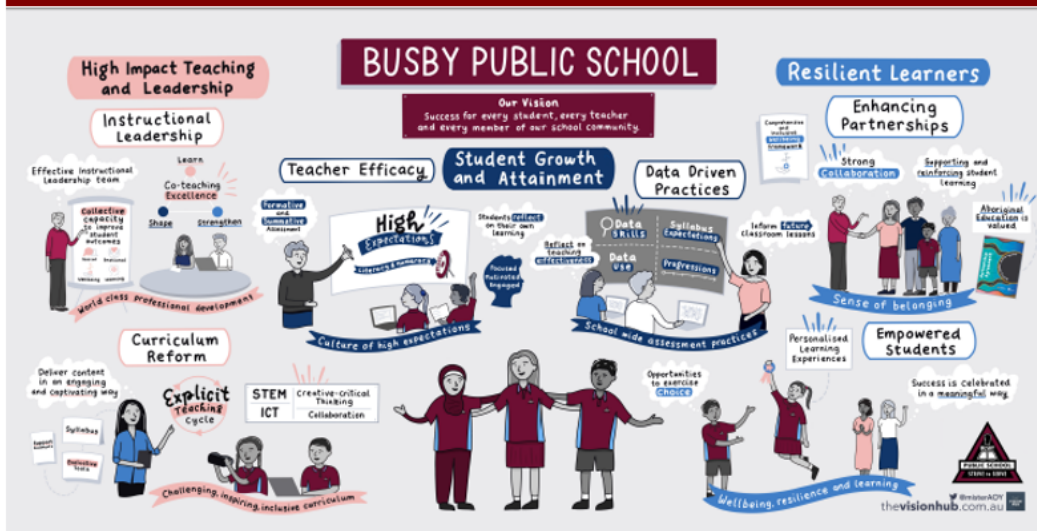


2022 Annual Report

Busby Public School



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Introduction

The Annual Report for 2022 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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Message from the principal

Lisa Ritherdon Principal Term 1 - Term 3 2022

Danielle Chew Relieving Principal - Term 4 2022



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 Public School 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 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students achieve expected growth and attainment in reading and numeracy, Busby Public School will build stronger data driven teaching practices for success. This will include a focus on quality assessment and effective classroom practice to ensure evidence -based teaching methods are embedded in teaching and learning

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

AP Curriculum & Instruction: \$210,799.40

English language proficiency: \$20,000.00

Socio-economic background: \$90,000.00

Professional learning: \$9,950.44

Summary of progress

Teacher Efficacy

A reading focus for the whole school was the implementation of Read-To's to develop student understanding, comprehension and vocabulary. Teachers now embed Read-to's into their daily reading activities to students in each class. Literature is discussed and models for writing is based around the language features of texts. Students interact and have greater literal, interpretive and inferential understanding as a result of exposure to a variety of texts.

In Mathematics, whole school processes were implemented to ensure consistency of delivering the Mathematics syllabus. Whole school Mathematics templates were created and utilised and 100% of K-6 staff shifted their pedagogical approaches to the teaching of Mathematics, to include number talks and word problems.

100% of staff have increased knowledge of implementation of High Potential Gifted Education Policy. As a result of the 3 Professional Learning sessions where staff completed the Professional Learning modules: High Potential and Gifted Education Policy Tier 1 online learning teachers' course, staff awareness and understanding of the High Potential Gifted Education policy increased and they actively reflected on what this may look like in their classroom and in our school.

Data Driven Practices

The focus was on the review of whole school assessment approach and to develop middle leader and teacher capacity in whole school collection, analysis and response. This involved a review of the current school practices and teacher understanding and capacity of data literacy and being able to identify the consistencies and the types of assessments used across the school. The Assistant Principal Curriculum and Instruction (APC&I) assisted assistant principals to unpack data results to inform teaching and learning cycles. During 2022, implementation was impacted due to staffing challenges and competing priorities.

The consultation process and the communication to the assessment review was a strength. A barrier was an inconsistent approach to a whole school implementation of assessments. Teacher surveys showed that 33.3% assessed once a term, whilst 22.2% assessed every five weeks. Another barrier was that some teachers did not voice their opinions during discussions and there was an observable tension to change. A draft assessment schedule had been developed and the leadership team undertook consultation prior to finalising and implementing it. The work of supporting middle leaders to use data to inform teaching in the classrooms they supervised was prioritised with embedded time. Having a full time Assistant Principal Curriculum and Instruction (APC&I) enabled a line of site of assessment practices and what was happening in the classrooms. As the year progressed, time with the middle leaders and Assistant Principal Curriculum and Instruction (APC&I) was reduced. Teacher feedback demonstrated that staff valued this time. Teachers valued this time to use data to inform their teaching and to build collective capacity of their teams. This was evident through a teacher consultative group in stage meetings. An unintentional barrier was support staff were not involved in the meeting on data feedback with teachers and leaders.

By the end of 2022 we hoped to have an assessment schedule ratified, however this is still in consultation until the draft can be reviewed by all staff. This will delay the implementation of our school approach to assessment scheduling

impacting Term 1 2023. At the end of 2022 it was identified that further consultation with middle leaders, Assistant Principal Curriculum and Instruction (APC&I) is required.

The school is also considering how this could be inclusive of all teaching staff. This consultation needs to occur before we can embed a timetable for all teaching staff. This work will be supported through the use of equity funding to ensure strong literacy and numeracy outcomes for students.

66.7% of teachers demonstrated that the professional learning sessions around data was highly valued and 22% found this extremely valued.

Next year, in this initiative, we will consult with the teachers regarding the whole school schedule. A review of the timetable that supports teacher collaboration in order to embed whole school processes will be undertaken.

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
• An increase of 7.5% of students achieving in the top two bands in numeracy from the baseline data.	By Evaluating 2022 NAPLAN Data on Scout, it was determined that we had an 0.15% uplift of students in Numeracy. This result does not meet the System negotiated target of achieving an uplift of 7.5% of students performing in the top 2 bands in Numeracy for 2022. Expected Growth was not calculated in 2022 as there was no NAPLAN data in 2020 for comparison with 2022. Expected Growth is calculated by tracking student achievement from Years 3 - 5.
• An increase of 7.8% of students achieving in the top two bands in reading from the baseline data.	SCOUT data for 2022 in NAPLAN reveals that 6% of students in Year 3 achieved the top 2 bands in Reading, a -4% uplift from the baseline data. This result does not meet the System negotiated target of an increase in our target of 7.8% in Year 3. Year 5 NAPLAN data shows that 7.8% of students achieved in the top 2 bands, a decrease of 2.2% from the baseline data.
• An increase of 7% students achieving expected growth in numeracy from the baseline data.	Expected Growth was not calculated in 2022 as there was no NAPLAN data in 2020 for comparison with 2022. Expected Growth is calculated by tracking student achievement from Years 3 - 5.
An increase of 7% students achieving expected growth in reading from the baseline data.	Expected Growth was not calculated in 2022 as there was no NAPLAN data in 2020 for comparison with 2022. Expected Growth is calculated by tracking student achievement from Years 3 - 5.
100% of staff have increased knowledge of implementation of HPGE Policy.	100% of staff have increased knowledge of implementation of HPGE Policy. As a result of the 3 PL sessions where staff completed the PL modules: High Potential and Gifted Education Policy Tier 1 online learning teachers' course, staff awareness and understanding of the HPGE policy increased and they actively reflected on what this may look like in their classroom and in our school. This knowledge will be realised in 2023 when the school HPGE strategy is implemented.

Strategic Direction 2: High Impact Teaching and Leadership

Purpose

To support leaders and teachers to build their curriculum and content 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

QTSS release: \$48,841.43

Socio-economic background: \$166,644.38

English language proficiency: \$46,490.42

Low level adjustment for disability: \$57,876.02

Professional learning: \$20,000.00

Summary of progress

Curriculum Reform

100% of teachers engaged in the online professional learning of the new curriculum supported by the APC&I. Teachers collaboratively matched the new units of work with the new syllabus, noting the changes in the syllabus formatting, benchmarks and resource requirements. As a result of the co-teaching model the middle school leadership were been able to build the capacity of teachers in using technology as part of their history and geography teaching and learning program. For future learning, teachers have indicated that they want to continue to build their skills and knowledge in ways to include technology in their future programming in other Key Learning Areas (KLAs).

Instructional Leadership

All teaching staff K - 6 have participated in Mathematics and English Professional Learning sessions through the year. These included exploring the evidence base, Department of Education supporting documents and syllabus outcomes and content. Through these professional learning sessions, teachers were involved with learning about proven effective pedagogical practices in both Mathematics and English through dialogue, hands-on learning and collaboration. All teachers have also been a part of small group and differentiated High Impact Professional Learning sessions through team time, stage meetings and 1:1 meetings with the APC&I in both English and Mathematics to support differentiation and target specific professional learning needs of teachers.

Through the gradual release of responsibility model, teaching practices have aligned more closely with evidence-based models of practice. Further development of high-quality teaching pedagogies will continue to be a focus in 2023.

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
100% of teaching staff have increased knowledge of K-2 English and Mathematics syllabi.	100% of teachers engaged in the online professional learning for the new curriculum. Teachers collaboratively matched the new units of work with the new syllabus, noting the changes in the syllabus formatting, benchmarks and resource requirements. This resulted in a significant increase in understanding of the syllabus. Following the familiarisation of the new syllabus, focused professional learning was targeted towards the K-2 team to supplement their understanding and prepare for the implementation of the new syllabus in 2023. To ensure that effective practices are sustained, further professional learning should be held in 2023.

<p>100% of staff understand and implement the teaching and learning cycle.</p>	<p>To further support teacher implementation of effective practices, the APC&I team conducted in class co-teaching sessions, demonstration lessons and observations. The APC&I team used the gradual release model to support teachers in their understanding of effective literacy and numeracy practices, starting with their understanding and the application of the teaching and learning cycle in their daily practice. Teacher surveys have indicated further professional learning and support in effective programming and implementation of the teaching and learning cycle is required.</p>
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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

Integration funding support: \$60,665.00

Refugee Student Support: \$3,055.74

Socio-economic background: \$153,058.56

Aboriginal background: \$8,000.00

Professional learning: \$400.00

Summary of progress

Enhancing Partnerships

To support staff in developing Personalised Learning Pathways (PLPs), the Aboriginal Education Team presented Professional Learning on Aboriginal Culture and Histories to embed cultural perspectives across Key Learning Areas (KLAs). With growing confidence, teachers engaged with Aboriginal staff, texts and resources to develop Aboriginal perspectives in programs and routines, eg Acknowledgement of Country. Teachers developed an understanding of the need for and importance of cultural awareness in enhancing partnerships for improved outcomes for Aboriginal and all students. 99% of families attended the Kindaimanna Day assembly and morning tea to celebrate the achievements of our Aboriginal students. Further development and support for the process of setting Personalised Learning Pathways (PLPs) goals is an identified need by staff and will continue to be a priority in 2023.

Analysis of teacher programs indicates that 100% of support staff collaborated with classroom teachers with the development of Personalised Learning and Support Plans (PLaSPs). Our reflective practice indicates the need for streamlining systems and processes surrounding the creating, implementing and monitoring of Personalised Learning and Support Plans (PLaSPs) collaboratively with all stakeholders. School Learning Support Officers implemented Personalised Learning and Support Plans (PLaSPs) designed by teachers and were monitored regularly to ensure student needs were met. An unintended positive outcome was that teachers gained a new understanding of the role of the School Learning Support Officer and hence, more effectively used to implement and monitor Personalised Learning and Support Plans (PLaSPs).

Empowered Students

Student wellbeing and voice, to enhance attendance and engagement were expressed in a variety of ways throughout the year. Several avenues to enable students to develop their leadership skills were offered and resulted in programs in Stages 2 and 3 to develop student leadership and voice, such as the Peer Support Program, School Ambassador, 2168 Children's Parliament and the Student Representative Council. Optimal learning environments for Stage 3 were created by allocating technology for each student as a learning tool in all lessons. The Tell Them From Me survey revealed that 69% of students had a sense of belonging to the school.

Enhanced systems and processes to ensure continuity in attendance for students were implemented and became a must-do item for Stage meetings. Student wellbeing was also a regular topic of discussion in these meetings. Attendance issues were addressed in Learning and Support team meetings to ensure students of concern were identified and measures put in place. A new parent notification process was adopted for reporting student absences and is gaining momentum.

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
Increase proportion of students attending >90% of the time by 5.3% from baseline data.	<p>The number of students attending greater than 90% of the time has decreased since last year as it currently sits at 41%. The percentage sits 20% below our target and after careful analysis, many factors associated have been highlighted as follows:</p> <ul style="list-style-type: none"> • The percentage of students who have taken extended leave to travel overseas now that travel is allowed since the COVID-19 pandemic. 20 students took extended leave in 2022, 40% were longer than 30 days. • COVID-19 guidelines stipulated that students displaying flu-like symptoms were required to stay home. This has meant an increase of students explained absences due to illness.
100% of staff have further developed their knowledge on systems and processes implemented to develop PLP's.	100% of staff participated in professional learning on the importance and significance of PLPs. A new template was developed by the Relieving AEO and distributed to class teachers to trial with Aboriginal and Torres Strait Islander students. Feedback from some staff indicated the complexity of the new PLP format precluded them from successfully implementing the PLP with their Aboriginal and Torres Strait Islander students. Further professional learning and consultation with families and community will be undertaken in 2023 to ensure all Aboriginal and Torres Strait Islander students are working towards their PLP goals.
100% of staff have further developed their knowledge on systems and processes implemented to develop PLASP's.	Analysis of teacher programs indicates that 100% of support staff collaborated with classroom teachers with the development of PLASPs. Our reflective practice indicates the need for streamlining systems and processes surrounding the creating, implementing and monitoring of PLASPs collaboratively with all stakeholders.
An increase of 3.6% from the baseline target in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in the Tell Them From Me survey.	<p>The Tell Them From Me (TTFM) survey indicated a similar level of expectations for success with our students scoring at 8.2 and the New South Wales government norm at 8.7. Advocacy was the same for school and for state at 7.7.</p> <p>School sense of belonging was at a low of 69% compared to New South Wales government norm of 81%. This will continue to be a focus to address Wellbeing and a sense of belonging for the students and community.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,055.74</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>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>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • A bi-lingual SLSO was employed to support any families newly arrived in the country as our intake was reduced due to covid. <p>The allocation of this funding has resulted in the following impact: Newly arrived families were made to feel welcome, encouraged to speak their own language and we were able to accommodate their needs.</p> <p>After evaluation, the next steps to support our students will be: Refine the delivery of this support as the intake of refugees increases</p>
<p>Integration funding support</p> <p>\$60,665.00</p>	<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"> • Enhancing partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. PLaSPs were designed to be responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. PLaSPs were not regularly monitored due to challenges of 2022, yet we did improve our partnerships with parents to support of PLaSP goals.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda, to ensure funding use is regularly reviewed. As a part of this process the use of integration funding will be adjusted throughout the year in response to student PLaSP reviews to ensure funding is used to specifically address each student's support needs. Further to this, we will review our proactive behaviour management practices and collate this data for analysis and utilise SLSOs to support positive behaviour. The new behaviour policy will be aligned with inclusive education practices.</p>
<p>Socio-economic background</p> <p>\$584,573.94</p>	<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</p>

<p>Socio-economic background</p> <p>\$584,573.94</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teacher Efficacy • Data driven practices • Curriculum Reform • Instructional Leadership • Enhancing partnerships • Empowered Students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Fully funded whole school activities, provided by external agencies. • Employment of above establishment Deputy Principal. • Employment of above establishment Assistant Principal Curriculum Instruction - Mathematics • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: By providing students with opportunities in creative arts and sport, it allowed them to access programs that they wouldn't have normally would have had. This also expanded their experiences in these areas.</p> <p>Having a Deputy Principal supported the school in streamlining school processes around behaviour, Learning and Support referrals, school enrollments and Departmental policies. The Deputy Principal was instrumental in establishing the additional support classes. The Deputy Principal also provided professional learning, mentoring and support to the school's middle leaders.</p> <p>Teachers were provided time to meet with APC&I and Stage teams to collaboratively plan and analyse data and engage in professional discussions around student needs and learning.</p> <p>The school provided uniforms to all kindergarten students and newly enrolled students to ensure a sense of belonging and to assist with the transition to school.</p> <p>After evaluation, the next steps to support our students will be: To assist in providing planning and implementation of the new Curriculum, the specialist programs will continue. This will also continue to provide students with opportunities to experience range of learning activities.</p> <p>Maintain the Deputy Principal role to continue whole school practices and student Wellbeing.</p>
<p>Aboriginal background</p> <p>\$87,803.00</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"> • Enhancing partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff Aboriginal Education Officer (AEO) to support Aboriginal students • Kindaimanna Day <p>The allocation of this funding has resulted in the following impact: Aboriginal students being supported by a dedicated Aboriginal Education</p>

<p>Aboriginal background</p> <p>\$87,803.00</p>	<p>Officer (AEO) in literacy and numeracy skills and in embedding cultural perspectives and enhancing home and school partnerships between school and families of Aboriginal students.</p> <p>Kindaimanna Day is a celebration of Aboriginal culture and an event that is highly valued by the Busby Public School community. Students who identify as Aboriginal always enjoy the opportunity to share their culture with their peers. It is a day where community connections are strengthened and a better understanding of Aboriginal Culture is gained by the students and their families.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the Aboriginal Education Officer (AEO) will work with the students, parents and classroom teachers to strengthen collaboration on PLPs for all Aboriginal students enrolled at Busby PS and support Aboriginal students in their academic achievement, cultural based goals and wellbeing. The Aboriginal Education Officer (AEO) will also continue to support the implementation of cultural perspectives into classrooms through team teaching.</p> <p>Continue to build connections with the community and build on understanding of Aboriginal culture through celebrating Kindaimanna Day.</p>
<p>English language proficiency</p> <p>\$224,395.62</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 • Curriculum Reform • Instructional Leadership • 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 English as an Additional Language or Dialect (EAL/D) support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Our English as an Additional Language or Dialect (EAL/D) students were supported by specialist staff, enabling them to access curriculum and wellbeing opportunities.</p> <p>The English as an Additional Language or Dialect (EAL/D) teacher also engaged in professional learning around the EAL/D progressions and attended network meetings.</p> <p>Additional resources were purchased to support in class programs.</p> <p>After evaluation, the next steps to support our students will be: Due to a change in personnel, new staff will need to be up-skilled and trained in this area. This initiative will continue to ensure the continuity and success of the program.</p>
<p>Low level adjustment for disability</p> <p>\$195,781.22</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"> • Curriculum Reform • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$195,781.22</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of Learning and Support Teacher (LaST) and interventionist teacher • employment of part-time School Learning Support Officer (SLSO) <p>The allocation of this funding has resulted in the following impact: Non-funded students who still identified with additional learning needs have been supported by having access to equitable teaching staff and programs in literacy and numeracy. Additional staff were employed to provide intensive, individualised programs to identified students.</p> <p>After evaluation, the next steps to support our students will be: Reflect and refine to streamline the learning support referral system to maximise student in-class support and address student learning needs. Establish a Learning and Well-being Assistant Principal role to co-ordinate all aspects of the process.</p>
<p>Professional learning</p> <p>\$30,350.44</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Data driven practices • Instructional Leadership • Enhancing partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Utilised the Aboriginal education team to support all staff in Histories and culture as well as Connections and community. • APC & I meeting with teachers and the exec • Aspiring Principals PL • Middle leaders PL • Established a Professional Learning Community for executive. • LEED - Leading Evaluation, Evidence and Data • Literacy and numeracy PL for APC&I • Co-teaching with Assistant Principal around embedding ICT and the Inquiry learning process <p>The allocation of this funding has resulted in the following impact: The executive team participated in a range of PL that enhanced the middle leadership of the school, increased expertise specific for their role and provided opportunities to network with middle leaders from other schools. These processes broadened the knowledge and developed a collaborative approach to leadership.</p> <p>Teachers developed a deeper understanding of catering for Aboriginal student learning needs, interpreting data and developed their pedagogy around ICT and inquiry based learning.</p> <p>After evaluation, the next steps to support our students will be: Extend the PL opportunities in co-teaching to focus in other areas of learning for staff e.g. creative and critical thinking and build staff capacity around being more reflective practitioners.</p>
<p>QTSS release</p> <p>\$48,841.43</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"> • Curriculum Reform <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$48,841.43</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Executive staff met with teachers to mentor and guide them in achieving their performance and development goals throughout the year. The Leading Evaluation, Evidence and Data Project provided middle leaders professional learning opportunities to reflect on data-driven practices throughout the year.</p> <p>All staff collaborated with executive staff on their professional goals for the year and worked towards the achievement of these goals. Executive staff met both strategically throughout the Performance and Development Plan (PDP) cycle and on a needs basis to support staff members in working towards their goals. This is an individualised and collaborative process that occurred systematically and routinely within the school.</p> <p>AP's met with APC & I for Semester 1, which allowed professional discussion and reflecting and analysing student data, to develop plans and consistent approaches to student learning.</p> <p>After evaluation, the next steps to support our students will be: Assistant Principal and classroom teachers will continue to meet with the APC&I to develop their knowledge and understanding around the implementation of the new curriculum.</p>
<p>COVID ILSP</p> <p>\$261,960.00</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 2022.</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 targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support the monitoring of COVID ILSP funding • Employment of SLSO's to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Identified student learning needs in literacy and numeracy were addressed through learning sprints supported by SLSOs. This process was overseen by a LST, which allowed for a consistent approach to be implemented across the school.</p> <p>After evaluation, the next steps to support our students will be: Employ and allocate teachers to support the implementation of the continued COVID support program and revise which students are supported by this program to ensure learning outcomes are maximised.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	144	137	124	128
Girls	123	115	118	111

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.6	79.1	86.8	82.3
1	89.2	76.1	88.5	82.4
2	89.7	77.9	88.2	81.5
3	89.7	77.5	91.5	83.4
4	87.5	79.1	90.0	87.5
5	90.7	77.9	91.7	85.0
6	87.9	82.2	87.8	85.0
All Years	89.1	78.5	89.2	83.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.4
Classroom Teacher(s)	14.72
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	1.2
School Administration and Support Staff	4.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	222,214
Revenue	4,896,111
Appropriation	4,816,609
Sale of Goods and Services	49,078
Grants and contributions	28,492
Investment income	1,932
Expenses	-4,450,163
Employee related	-3,895,345
Operating expenses	-554,819
Surplus / deficit for the year	445,948
Closing Balance	668,161

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.

	2022 SBAR Adjustments (\$)
Targeted Total	63,721
Equity Total	1,092,554
Equity - Aboriginal	87,803
Equity - Socio-economic	584,574
Equity - Language	224,396
Equity - Disability	195,781
Base Total	2,135,516
Base - Per Capita	62,235
Base - Location	0
Base - Other	2,073,281
Other Total	1,214,841
Grand Total	4,506,632

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 2022.

Students:

* 90% Students showed that they valued schooling outcomes (NSW Govt mean 96%)

On a ten point scale the average scores for Busby Public School can be seen below:

* 7.8 Teachers set goals for learning, establish expectations, check for understanding and provide feedback (NSW Govt mean 7.5)

* 8.1 Students feel teachers are responsive to their needs and encourage independence with a democratic approach (NSW Govt mean 8.4)

Parents:

On a ten point scale the average scores for Busby Public School can be seen below:

* 7.5 Teachers listen to concerns I have (NSW Govt mean 7.4)

* 8.4 My child is encouraged to do his or her best work (NSW Govt mean 7.3)

* 8.9 My child feels safe going to and from school (NSW Govt mean 7.4)

* 6.9 School staff take an active role in making sure all students are included in school activities (NSW Govt mean 6.9)

Staff:

On a ten point scale the average scores for Busby Public School can be seen below:

* 8.2 School leaders help me improve my teaching (NSW Govt mean 7.1)

* 8.2 School leaders have provided guidance for monitoring student progress (NSW Govt mean 7.1)

* 9.3 I discuss learning problems of particular students with other teachers (NSW Govt mean 7.8)

* 9.6 I set high expectations for student learning (NSW Govt mean 8.0)

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.

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.