school culture to ensure all students reach their full potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Enhancing partnerships
- Empowered Students

Resources allocated to this strategic direction

Socio-economic background: \$66,151.40

Summary of progress

Reflective feedback from all staff, in regard to the introduction of school systems and knowledgeable personnel to monitor and collate attendance data in 2021, The feedback showed that simple changes made a positive impact to the overall improvement of the attendance at Busby PS. Additionally, the AP Wellbeing consistently conducted fortnightly meetings with the HSLO, made calls to families, regularly following up those students at risk as a result, weekly attendance data showed in Term 1 we were above the state average. Staff also noted students were keen to be at school every day to learn and be a part of the Busby school community. During Term 3, COVID lockdowns meant we were working from home all term. Students were monitored by classroom teachers via weekly zoom sessions and weekly phone calls to families of those who were not online. AP Wellbeing ran checks on those students where teachers could not get in contact with families and/or police wellbeing checks were done. Future directions moving forward into 2022 the school hopes to strengthen ties with the Aboriginal community by setting PL conducted with the Aboriginal Education and Wellbeing Officer including school staff to enhance partnerships with the community and further encourage school attendance.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• To achieve or exceed designated school attendance target	<p>The analysis of 2020 daily attendance data provided executive with data registering 81.6% of student's attendance rate with 21% of students attending more than 90% of the time. The resulting executive dialogue led executive to develop a focus goal for the school to devise strategies and systems to ensure we increased attendance baseline data moving into 2021 and enhance existing partnerships between the school community to build a greater sense of collaboration, satisfaction, and school pride.</p> <p>An Assistant Principal and School Administration Officer Wellbeing were appointed in Term 1 to liaise with and open additional lines of communication with families at risk, to promote the value and rewards gained by both students and parents with regular school attendance. Term 1 data revealed a regular increase in a more consistent upward trend in student attendance. However, during term 2 and term 3 staffing changes and school closures due to COVID impacted negatively upon the upward climb of student engagement. Parent feedback surveys during this time indicated that regular welfare checks by staff showed the school-maintained gains achieved in building communication, school satisfaction and pride for the school. Which led to additional bonus of student attendance rate at the end of the year 2021 exceeding the agreed target by 24.82% with 39% of students attending more than 90% of the time.</p> <p>A consistent systematic approach the school systems developed and the</p>

<ul style="list-style-type: none"> • To achieve or exceed designated school attendance target 	<p>regular communication with families regarding school expectations and rewards enabled the school to build student attendance rate and pride in coming to school in full school uniform every day.</p> <ul style="list-style-type: none"> • Consistency, regularity of attendance has increased as evidenced by the SCOUT attendance data. • Student attendance data system created allows this data to be collected in a central location and monitored regularly and consistently. • Analysis of this data reveals attendance progress is being made towards our 2021 annual progress measures and the school is on track to achieving set improvement targets. • An unexpected positive has been the enthusiasm expressed by the students to be named class of the week and to achieve the honour of their class name displayed in the foyer. • Parents surveyed during COVID lockdown were highly appreciative of the regular staff phone welfare check and curriculum support offered.
<ul style="list-style-type: none"> • School based programs to enhance student empowerment 	<p>The school community agreed that the reintroduction of Peer Support as a program to build student voice and to empower students to enhance their social and emotional intelligence would be introduced in terms 2 and 3. However, COVID restrictions impacted this program. Peer Support will be introduced in 2022.</p> <p>The Tell Them From Me Survey 2021 highlighted that 64% of parents and carers identified a positive sense of belonging. This data demonstrates that parents and carers felt welcome and confident that the school valued parent voice. The belief that the school fostered high expectations of success was reflected in the survey by 94% of participants. The survey also showed that 86% of parents and carers reflected positive advocacy for the school. This data shows the schools commitment to developing school based programs to enhance student empowerment.</p>

Funding sources	Impact achieved this year
Refugee Student Support \$2,879.89	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teacher Efficacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: The employment of a bilingual school learning and support officer (SLSO) to support students to clarify their learning in their home language. During remote learning, support was provided to students and families via Zoom and phone calls.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ a bilingual SLSO to support students and strengthen the connection between LBOTE families and the school through translating documents and providing interpreter support during meetings.</p>
Integration funding support \$34,000.00	<p>Integration funding support (IFS) allocations support eligible students at Busby Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teacher Efficacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments. <p>The allocation of this funding has resulted in: Funds used to provide targeted support to identified students through the use of School Learning and Support Officers. Targeted students were given in class support to work towards the goals identified in their Personalised Learning Support Plans (PLSP).</p> <p>After evaluation, the next steps to support our students with this funding will be: To incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. PLSPs are regularly updated and responsive to student learning needs and progress to ensure identified students receive personalised learning and support within their own classrooms. Integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
Socio-economic background \$514,218.71	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Busby Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing partnerships

<p>Socio-economic background</p> <p>\$514,218.71</p>	<ul style="list-style-type: none"> • Teacher Efficacy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Funding of AP Wellbeing and School Administration Officer (SAO) to support Attendance strategy implementation. • supplementation of extra-curricular activities through GOT games (PDHPE) and drumming (CaPA). • professional development of staff through TEAM Time to support student learning in literacy and numeracy • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Student attendance at school is higher than SSSG & Network group schools at 89.6% • 53.3% of students attend school >= 90% of the time. This percentage is higher than the state percentage. • Internal school data indicates higher levels of attendance on days of extracurricular programs • 5% increase in the number of Year 3 students who are in the top two bands for NAPLAN Reading. • 12% increase in the number of Year 5 students who are in the top two bands for NAPLAN Reading. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Utilise the Assistant Principal Curriculum & Instruction (APC&I) role to support our trajectory towards achieving literacy and numeracy targets. To maximise student engagement, extracurricular programs provided by external providers will be reviewed to ensure that they meet the needs of our students and their level of interest. Maintain the whole school and personalised focus on student attendance which results in improved attendance rates for all students, and ensures that student absences do not impact on learning outcomes.</p>
<p>Aboriginal background</p> <p>\$84,861.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Busby Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teacher Efficacy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. • engage school community in cultural activities <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Attendance rate for Aboriginal students has increased from 76.4% in 2020 to 86% in 2021. • 25% increase in the number of Aboriginal students who attend school >= 90% of the time. • Aboriginal students and families were supported during remote via phone calls and Zoom • AEO supported 25 Aboriginal families to form links with available support services • Aboriginal culture and storytelling were highlighted by students through the design and purchase of polo shirts. These have been incorporated as part of

<p>Aboriginal background</p> <p>\$84,861.00</p>	<p>the school uniform.</p> <p>After evaluation, the next steps to support our students with this funding will be: Strengthen the PLP process to ensure authentic engagement by students, parents and teachers. Teachers engage in professional learning provided by Aboriginal Education Advisors focusing on connecting with Aboriginal parents and communities. Increase cultural awareness through providing culture classes. Maintain and improve student attendance with the support of the AEO and Aboriginal Student Liaison Officer (ASLO).</p>
<p>English language proficiency</p> <p>\$134,780.74</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Busby Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teacher Efficacy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provision of EAL/D teacher and bilingual SLSO support during remote learning in Term 3, 2021 • provision of resources for targeted students during remote learning during Term 3, 2021 <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Stage 2 & 3 teachers participated in stage-based professional learning focusing on supporting EAL/D students in mathematics. Using resources connected to the EAL/D learning progressions, teachers identified teaching strategies to support EAL/D students in mathematics. • EAL/D teacher engaged in professional learning to build their capacity in using the EAL/D learning progression to identify the phase of EAL/D students • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. • EAL/D students were supported to engage in remote learning tasks through differentiated tasks and resources, as well as guided support via phone calls and Zoom. <p>After evaluation, the next steps to support our students with this funding will be: Capitalise on EAL/D teacher confidence and their capacity to use the EAL/D learning progression to provide professional learning to stage teams. Increase collaboration between EAL/D and class teachers focusing on the use of student data for planning, programming and assessment to a high quality, consultative and differentiated approach to meeting the needs of all our EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$191,525.16</p>	<p>Low level adjustment for disability equity loading provides support for students at Busby Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teacher Efficacy • Instructional Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$191,525.16</p>	<p>employment of School Learning and Support Officers</p> <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. SLSO's engaged in professional learning, resulting in their increased capacity to support targeted students in literacy. Targeted support was provided to identified students through the use of School Learning and Support Officers (SLSO's). Targeted students were given in class support to work towards their goals identified in their PLSP.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. Utilise the Learning and Support teacher (LaST) to collaborate with class teachers to differentiate curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p>
<p>Literacy and numeracy</p> <p>\$6,970.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Busby Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs. • teacher release to engage staff in TEAM time <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • An increase in teacher understanding around data literacy and data analysis. • An increase in explicit and differentiated teaching of literacy and numeracy based on analysis of student assessment and learning progression data. <p>Evidence can be seen in a combination of teacher programs, PLAN 2 and NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilise the Assistant Principal Curriculum and Instruction (AP C&I) to support the delivery of evidence-based literacy and numeracy programs and data driven practices.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Busby Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation • employment of Instructional Leader EAfS to train staff and assist with data

<p>Early Action for Success (EaFS)</p> <p>\$171,513.00</p>	<p>analysis in Literacy and Numeracy</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • An increased percentage of students in the top two bands in reading from 12% to 21% • An increased percentage of Year 5 students in the top two bands in numeracy from 7.14% to 9.38% • Value-add for Years 3-5 is Delivering. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The Early Action for Success (EaFS) program finished at the end of the 2021 school year. Initiatives and activities that would normally be funded through the EaFS allocation will be funded from other funding sources.</p>
<p>QTSS release</p> <p>\$47,650.15</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Busby Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support co teaching and the implementation of formative assessment <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria (LISC) and have a strong focus on formative assessment. • 100% of teachers have embedded LISC into their teaching and learning programs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to use the QTSS allocation to provide additional release for Assistant Principals to mentor and support their teams in the initiatives identified as part of the 2022 - 2025 School Improvement Plan.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Busby Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in:</p> <p>Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

\$114,224.02

intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- providing targeted, explicit instruction for student groups in literacy and numeracy.
- releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups

The allocation of this funding has resulted in:

Majority of the students in the program made significant progress towards their personal learning goals

After evaluation, the next steps to support our students with this funding will be:

Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will be revised to involve regular monitoring of students as they transition back into classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	129	144	137	124
Girls	119	123	115	118

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.2	89.6	79.1	86.8
1	90.4	89.2	76.1	88.5
2	90	89.7	77.9	88.2
3	89.2	89.7	77.5	91.5
4	92.1	87.5	79.1	90
5	87.9	90.7	77.9	91.7
6	89.1	87.9	82.2	87.8
All Years	89.5	89.1	78.5	89.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Assistant Principal(s)	4
Classroom Teacher(s)	15.77
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	4.42

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	493,812
Revenue	4,611,705
Appropriation	4,559,094
Sale of Goods and Services	36,933
Grants and contributions	15,362
Investment income	216
Other revenue	100
Expenses	-4,883,303
Employee related	-4,145,697
Operating expenses	-737,607
Surplus / deficit for the year	-271,598
Closing Balance	222,214

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.

	2021 SBAR Adjustments (\$)
Targeted Total	46,535
Equity Total	984,796
Equity - Aboriginal	84,861
Equity - Socio-economic	573,629
Equity - Language	134,781
Equity - Disability	191,525
Base Total	2,208,989
Base - Per Capita	62,122
Base - Location	0
Base - Other	2,146,867
Other Total	1,174,743
Grand Total	4,415,062

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.

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.

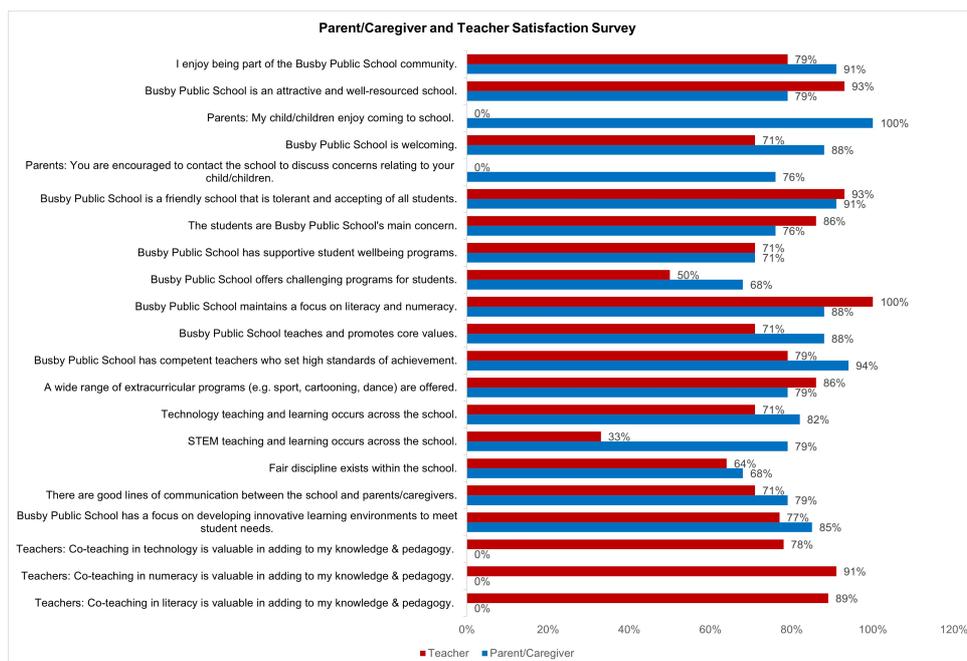
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Busby Public School conducted a number of surveys throughout 2021, including school generated surveys, Tell Them From Me surveys and the NSW Government People Matter survey.

Responses from the Tell Them From Me and School satisfaction survey data indicate:

- 91% of parents/carers enjoy being part of the Busby Public School community
- 79% of teachers enjoy being part of the Busby Public School community
- 64% of students feel a strong sense of belonging. This is lower than previous years.
- 86% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice/support (Advocacy at school)
- 76% of parents/carers feel that the students are Busby Public School's main concern
- 86% of teachers feel that the students are Busby Public School's main concern
- 94% of students feel that staff hold high expectations for all students to succeed
- 79% of teachers indicated that Busby Public School has competent teachers who set high expectations of achievement
- 94% of parents/carers indicated that Busby Public School has competent teachers who set high expectations of achievement

Survey data was generally positive, but also provided information which guided decision making, practices, programs and planning in all aspects of the operation of our school.



Parent/Caregiver and Teacher Satisfaction Survey data 2021

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.