

# 2021 Annual Report

## Busby West Public School



4396

# Introduction

The Annual Report for 2021 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 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.

## School contact details

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Busby West Public School  
Starling St  
Green Valley, 2168  
[www.busbywest-p.schools.nsw.edu.au](http://www.busbywest-p.schools.nsw.edu.au)  
[busbywest-p.school@det.nsw.edu.au](mailto:busbywest-p.school@det.nsw.edu.au)  
9607 7573

## Message from the principal

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This 2021 Annual Report provides an overall evaluation of the school's progress, achievements and challenges encountered in 2021. Firstly I would like to acknowledge the continued outstanding effort of school staff in ensuring delivery of high-quality educational and wellbeing outcomes in the COVID-19 situation. The impact of "learning from home" and cohort grouping, when returning to school, provided additional challenges for the whole school community. Secondly, the wonderful support from the school community ensured our partnership was genuine and student-focused. As principal I express my appreciation to both staff and school community for wonderful support in 2021.

This report is based on the commencement of a new four-year school improvement plan. This plan provides the school the opportunity to evaluate the current position through a rigorous Situational Analysis, to identify areas of focus, and determine new strategic directions. This process has been supported by External Validation in June 2021, where our self-assessment against the School Excellence Framework was evaluated by an expert team.

Brian Marsland



## School vision

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

## School context

2021 enrolment is 433 students which includes 80 preschool students (40 FTE) , 50 students across 7 support unit classes, and 14 mainstream classes. Enrolments have declined slightly over the last 5 years. Only 25% of preschool students are local enrolments and feed into Kindergarten. The school staffing entitlement is 43.173 (FTE) with a total of 60 staff working across the school.

Our current FOEI is 145, there are no changes from last year. There are 259 (73.4%) K-6 EAL/D students. There are 40 (11%) P-6 ASTI students. Busby West is a complex school, with 69% of students in the bottom quarter of Socio-Educational Advantage.

Families have identified up to 30 different language backgrounds with the three main languages being Arabic, Samoan and Vietnamese.

In Reading and Numeracy students are achieving results below students in Statistically Similar School Groups, and substantially below state results. Progress has been seen over recent years in students moving into higher bands in NAPLAN on a consistent basis.

The school receives significant flexible funding to support student wellbeing, engagement and achievement. These resources are allocated according to the Strategic Improvement Plan and ongoing school initiatives. The school expends funds provided each year.

Attendance continues to be an ongoing concern across the school. This includes chronic lateness and high absenteeism by a small number of students. The school continues to work with families and students to raise awareness of the importance of regular school attendance.

Overall student wellbeing data indicates students feel safe and supported at school. The school has in place specific measures to support student welfare to ensure all students can connect, succeed, thrive and learn. This is supported through the school's expectation for all students to be safe, be respectful and be an active learner.

The school is recognised by the community for its high quality facilities and maintenance of grounds and classrooms.



## 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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To develop and embed an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

### 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.

- Reading
- Numeracy
- Differentiation

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$7,000.00

**Socio-economic background:** \$82,407.20

**Professional learning:** \$900.00

**English language proficiency:** \$182,212.00

**Low level adjustment for disability:** \$341,000.00

**Literacy and numeracy intervention:** \$68,101.00

### Summary of progress

**Reading:** In 2021 the school unpacked the 'Development of Guided Reading Expectations and Teaching Strategies K-6' document for Busby West which included reading level expectations for K-6, teaching focus for Levels 1-Independent C, Reading prompts and high frequency words for each level. This provided alignment of comprehension assessments for students reading Independent A, Independent B and Independent C levels. This was supported by the use of the Sound Waves synthetic phonics program in Years 3 -6 and the support unit classes. Display of data walls/individual learning goals in the area of Reading were displayed in the classrooms to support students in identifying their current goals and what they can do to improve their skills. Explicit professional learning (staff meeting) was provided to staff around comprehension. This PL supported the successful implementation of teachers' second Teaching Sprint with a focus on Reading. In 2022 the school will continue to monitor student progress in Reading using running records and benchmarking, provide additional professional learning on the implementation of Sound Waves program and increase the use of decodable texts.

**Numeracy:** In 2021 the majority of class teachers had an additive strategies data wall displayed within their classroom. It was observed that many teachers communicated individual student goals verbally rather than in a written format, especially K-2. Targeted additive strategies were communicated through the use of visual prompts. The opportunity for staff to provide feedback during a 'walk-through' highlighted to staff, the importance the school placed on displaying data walls in the classroom and in ensuring students are interacting with them. Professional learning was provided to Year 3 and 5 teachers by Instruction Leader (IL) around the demands of and expectations of NAPLAN with the aim to raise awareness of system generated targets. Year 3 and Year 5 staff reported an increased awareness of student cohort undertaking NAPLAN in 2021, and were able to identify students to improve growth or capacity to move to higher bands. The school developed a whole school tracking process for additive strategies levels through Sentral. Termly analysis was undertaken to evaluate levels to determine areas of success and areas for improvement. Data collected showed that many students were not achieving the expected level. As a result, staffs' third teaching sprint focused on Numeracy. Staff were encouraged to use the school-developed tracking booklets for additive strategies and ensure they are communicating students' learning intentions and success criteria. The achievement of student outcomes was also affected by COVID restrictions and achievement may not have been as high as it could possibly have been. Term 4 data indicated 64% of K-3 students were on track in EAS levels and 31% in Years 3-6. In 2022 the school will introduce the IfSR (Interview for Student Reasoning) assessment tool, increase mathematical resources across the school, and undertake professional development in new curriculum documents.

**Differentiation:** In 2021 SLSOs were employed to support differentiation of programs to better suit the learning needs of of EAL/D students and their proficiency in English with the focus on delivery of targeted and intensive learning in English and Mathematics. Engagement of 1.2 (FTE) teachers to support English Language Proficiency at all four phases of English language learning - beginning, emerging, developing and consolidating. Professional Learning was provided to staff around the newly released High Potential Gifted Education policy and its implementation. Teachers asked parents questions to gain an insight into how parents saw their child: 41% of parent responses to the question 'What is your child good at?' linked to a creative talent; 66% of parent responses to the question 'What does your child need support with?' indicated an intellectual skill; and, 35% of parent responses to the question 'Is there something the school can help you



with to better support your child?' linked to a socio-emotional area. The school use of Check-in Assessment data Year 4 and 6 assisted the evaluation of current programs, PLASPs and Talent Development Plans. Data talks lead by the IL for Year 4 and 6 staff were highly valued by staff members. Teachers were shown how to access data through SCOUT and time was spent finding areas of strength and areas of need based on 2021 Check-in Assessment data. Teachers collaboratively discussed and reflected on why our students achieved the results they did and what needs to change in terms of future teaching practice to see more student growth. Staff commented that they were not previously aware of how our school performed compared to SSSG or the state. This resulted in a deeper awareness of the need to better support the learning needs of students to ensure maximum achievement of outcomes. In 2022 the school will provide professional learning on EAL/D phases, continue to develop staff capacity to implement HPGE policy, and revisit Learning Intentions and Success Criteria.

### 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"> <li>• Increase the percentage of students achieving in the top two bands of NAPLAN Reading to be at or above the system negotiated lower-bound target of 15.7%. The baseline (average of 2017-18 is 5.1%) and the school achieved 9.4% in 2019.</li> <li>• Increase the percentage of students achieving in the top two bands of NAPLAN Numeracy to trending upward towards the system negotiated lower-bound target of 12.4%. The baseline (average of 2017-18 is 3.1%) and the school achieved 2.1% in 2019.</li> </ul>	<p><b>In NAPLAN Reading 2021</b> an average of 17.4% of students (Year 3 and Year 5 combined) were in the top two bands. This is above the system generated target of 15.7%. Year 3 students recorded 18.7% in the top two bands in Reading.</p> <p><b>In NAPLAN Numeracy 2021</b> an average of 5.1% of students (Year 3 and Year 5 combined) were in the top two bands. This is below the system generated target of 12.4% but higher than the baseline and 2019 results. Year 3 students recorded 6.25% in the top two bands in Numeracy.</p> <p>In 2021 the Check-In Assessment was undertaken by students in Year 3 and Year 5 in Reading and Numeracy. No direct comparison can be made to NAPLAN in Reading though in Numeracy a cautious comparison is available. In Numeracy (average of Year 3 and Year 5 results) 9.2% of students achieved in the top two bands. This result in an increase of 6.1% above the 2017-2018 baseline of 3.1%.</p>
<ul style="list-style-type: none"> <li>• Increase the percentage of students achieving expected growth in NAPLAN Reading to be at or above the system negotiated lower-bound target of 56.8%. The baseline (average of 2016-18 is 47.3%) and the school achieved 52.78% in 2019.</li> <li>• Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the system negotiated base-line target of 47.5%. The school achieved 25.71% in 2019.</li> </ul>	<p><b>In NAPLAN Reading 2021</b> 54% of students achieved expected growth. This is below the system negotiated lower-bound target of 56.8% but above the base-line target and above school achievement in 2019.</p> <p><b>In NAPLAN Numeracy 2021</b> 64% of students achieved expected growth. This is above both the system negotiated base-line target and the school achievement in 2019.</p>
<p>Curriculum</p> <ul style="list-style-type: none"> <li>• Curriculum provision - The school's curriculum provision supports high expectations for student learning. Students' learning is monitored longitudinally to ensure continued challenge and maximum learning. (SEF - Excelling)</li> <li>• Differentiation - Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs. Teachers involve students and parents in planning to support learning. (SEF - Excelling)</li> </ul>	<p><b>In 2021 Curriculum Provision</b> was achieved through the effective monitoring of student learning through the implementation of syllabus scope and sequences, curriculum-aligned class plans of intended learning, and the supervision of teaching and learning class programs. Stage teams regularly reflected on the delivery of these programs and evaluated student progress both at key learning points and longitudinally over time. This process ensured continued and challenging learning was implemented for all students. This monitoring supported the delivery of quality teaching and learning programs. This is underpinned by a whole-school expectation that every student will engage in challenging, appropriate lessons that support high expectations for student learning.</p> <p><b>In 2021 Differentiation</b> of teaching and learning programs mostly showed evidence of adjustments to address individual learning needs. The implementation by staff of Personalised Learning and Support Plans (PLaSPs) for targeted students also provides evidences of these adjustments. In 2021 each family was informed if their child receiving adjusted or individualised support, and the curriculum area of support</p>

#### Student Performance Measures

- Value-add - The school's value-add\* trend is positive. (SEF -Sustaining and Growing)
- Internal and external measures against syllabus standards - School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. (SEF -Sustaining and Growing)

provided. In 2022 a continued focus on identifying student needs and differentiation for these needs will continue.

**In 2021 Student Performance measures** Value-add was above state average for Year 3 to 5 and higher than the previous two recorded years in 2018, 2019 (not available in 2020). The school average NAPLAN score shows improvement when compared to both SSSG (Statistically Similar School Groups) and the state. This demonstrates achievement of this progress measure. Comparison of external measures, NAPLAN and Check-in Assessments and internal school data show that there is a consistency of alignment.





## Strategic Direction 2: Building strong connections

### Purpose

To ensure there is a strategic and collective approach to enhance whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

### 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.

- Attendance
- Student Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$329,220.00

**Aboriginal background:** \$418.00

### Summary of progress

**Attendance:** In 2021, the school participated in the "Every School Day Counts" initiative. Staff undertook professional learning presented by the Home School Liaison Officer and representatives from the community of schools. The school promoted the importance of school attendance in the community through social media, signage and the school newsletter. Introduction of fortnightly rewards to acknowledge student attendance goals was introduced. This resulted in a better understanding by staff and the school community of expectations. The school continued to develop and refine processes to follow-up student absences. The impact of COVID-19 restrictions led to a shift in emphasis to ensuring students engaged in learning from home, and the school moved to ensure ongoing wellbeing and a sense of connectedness was maintained.

**Student Wellbeing:** In 2021 student wellbeing was enhanced by the engagement of an additional Assistant Principal 0.4 FTE. This provided consistency of leadership in 2021. Teachers valued the ongoing five-day a week access to their team leader, and ongoing support in their professional roles and responsibilities. Students were able to be supported as required, and matters addressed quickly and efficiently. Community members knew who to contact for advice and support. This provision supported the school to have less behaviour concerns and suspensions than in previous years. The impact of learning from home and cohort groupings also contributed to positive student behaviours.

To support student wellbeing the school employed 0.6 FTE teachers to support establishment of grade-based classes to support departmental goals that every student "is known valued and cared for" and "engaged and challenged to continue to learn". Alongside this initiative selected students engaged in activities including SRC, tech group, signing choir, choir, dance group, maths group, gardening and debating. The implementation of interest groups across the school was highly impacted by COVID restrictions such as cohorting, during Semester 2. Staff were unable to be released to implement this activity. Staff survey completed in Term 4 however, indicated that staff still felt that this activity was beneficial for students with 68% of responses being positive. The school continued to support students and families through provision of uniforms, breakfast club and individual resources. The engagement of Rainbow Cottage resulted in 29 Kindergarten students being screened by Rainbow Cottage with 18 being referred to Rainbow Cottage for further intervention for speech or OT.

### 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"><li>• Increase the percentage of students attending school 90% of the time or more, to be at or above the system negotiated baseline target of 69.4%.</li></ul>	<p><b>In 2021 attendance data</b> shows that 57.5% of students recorded attendance at or above 90%. This is 11.9% below the system negotiated target of 69.4%. In 2021 student attendance was greatly influenced by a number of external factors. The first main factor was the move to 'learning from home' for a significant period of the year. Students were required to be at home for 13 school weeks. The second influencing factor was the implementation of health advice for parents to keep their children at home if they have any cold and flu like symptoms. In 2022 the school will continue</p>

<ul style="list-style-type: none"> <li>• Increase the percentage of students attending school 90% of the time or more, to be at or above the system negotiated baseline target of 69.4%.</li> </ul>	to monitor and employ strategies to increase student attendance.
<ul style="list-style-type: none"> <li>• Increase the percentage of students with positive wellbeing to be at or above the system negotiated baseline target of 86.0%.</li> </ul>	<p><b>In 2021 positive wellbeing</b> shows 88.65% of students recorded positive wellbeing. This score is within the trajectory between the lower and upper limits. Students responses are categorised into three groupings. These are Advocacy at School, Expectations for Success, and Sense of Belonging. Students indicated growth in the first two, but recorded a decline of 4.3% to 78% in the third. This may be attributed to the time away from school and the social impact of learning from home.</p>
<p>Wellbeing</p> <ul style="list-style-type: none"> <li>• Caring for Students - The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF - Excelling)</li> </ul>	<p><b>In 2021 Caring for Students</b> progress measure has been achieved. The organisation of the school through the formation of grade-based classes, additional teachers and non-teaching staff, the implementation of student-focused behaviour support have ensured that all students have regular opportunities to meet with an identified member of staff. The school continued to ensure regular contact was maintained during learning from home, and while operating in cohort groups. Staff continued to be supported to develop a strengths-based approach to wellbeing by practising the principles of the Berry Street Educational Model of student support and engagement.</p>



## Strategic Direction 3: Collaborative practice

### Purpose

To develop and embed instructional leadership skills within the school leadership team and explicit systems for staff collaboration and feedback to improve teaching practice.

### 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 Collaborative Practice
- Executive Collaborative Practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$131,195.40

### Summary of progress

**Teacher Collaborative Practice:** In 2021 staff engaged in a range of professional learning, this included 'Teaching Sprints', STEM collaborative planning sessions and ongoing regular stage team meetings. Delivery was both face-to-face and then online professional learning so as to maintain COVID-19 safe protocols. This restriction did not allow Teaching Sprints to continue for the remainder of 2021. Staff engaged in the Performance and Development Framework to identify goals, and engage in appropriate professional learning. School meetings were maintained through the use of Zoom or Teams platforms. Mandatory training was maintained to strengthen staff understanding of departmental expectations and student wellbeing and support. In 2022 teacher collaborative practice will include the opportunity to nominate to be a member of a Strategic Direction committee in the Improvement and Progress monitoring of the 2022-2025 School Improvement Plan.

**Executive Collaborative Practice:** In 2021 the leadership team enrolled in a professional learning project on collaborative practice. This was not able to be continued due to the impact of COVID-19 restrictions. In the learning from home period the executive team moved to regular Zoom meetings to ensure collaboration was maintained. This allowed the school to continue with minimal disruption and effectiveness of communication. In 2022 the addition of Assistant Principal, Curriculum and Instruction and Assistant Principal, Inclusion and Support will provide a focus on developing integrated role statements and refinement of collaborative practice processes.

### 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"><li>• All staff engage in ongoing targeted professional learning to undertake evidence-informed teaching strategies/techniques in the classroom in a manageable and systematic way across the school.</li></ul>	In 2021 staff engagement in a range of professional learning was achieved. Delivery was both face-to-face and then online professional learning so as to maintain COVID-19 safe protocols. Staff engaged in the Performance and Development Framework to identify goals, and engage in appropriate professional learning. School meetings were maintained through the use of Zoom or Teams platforms. Mandatory training was maintained to strengthen staff understanding of departmental expectations and student wellbeing and support.
<ul style="list-style-type: none"><li>• Undertake a process to determine the level of collective efficacy, psychological safety and a culture of collaboration amongst colleagues in the school setting</li></ul>	In 2021 processes were undertaken to determine the level of collective efficacy, psychological safety and culture of collaboration. 66% of staff completed the NSW Public Sector Employee Survey. The survey results, alongside school internal data were used to determine the level of collective efficacy, psychological safety and a culture of collaboration amongst colleagues in the school setting. Areas of strengths identified included a positive sense of wellbeing at work, a clear understanding of roles, and being supported with the tools and technology to do their job well. Areas for improvement include increased personal responsibility, recognition of quality contributions and improved team flexibility. Staff reported a high level

<ul style="list-style-type: none"> <li>• Undertake a process to determine the level of collective efficacy, psychological safety and a culture of collaboration amongst colleagues in the school setting</li> </ul>	<p>of collegial teamwork in the preparation and delivery of 'learning from home', and the maintaining of cohort groups at school. This progress measure was achieved.</p>
<p>Professional Standards</p> <ul style="list-style-type: none"> <li>• Improvement of practice - The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, and improving practice as required. (SEF - Excelling PART 1)</li> </ul>	<p>In 2021 the leadership team enrolled in a professional learning project on collaborative practice. This was not able to be continued due to the impact of COVID-19 restrictions.</p> <p>The use of evaluative thinking and the ongoing monitoring of the impact of programs and approaches was a focus on the transition to providing quality teaching and learning to students in the period of working from home.</p>



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,000.00</p>	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> additional time to support both the student/s and teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue the provision in 2022.</p>
<p>Socio-economic background</p> <p>\$609,861.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Busby West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> <li>• Reading</li> <li>• Numeracy</li> <li>• Teacher Collaborative Practice</li> <li>• Attendance</li> <li>• Differentiation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Personalised Learning and Support Plans to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities, including gymnastics, dance and music.</li> <li>• updating and expansion of library resources to meet needs of students with limited home reading resources.</li> <li>• employment of additional staff to support implementation of STEM (Science, Technology, Engineering and Mathematics) program implementation.</li> <li>• resourcing to increase equitability of resources and services, through provision of Sound Waves literacy program, Maths Online, Literacy Planet online literacy program, and laptops for student use. The provision of shade umbrellas throughout the school to be "sun smart" added additional outdoor learning opportunities for preschool to Year 6 students.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items, and breakfast club</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  School Library: Provision of additional resources and replacement of aging materials supported ongoing relevance of the school library as resource hub for staff and students.  Sound Waves phonic program: Implementation of this program has seen success in support unit classes and has been implemented in mainstream Years 3 to 6.  Maths Online: This online program was renewed for 2021 after teacher/student evaluation in 2020. It has been effectively used in over 80%</p>



<p>Socio-economic background</p> <p>\$609,861.60</p>	<p>of classrooms.</p> <p>Replacement of Interactive Whiteboards: The provision of 11 Commbox interactive flat panels has supported supported teaching and learning. The new boards provided better viewing and did not require ongoing maintenance or adjustment. Minimal requests for tech support or assistance from staff indicate their level of satisfaction.</p> <p>Restocking Guided Reading Texts: Replacement and restock of levelled readers has supported the ongoing provision of quality resources to teachers.</p> <p>Casual staff to cover for Professional Learning: Allocated time to allow for the analysis of Year 4 &amp; 6 Check In Assessment data for Reading and Numeracy.</p> <p>Engagement of additional Assistant Principal: 0.4 FTE to support student wellbeing amongst Stage 3 students and provide leadership and support to Stage 3 team.</p> <p>Engagement of teachers: Employment of 0.6 FTE teachers to support establishment of grade-based classes to support departmental goals that every student "is known valued and cared for" and "engaged and challenged to continue to learn".</p> <p>Attendance: Provisions of support for attendance project including class and student incentives and rewards.</p> <p>Activity Interest Groups: Funding of additional staff to be released to run interest groups. Selected students engaged in activities including SRC, tech group, signing choir, choir, dance group, maths group, gardening and debating.</p> <p>Student Assistance: To support students and families through provision of uniforms, breakfast club and individual resources.</p> <p>Provision of classroom consumables: The provision of budgets for resourcing of classroom teaching and learning consumables. Each student resourced at \$200, and this allocation is delivered by team leaders in consultation with classroom teachers.</p> <p>PSSA Buses: Funding of bus costs to allow all students the opportunity to participate. PSSA was interrupted during Term 3 due to COVID restrictions and did not continue for the rest of 2021. The school will participate in 2022 and fund buses.</p> <p>Outdoor learning area upgrades: Provision of additional shade in preschool, and two other outdoor areas, to ensure compliance with outside play shade policy.</p> <p>STEM program: Provide team planning and team teaching of STEM focused learning for a range of classes throughout the year. Staff member replaced by temporary engaged teacher. This provided implementation of the STEM project for the year. Staff surveyed at the end of the year, with over 70% indicating this is a worthwhile initiative that promotes collaboration and high student engagement.</p> <p>Enhance Preschool Staff Collaborative Practice: Re-locate Preschool SLSOs to alternate roles within the school to provide opportunity to enhance collaborative practice in new settings. All preschool staff to engage in development of collaborative skills through interaction with Respectful Workplace program.</p> <p>Additional GA days: Employment of General Assistant 0.4 FTE to provide enhancement of learning environment and support of preschool.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue resourcing these and similar activities in 2022 to ensure student engagement and equity of access.</p>
<p>Aboriginal background</p> <p>\$40,653.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Busby West 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul>



<p>Aboriginal background</p> <p>\$40,653.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (Footsteps) to support Aboriginal students</li> <li>• employment of specialist additional staff (0.6 FTE SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> individual support to Aboriginal students was enhanced by the employment of 0.6 FTE SLSO. Identified students were able to have dedicated time to undertake Personalised Learning and Support Plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to provide additional support to Aboriginal students, as well as develop culturally suitable activities that promote Aboriginal Education to the whole school.</p>
<p>English language proficiency</p> <p>\$182,212.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Busby West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff have indicated that the employment of SLSOs across mainstream classes has assisted in the delivery of targeted Personalised and Learning Support Plans (PLaSPs). 67% of staff who responded to the survey stated it was "very effective" and no staff indicated it was not useful. This provision, in addition to COVID Intensive Learning Support (CILSP), has enabled the school to support students with specific learning and behaviour needs, preschool to Year 6, so as to maintain settled and focused classrooms. SLSOs contribute to the school expectation that every child will improve and grow in their learning journey.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 the school will continue to support student growth and attainment through employment of additional staff.</p>
<p>Low level adjustment for disability</p> <p>\$341,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Busby West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• establishment of 14 mainstream grade classes (two above establishment) to create quality learning environments to suit room sizes and provide differentiated instruction to support learning needs. Employment of 2.2</li> </ul>

<p>Low level adjustment for disability</p> <p>\$341,000.00</p>	<p>(FTE) teachers to support students who have a disability and additional learning needs requiring an adjustment to their learning.</p> <p><b>The allocation of this funding has resulted in:</b> of the staff surveyed in Term 4 2021 86% indicated that the establishment of grade-based mainstream classes was a "great resource for the school". Formation of additional classes had the impact of lowering class numbers particularly in grades 3 to 6 across the school. This allowed for the provision of additional teacher time to individual students to address learning needs. Staff were surveyed to reflect upon the effectiveness of SLSO's within mainstream classes. 27 staff members responded to the questions and 66% staff indicated that SLSO's were a valuable resource for mainstream whilst 30% indicated a non decisive response. Analysis of PlaSPs show that over 70% are achieving learning outcomes in the set timeframe. The impact of employment of SLSOs may have contributed to the school results in NAPLAN Reading and Numeracy becoming closer to SSSG and the state over the last three years.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 to continue to employ SLSOs to provide targeted support to students.</p>
<p>School support allocation (principal support)</p> <p>\$22,700.00</p>	<p>School support allocation funding is provided to support the principal at Busby West Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional administrative hours (0.33 FTE) to assist in administrative duties and reduce the administrative workload of the principal.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the school office to perform administrative duties and release additional time for the principal to effectively lead the implementation of the 2021-2024 Strategic Improvement Plan, and coordination of Strategic Direction 3.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, the school will continue to engage additional School Administrative Officer.</p>
<p>Literacy and numeracy</p> <p>\$7,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Busby West Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Strategic review of resources and storage in "Reading Room" to support modelled and guided reading instruction in classrooms.</li> <li>• provision of Maths Online for students Years 3 to 6 to support numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> sorting of all resources, construction of purpose-designed storage, and reshelfing, the resource is better able to be accessed. Staff have commented on the ease of access and better understanding of the range of resources available.</p>

<p>Literacy and numeracy</p> <p>\$7,000.00</p>	<p>Evaluation survey provided by staff in in Term 4 saw 20 out of 21 teachers report that Maths Online was a useful tool to support student learning and engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> School will continue to subscribe to Maths Online into 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$205,816.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Busby West Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> <li>• lead professional learning opportunities available through the Numeracy Strategy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted intervention for Year 1 students in reading as well as ongoing PL for an identified Year 1 teacher. PL provided saw a positive shift in teacher performance and students behaviour responded accordingly. 10 students in Year 1 were identified as showing high potential in numeracy and received a 30 min extension lesson each week. This resulted in increased ability to express their thinking mathematically. Over the period of the EAfS initiative (2015 to 2021) the school has seen a shift in student achievement. Students have moved from NAPLAN lower to middle bands and now entering the top two bands. Due to staffing constraints, PL and intervention for Year 2 was impacted and not as regular as planned. Face-to face interventions did not proceed from Term 3 with a transition to support through online platforms and meetings. Teaching Sprints was not able to continue in Semester 2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> EAfS initiative ends in 2021, and wil be replace by Assistant Principals, Curriculum and Instruction in 2022.</p>
<p>QTSS release</p> <p>\$89,134.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Busby West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• release assistant principals to to establish collaborative practices in the school, allowing teachers to work together and learn from each other by observing and discussing how they develop lesson plans and assessment tasks.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> each of the four stage team leaders being released off-class one day each</p>

<p>QTSS release</p> <p>\$89,134.00</p>	<p>week. This time was used to establish collaborative teaching practices, allowing teachers to work together and learn from each other through observation and discussion. To provide mentoring and coaching support by expert teachers to ensure the ongoing development and improvement of all teachers, and to strengthen quality teaching practices through the analysis of student data to drive ongoing, school-wide improvement in teaching practice and student results. Team leaders met twice a term (until COVID-19 impacted) with the principal to evaluate the impact of QTSS, and to future-plan. Teachers indicated in the 2021 Tell Them From Me (TTFM) survey higher results than NSW Government Norms in the area of Collaboration, and in the 2021 People Matters Employee Survey (PMES) indicated a high score in the areas around job satisfaction (82%), role expectations (87%) and having what is required to do their job well (82%).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 QTSS will continue with support of Assistant Principals, Curriculum and Instruction.</p>
<p>Literacy and numeracy intervention</p> <p>\$68,101.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Busby West Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• employment of School Learning and Support Officer classroom to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teachers developed 132 Personalised Learning and Support Plans (PLaSPs) for (K-6 mainstream) students with the large majority of students having specific goals both in literacy and numeracy. Intervention provided by SLSO's, COVID Intensive Learning and Support Program (CILSP) teachers and the class teachers saw, 42 students achieve their Personalised Learning and Support Plan (PLaSP) goals at the end of Term 1. The remaining students continue to work towards their goals in Term 2 and teachers modified their practice to continue to support their students' needs. Term 3 - PLaSPs were not developed during Term 3 when learning from home took place. Students who required differentiated learning were provided with a modified learning from home package (either paper or online), access to weekly class Zoom lessons, weekly phone calls between teacher and parent.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 students will be supported by SLSOs delivering Personalised Learning and Support Plans (PLaSPs)</p>
<p>COVID ILSP</p> <p>\$203,710.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver 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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>COVID ILSP</p> <p>\$203,710.00</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition. Provision of small group tuition for students identified in need of literacy and numeracy support, in order to be successful in meeting curriculum requirements. Fourteen mainstream classes, K to 6, were allocated a total of 44 hours of Covid Intensive Learning Support by teachers, and 20 hour of support by School Learning Support Officers. A timetable was developed and implemented to provide teacher-support in class from 9am to 11am.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>an average of 130 students each term receiving small-group intensive support. Learning goals were aligned to Literacy and Numeracy Progression sub-elements and levels. Students were from all grades and most classes. The delivery by both teachers and SLSOs proved effective as did the timetabling of delivery. Data was collected twice each term to monitor progress. In Term 3 2021 COVID ILSP was delivered remotely due to learning from home restrictions. COVID ILSP staff worked closely with class teachers to determine student needs and delivery of support. Sessions ranged from weekly (for 81 students), twice each week (for 29 students) and three times a week (for 16 students). The major focus was on Literacy (102 students) and less on Numeracy (23 students). Of the total of 125 learning goals, 37 were achieved, 88 were not achieved. Evaluation of learning was not always possible due to the constraints of moving to remote learning. In Term 4 cohorting groups were established with the COVID ILSP program delivered by staff within the cohort group.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>continue in 2022 COVID ILSP with the insights gained from 2021. These include adequate time for teachers and COVID ILSP staff to assess student learning needs and set-up intensive learning groups. Also staff will be provided professional learning on the requirements of the program and support to ensure quality outcomes.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	207	198	195	190
Girls	171	157	159	159

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.8	87.9	88.6	89.1
1	92.8	90.5	88.8	91.3
2	91.6	88.6	88.7	89
3	91.6	91.5	89.9	89.2
4	90	90.6	89	88.2
5	92.8	87.9	91.9	90
6	92.2	90.1	88.3	92.5
All Years	91.7	89.7	89.3	90
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

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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)	19.3
Literacy and Numeracy Intervention	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, 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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	976,392
<b>Revenue</b>	6,740,535
Appropriation	6,671,600
Sale of Goods and Services	17,866
Grants and contributions	50,016
Investment income	653
Other revenue	400
<b>Expenses</b>	-6,718,865
Employee related	-5,849,664
Operating expenses	-869,200
<b>Surplus / deficit for the year</b>	21,671
<b>Closing Balance</b>	998,062

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.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	2,203
<b>Equity Total</b>	1,281,969
Equity - Aboriginal	40,235
Equity - Socio-economic	716,249
Equity - Language	184,477
Equity - Disability	341,008
<b>Base Total</b>	3,856,356
Base - Per Capita	102,585
Base - Location	0
Base - Other	3,753,771
<b>Other Total</b>	1,030,725
<b>Grand Total</b>	6,171,253

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents were provided the opportunity to give their perspective on the school through the Tell Them From Me survey. The survey measured seven aspects of their perceptions of their children's experiences at home and at school. 38 parents responded. These aspects are: Parents feel welcome, Inclusive school, Safety at school, School supports positive behaviour, School supports learning, Parents support learning at home, and, Parents are informed. In all seven aspects parents reported above NSW Government School norms with the two aspects receiving the greatest difference were Inclusive school and Parents support learning from home. A school survey was conducted with families during the period of learning from home. 142 parents responded. The survey was based on the same parameters as the Tell Them From Me survey. Parents overwhelmingly provided positive responses to the questions indicating a high level of satisfaction with the school.

Students were provided the opportunity to give their perspective on the school through the Tell Them From Me survey. The survey gave students the opportunity to reflect on three main areas, Social-Emotional Outcomes, Drivers of Student Outcomes and Demographic Factors. 30 Year 6 students participated in the survey. Results show above NSW Government Norms in all areas except around feeling accepted and valued by their peers and others at school. 92% of students agreed with the statement "I feel proud of my school". A student survey was completed by 122 students, focusing on the time of learning from home. 80.5% of students reported they engaged in work provided by the school, with 51% saying the work was at the right level, 29% saying it was too easy and 20% stating it was too hard. The most popular aspect of learning from home was sleeping in (56%) and using a computer (49%) and the most unpopular aspect was missing friends (86%) and their teacher (67%).

Teachers were provided the opportunity to give their perspective on the school through the Tell Them From Me survey. The survey was undertaken by 17 teachers. In each of the eight drivers of student learning staff were almost identical with NSW Government norms, with Busby West Public School teachers slightly below NSW norms in the area of Data Informs Practice, and above in the area of Parent Involvement. 31 staff engaged in a review of 2021 activities, school organisation, programs initiated by the school, learning from home and use of school funds. Teacher responses indicate a strong agreement with the focus and direction of the school.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.