

2022 Annual Report

Busby West Public School



4396

Introduction

The Annual Report for 2022 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.

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Message from the principal

The 2022 Annual Report provides an overall evaluation of the school's progress, achievements and challenges encountered in 2022. I would like to acknowledge the continued outstanding effort of school staff in ensuring delivery of high-quality educational and wellbeing outcomes as we emerge from the impact of COVID-19. I also acknowledge the ongoing support from the school community throughout 2022.

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

Current enrolment is 425 students which includes 80 preschool students (40 FTE), 50 students across 7 support unit classes, and 12 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 44.336 (FTE) with a total of 60 staff working across the school.

Our current FOEI is 153, there are no changes from last year. There are 262 (76%) K-6 EAL/D students. There are 34 (8%) P-6 Aboriginal and Torres Strait Islander students. Busby West is a complex school and receives substantial funding due to socio-economic background.

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 specific measures in place 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. 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	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

Low level adjustment for disability: \$8,390.00

Socio-economic background: \$14,440.00

Aboriginal background: \$2,973.89

Summary of progress

In 2022, a collective school vision was established for Strategic Direction 1: for all teachers to effectively use data to support quality, differentiated teaching and learning in the areas of reading and numeracy. This strategic direction was central to the initiatives and activities actioned across the school by our newly appointed Assistant Principals, Curriculum and Instruction (APCIs). In 2022, whole-school Teacher Professional Learning (TPL) focused on the effective and consistent assessment of reading across K-6, the use of Interview for Student Reasoning assessments across K-6 to track student progress alongside the Numeracy Progressions, preparing to enact the new English and Mathematics K-2 Syllabuses, as well as HPGE and Aboriginal Education policies. Aligned with these professional learning sessions, APCI in-class support focused on demonstrating the effective implementation of IfSR numeracy assessments, reading assessments, as well as how to utilise numeracy resources to support differentiation in the classroom. In Semester 2, 2022, our whole-school professional learning sessions focused strongly on engaging with the new syllabus rolling out across Years K-2 in 2023, and Years 3-6 in 2024. All teachers K-6 participated in ongoing Curriculum Reform micro-modules in the areas of English and mathematics, punctuated with 'check-in' Professional Learning sessions where questions and concerns could be addressed, and expectations clarified regarding the upcoming syllabuses. Post-TPL survey data indicated that 100% of teachers felt these professional learning sessions were valuable, and 96% of teachers felt confident or very confident in their ability to engage with the new syllabuses in 2023.

As our first year of a new School Improvement Plan, 2022's initiatives saw activities focusing on the establishment of whole-school systems and processes relating to reading, numeracy and differentiation. In 2023, we will continue to deepen the understanding of the new syllabuses across K-6 to build teacher capacity, confidence and consistency in implementation across the school. We will streamline our whole-school data focuses to align closely with PLAN 2 version 3, triangulating this data against syllabus outcomes, formative assessment work samples, and 'Consistency of Teacher Judgement' (CTJ) conversations.

By analysing our NAPLAN and Check-in assessment data for 2022, and with the understanding that we are yet to see progress towards our uplift measures, we have identified whole-school focuses for 2023. These focuses align with the Literacy and Numeracy progressions. Across K-6 we will collect and analyse cyclical PLAN 2 data relating to the Literacy Progression area of 'Understanding Texts - Processes', and the Numeracy Progression area of 'Number and Place Value - Place Value'. These focuses will feature strongly in our yearly assessment schedule, as well as ongoing teacher professional learning sessions, to build the capacity of teachers to effectively collect and analyse data to drive the planning of future teaching and learning programs.

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
Achievement of 2022 system-negotiated targets:	16% of Year 3 and 24% of Year 5 students achieved in the top 2 bands in NAPLAN reading for 2022. This is 5.7% lower than 2021's results, indicating

<ul style="list-style-type: none"> • An uplift of 5.3% of students in the top 2 bands for Reading in NAPLAN 	that progress is yet to be seen towards the 5.3% uplift progress measure.
<p>Achievement of 2022 system-negotiated targets:</p> <ul style="list-style-type: none"> • An uplift of 4.6% of students in the top 2 bands for Numeracy in NAPLAN 	5% of Year 3 and 4% of Year 5 students achieved in the top 2 bands in NAPLAN Numeracy for 2022. There has been no marked uplift from 2021; this indicates that progress is yet to be seen towards the 4.6% uplift progress measure.
<p>Achievement of 2022 system-negotiated targets:</p> <ul style="list-style-type: none"> • Increase (uplift) of 4.7% of students achieving expected growth in NAPLAN Reading 	<p>Student growth for NAPLAN Reading 2022 cannot be calculated, as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (e.g. Matching Year 3 2020 scores with Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.</p> <p>However, 2022 Check-In data for Years 3-6 across Terms 3 and 4 indicates that ongoing focus is required in the area of reading, particularly in the explicit teaching of reading processes.</p>
<p>Achievement of 2022 system-negotiated targets:</p> <ul style="list-style-type: none"> • Increase (uplift) of 4.2% of students achieving expected growth in NAPLAN Numeracy 	<p>Student growth for NAPLAN Numeracy 2022 cannot be calculated, as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (e.g. Matching Year 3 2020 scores with Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.</p> <p>However, focus on this target has enabled teachers to engage in ongoing professional learning regarding the cyclical use of data to inform their teaching practice, with whole-school data collection processes streamlined to incorporate the formative use of the Interview for Student Reasoning online assessment tools throughout 2022.</p>
<p>Effective Classroom Practice</p> <ul style="list-style-type: none"> • Explicit teaching - A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Excelling) • Student Performance Measures • NAPLAN - At least 18% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. (SEF - Working towards Sustaining and Growing) 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the element of explicit teaching, and 'delivering' in the element of student performance measures.</p> <p>13% of Year 3 and Year 5 students achieved in the top 2 bands for NAPLAN Writing in 2022; 5% of Year 3 and 4% of Year 5 students achieved in the top 2 bands in NAPLAN Numeracy for 2022; 16% of Year 3 and 24% of Year 5 students achieved in the top 2 bands in NAPLAN reading for 2022. This data is indicative of achievement for Year 5 students achieving 6% higher than our initial target of 18% achieving in these bands for 2022. We are yet to achieve progress towards our remaining targets.</p> <p>Based on this data analysis, our School Executive Team will continue to work alongside teachers to drive explicit teaching practices, with particular emphasis on the use of data to inform cyclical English and Mathematics programming.</p>



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: \$27,500.00

Aboriginal background: \$2,800.00

Summary of progress

In 2022, AP Wellbeing monitored the accuracy of student attendance on a fortnightly basis to determine attendance concerns or issues and maintain consistency of roll marking to ensure compliance with the school attendance policy. This was supported by a focus on addressing students who frequently arrived late at school. Processes were created and implemented to address this issue; such as phone calls to parents and providing information to parents on the impact on students learning due to their late arrival at school.

Focus on student wellbeing was maintained in 2022. This was supported by provision of a school shirt for each student K-6, stationery packs for all new students and ongoing targeted assistance to identified families. Staff were upskilled in trauma-informed practices through Berry Street Educational Model professional learning. This was supported with the purchase and distribution to all staff of the book, Creating Trauma-informed Strength-based Classrooms.

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
Achievement of the 2022 system negotiated target: <ul style="list-style-type: none">• Improvement in attendance rates by an uplift of 4.8%	Attendance was impacted by departmental expectations that students are to remain at home if they have any cold and flu like symptoms. Also the impact of COVID-19 confirmed cases across the school affected student attendance. This attendance target will be rolled over to 2023.
Achievement of the 2022 system negotiated target: <ul style="list-style-type: none">• Improvement in students identifying they have a positive sense of wellbeing by an uplift of 3.6%	Wellbeing was impacted by departmental expectations that students are to remain at home if they have any cold and flu like symptoms. Also the impact of COVID-19 confirmed cases across the school affected student wellbeing. Tell Them From Me student data remained consistent with previous years. The target will be rolled over to 2023.
Learning Culture <ul style="list-style-type: none">• Attendance - Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Excelling)	The school re-established expectations on student attendance with staff, students and families. This was supported by practical measures such as rewards, acknowledgements and Home School Liaison Officer involvement. Student attendance was regularly promoted on school communication platforms. Roll checking for accuracy and follow-up was undertaken on a regular basis, and staff were upskilled on department and school expectations and compliance responsibilities.



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: \$206,050.00

Professional learning: \$1,500.00

Summary of progress

Staff employed in 2022 were carefully placed into teams according to personal requests, experience and student needs. The school implemented a team structure to ensure each member of staff understood the roles and responsibilities of members within their team. This allowed them to feel connected and supported. Changes were made to accommodate Covid-19 cohorting and to limit interaction.

In 2022 the executive team underwent changes from 2021. The addition of the roles of Assistant Principal Curriculum and Instruction, Assistant Principal Inclusion and Support, and staff in relieving executive roles impacted the dynamics of the team. The creation of the role of Assistant Principal Curriculum and Instruction and Assistant Principal Inclusion and Support has strengthened the school executive team. We look forward to continuing to build a cohesive and effective executive team structure 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
Staff employed in 2022 feel connected to their team/s and supported to actively engage and implement their roles. End of 2022 - 10% uplift of staff feeling confident and connected within their teams and current roles.	91% of staff reported in the 2022 People Matter Employee Survey that they understand what is expected of them to do well in their job. This is an increase of 5% from 2021. 60% of staff reported that their work group works collaboratively to achieve their goals. This is an increase of 4% from 2021. Our 2022 Tell Them From Me Teacher Survey positively reflected that our 'Collaboration' School Mean score was 7.7 for the statement, 'I talk with other teachers about strategies that increase student engagement', and 7.5 for the statement 'I discuss my learning goals with other teachers'. Overall in this TTFM Teacher survey area, we are currently sitting 0.8 below the NSW Govt Norm Mean score, and will aim to close this gap with the impact of our 2023 teacher collaboration activities. In 2023, teams will continue to be formed and supported through whole-school collaborative practices. Roles and accountability structures within the teams will continue to be defined and implemented. Timetabled collaborative planning sessions will be a focus to support teachers to feel more connected with their teams.
By the end of 2022, all executive understand their roles and how these interact to support staff at a whole-school level.	In 2022, the executive team met regularly to develop a cohesive vision for our school; An understanding of new roles and changes within our executive structure was established as a team. These changes within the executive team have provided opportunity to redefine roles, establish support structures and build capacity. This is

By the end of 2022, all executive understand their roles and how these interact to support staff at a whole-school level.

supported by the results of our 2022 Tell Them From Me (TTFM) Teacher Survey, which indicated that 84% of teachers feel our school leaders are leading improvement and change in 2022; this was an uplift of 14% from our 2021 Teacher Survey results.

In 2023, consideration will be given to engage professional agencies and departmental resources to continue to build collaboration in the executive team.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,375.00</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>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"> • intensive English language and learning support to increase educational outcomes for students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in the following impact: identified students received additional support that assisted their integration into the school community. Staff have been upskilled through professional learning to support refugee students.</p> <p>After evaluation, the next steps to support our students will be: continuation of provision of targeted support to identified students.</p>
<p>Integration funding support</p> <p>\$14,467.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Busby West 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: employment of School Learning Support Officer (SLSO) to support implementation of Behaviour Support Plans and Personalised Learning and Support Plans of identified students.</p> <p>After evaluation, the next steps to support our students will be: continuation of support through staff employment and individualised programs.</p>
<p>Socio-economic background</p> <p>\$785,013.65</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>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"> • Numeracy • Student Wellbeing • Teacher Collaborative Practice • 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 additional teaching staff to support cohorting, replacement of absent staff, and implementation of class structures.

<p>Socio-economic background</p> <p>\$785,013.65</p>	<ul style="list-style-type: none"> • employment of additional Assistant Principal to support Stage 2 and 3 teams and EALD program implementation. • resourcing to increase equitability of resources and services, including student laptops, classroom interactive panels and STEM program. • employment of additional non-teaching staff to support Personalised Learning and Support program implementation. • providing students with economic support for educational materials, uniform, equipment and other items • provision of expert tuition to complement syllabus outcomes in PDHPE and Creative Arts for all students P-6. • employment of additional teaching staff to minimise composite classes and provide improve teacher to student ratios. <p>The allocation of this funding has resulted in the following impact: The additional 0.6 FTE teacher provided increased flexibility to staff the school to deliver teaching and learning. The provision of 0.4 FTE Assistant Principal provided additional support to Stage 2 and Stage 3 teams. This allowed a full-time AP to manage the combined team, and allow the 0.6 FTE Assistant Principal to develop increased staff capability in meeting the needs of EALD students. The employment of 2.0 FTE additional teachers benefited student learning and achievement through grade-based classes. This provided opportunity for differentiated and targeted delivery of teaching and learning. The provision of experienced SLSOs supported teachers to implement PLaSPs and to assist with students requiring additional behaviour support. This contributed to more settled classrooms and allowed teachers to meet the ongoing needs of all students. The replacement of out-of-warranty student laptops, enhanced student engagement and learning. The new devices seamlessly integrated into the school network and provided ongoing access to technology for learning. The provision of expert tuition in Gymnastics, Dance and Music each term provided learning opportunities for all students P-6. This increased engagement, participation, and equity of access to curriculum outcomes.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ additional staff across the school to meet ongoing needs, and provide resources to enhance student learning, wellbeing and engagement.</p>
<p>Aboriginal background</p> <p>\$12,663.59</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>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"> • Differentiation • Student Wellbeing • 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 to support Aboriginal students identified through the High Potential Gifted Education initiative. • provision of resources to support cultural awareness. <p>The allocation of this funding has resulted in the following impact: As part of the HPGE Aboriginal project, the engagement of professional Aboriginal dance tutors assisted in the development of identified potential. Students from seven schools attended the workshop. Student and staff feedback highly valued the experience and the expertise of the presenters. The provision of resources for students enhanced the recognition of the importance of acknowledging Aboriginal Australia. The provision of additional library resources allowed teachers and students to engage with authentic history and increase cultural awareness. Staff were</p>

<p>Aboriginal background</p> <p>\$12,663.59</p>	<p>informed of the resources and actively used these to increase their own understanding and their ability to support students.</p> <p>After evaluation, the next steps to support our students will be: increase engagement with Aboriginal programs offered by community groups, and continue to identify talent development opportunities within the school and community of schools.</p>
<p>English language proficiency</p> <p>\$229,333.40</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>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 equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional bilingual staff to support communication • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • additional staffing to provide intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: The engagement of 1.4 FTE staff supported the 76% LBOTE students. This was achieved by delivery of small group sessions to identified high-need students, support to teachers in differentiation and delivery of student-focused content, and working in class to support identified students with English acquisition. The employment of 1 FTE SLSOs supported the implementation of PLaSPs. These plans were student-focused and teacher-developed, and implemented by SLSOs. This resulted in improvement in English language proficiency and increased student confidence.</p> <p>After evaluation, the next steps to support our students will be: continuation of current programs supporting student achievement, through individualised and small group interventions. Provision of high quality learning resources and class reading materials aligned to student abilities.</p>
<p>Low level adjustment for disability</p> <p>\$331,019.20</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>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"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The additional staff allowed the school to successfully remain in cohort groups in Term 1 2022, and then to provide class-structures that enhanced student to staff ratios and keep most students in grade-specific classes. Staff and community reported that these structures provided more focused</p>

<p>Low level adjustment for disability</p> <p>\$331,019.20</p>	<p>teaching and learning and settled classrooms. The employment of 1 FTE SLSOs supported the implementation of PLASPs. These plans were student-focused and teacher-developed, and implemented by SLSOs. This resulted in improvements in literacy and numeracy, and increased student confidence. Staff were trained in the delivery and implementation of specialised synthetic phonics programs, and provided with student resources. Class home reading program was developed to align with English Curriculum Reform.</p> <p>After evaluation, the next steps to support our students will be: continue to identify student areas of need, and develop and implement educational plans to enhance student achievement. This will be supported by additional staff, specialised training and provision of student resources.</p>
<p>Professional learning</p> <p>\$9,775.84</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 West 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"> • Executive Collaborative Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release time for school executive to evaluate and improve school developed Scope and Sequences aligned to syllabus requirements. • Provide ongoing mandatory training to all staff. • Enhance staff understanding of trauma-informed strength-based classrooms. • Support preschool staff to reflect and develop high-quality child-focused experiences aligned to the Early Years Framework. <p>The allocation of this funding has resulted in the following impact: Scope and Sequences were adjusted and aligned to emerging syllabus documents. This work is continuing instep with Curriculum Reform. All staff were offered participation in the blended course CPR training. This comprised of on-line modules and then face-to-face component to evaluate understanding and capacity to administer CPR. 43 staff participated and passed. Selected staff engaged with Professional Learning provided by The Berry Street Educational Model team. All staff were provided with a copy of the book, Creating Trauma-Informed, Strengths-Based Classrooms. This demonstrated the school's commitment to implementing trauma-informed and strength-based classrooms. Staff reported the book was engaging and provided many strategies to support classroom practice. Provision of professional learning throughout the year, that referenced the book, ensured ongoing commitment to this approach.</p> <p>After evaluation, the next steps to support our students will be: continue to align Scope and Sequences for Year 3-6, with the anticipation of new scope and sequences to align with the upcoming K-2 syllabus in 2023. Whole school scope and sequences in the areas of PHDPE and Creative Arts will also be adjusted. Continue implementation of the Berry Street Educational Model approach to student wellbeing, and to continue to build capacity across the school.</p>
<p>QTSS release</p> <p>\$93,316.00</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>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>QTSS release</p> <p>\$93,316.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum delivery with a focus on data-informed practice. <p>The allocation of this funding has resulted in the following impact: The appointment of 1.4 FTE Assistant Principals, Curriculum and Instruction, to Busby West Public School provided the commencement point to evaluate how QTSS is delivered in 2022. The school decided to "top-up" the department allocation to employ 2 FTE APCIs. This provided support to Assistant Principals to work collaboratively with APCIs to achieve a primary goal of QTSS. This goal is to strengthen quality teaching practices through the analysis of student data to drive ongoing, schoolwide improvement in teaching practice and student results.</p> <p>After evaluation, the next steps to support our students will be: to strengthen the collaboration between AP and APCIs to support QTSS across the school.</p>
<p>COVID ILSP</p> <p>\$343,342.00</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 teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and/or numeracy • providing intensive small group tuition for identified students <p>The allocation of this funding has resulted in the following impact: 2.6 FTE additional teaching staff were employed to deliver CILSP. This was supported by the employment of 0.8 FTE SLSOs to deliver PLaSPs aligned to the CILSP. An average of 233 students from Preschool to Year 6, both mainstream and support classes, engaged with the program. Students were provided targeted intensive small group instruction aligned to Learning Progression levels in either Literacy, Numeracy or both. Staff indicated that learning goals were achieved by an average of 50% of students across the year. Staff and student absences and the inability to employ casual replacement staff impacted the delivery each term.</p> <p>After evaluation, the next steps to support our students will be: evaluate how best to utilise funding provided in 2023, to continue to deliver CILSP outcomes to students across the school.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	198	195	190	197
Girls	157	159	159	158

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.9	88.6	89.1	78.2
1	90.5	88.8	91.3	82.3
2	88.6	88.7	89.0	82.2
3	91.5	89.9	89.2	87.4
4	90.6	89.0	88.2	81.7
5	87.9	91.9	90.0	83.2
6	90.1	88.3	92.5	81.3
All Years	89.7	89.3	90.0	82.2
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
Deputy Principal(s)	1
Assistant Principal(s)	4.4
Classroom Teacher(s)	20.21
Learning and Support Teacher(s)	2.2
Teacher Librarian	0.8
Teacher ESL	1.4
School Counsellor	2
School Administration and Support Staff	12.22

*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	861,861
Revenue	7,388,626
Appropriation	7,285,526
Sale of Goods and Services	23,782
Grants and contributions	73,376
Investment income	5,741
Other revenue	200
Expenses	-6,929,781
Employee related	-6,060,210
Operating expenses	-869,571
Surplus / deficit for the year	458,845
Closing Balance	1,320,706

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	15,842
Equity Total	1,384,571
Equity - Aboriginal	33,505
Equity - Socio-economic	785,893
Equity - Language	229,333
Equity - Disability	335,840
Base Total	4,024,560
Base - Per Capita	105,625
Base - Location	0
Base - Other	3,918,935
Other Total	1,212,860
Grand Total	6,637,834

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

Student Satisfaction: 2022 Tell Them From Me Primary Survey Results

Student feedback indicated:

- Explicit Teaching Practices and Feedback: 'Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback' - Our School Mean score of 7.6 is 0.1 above the NSW Govt Norm for 2022.
- Advocacy at School: 'Students feel they have someone at school who consistently provides encouragement and can be turned to for advice' - Our School Mean score of 7.2 is just below the 2022 NSW Govt Norm Mean score of 7.7.
- Expectations for Success: 'School staff emphasise academic skills and hold high expectations for all students to succeed' - Our School Mean score of 8.1 is just below the 2022 NSW Govt Norm Mean score of 8.7.
- Students who are victims of bullying - sitting at 9% below the NSW Govt Norm, at 27% for 2022.

'Partners in Learning' Parent Survey, 2022 Tell Them From Me Survey Results

Parent feedback indicated:

- Two-way Communication with Parents: 'Parents Feel Welcome' - the 2022 NSW Govt Norm was 7.4, compared to Busby West PS score of 7.6 (+0.2). Our school was ranked at 8.4 for; 'I feel welcome when I visit the school' and 'The school's administrative staff are helpful when I have a question or problem'.
- Two-way Communication with Parents: 'Parents are Informed' - the 2022 NSW Govt Norm was 6.6, compared to Busby West PS score of 6.9 (+0.3). Our school was ranked at 7.5 for; 'Reports on my child's progress are written in terms I understand', and 7.4 for; 'If there were concerns with my child's behaviour at school, the teachers would inform me immediately'.
- Parents Supporting Learning at Home - The 2022 NSW Govt Norm Mean was 6.3 compared to Busby West Public School Mean of 7.6 (+1.3).

'Focus on Learning' Teacher Survey, 2022 Tell Them From Me Survey Results

Teacher Feedback Indicated:

- Drivers of Student Learning: 'Data Informs Practice' - Our School Mean score of 7.7 for 2022, which is an uplift of 0.4 from 2021's Teacher Survey data, and is 0.1 below the NSW Govt Norm.
- Drivers of Student Learning: 'Teaching Strategies' - Our School Mean score of 8.1 for 2022, which is an uplift of 0.1 from 2021's Teacher Survey data, and is 0.2 above the NSW Govt Norm.
- Drivers of Student Learning: 'Technology' - Our School Mean score of 6.7 for 2022, which has decreased by 0.1 from 2021's Teacher Survey data, but is on par with the NSW Govt Norm.
- Dimensions of Classroom and School Practices: 'Planned Learning Opportunities' - Our School Mean score of 7.6 for 2022, which is an uplift of 0.2 from 2021's Teacher Survey data, and is now on par with the NSW Govt Norm.
- 84% of teachers surveyed feel our school leaders are leading improvement and change in 2022; this was an uplift of 14% from our 2021 Teacher Survey results.



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.

