Busby Public School
Annual School Report 2013
School context

Students from Busby Public School bring a rich and diverse culture that enhances 21st Century Learning.

The school population of 228 students is made up of twelve percent Aboriginal and Torres Strait Island students and sixty three percent of students with Language Background Other than English including Arabic, Pasifika, Vietnamese and Spanish.

Principal’s message

Busby Public School celebrated its 50th Year as a proud public school that provides itself on the following values:

- Exemplary teaching
- High quality 21st Century Learning by all
- Effective interpersonal and professional relationships
- Welcoming, safe, well maintained and ordered learning environments
- Effective school and community partnerships

Busby Public School, established in 1963 has a strong culture of extending support to our wider community.

In 2013, our school continued to build partnerships with local schools, Early Action for Success schools as well as Gandangarra Health.

Our staff continues to receive individual professional learning by Engagement Coaches and Instructional leaders to support them in providing high quality literacy and numeracy for our students and maximizing learning outcomes.

All of our Aboriginal students have personalized learning plans and students requiring learning assistance have individualised education plans to ensure that their learning is closely monitored and tailored learning meets the needs of all students.

Our 50th celebrations saw our community spirit continue to grow as we worked together to put on an amazing school fete that included a museum, rides, food and showbags.

One of our proudest moments in 2013 was our annual Kindaimanna Day. We partnered with Gandangarra Health to provide an exceptional day celebrating Aboriginal culture. We shared our day with visitors from our community and Heckenberg and Cartwright Public Schools.

Our Aboriginal families were part of Yarning With Elders Project that culminated in a movie premiere at Casula Powerhouse. This was a highly successful project run by our talented staff.

We were lucky enough to have SistaNative visit our school and run our Pasifika students through a very powerful writing workshop over five days. This partnership with WestWords developed our students’ stories as superheroes that then allowed them to be published authors.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Michael Newcombe – Principal

P & C and/or School Council message

2013 was another successful year for our parent body in supporting the learning needs of our students.

Our parent community supported the school in Mothers’ and Father’s Day stalls, Easter Raffles, Home Reading Program, Kindaimanna Day and our highly successful School Fete.

Money raised this year went to our electronic sign in front of our school that allows us to keep our community informed.

Danielle Lampier – P&C representative.

Student representative’s message

Busby Public School enjoys celebrating student talents and achievements. Every two weeks we have a K-2 and 3-6 assembly where awards are given for good work and citizenship. Twice a term we have a whole school assembly where students who follow the school rules are given bronze, silver and gold awards. The students who received a gold award had lunch with their parents and Mr Newcombe.

This year we had a school fete to celebrate our 50th Anniversary. Each class held a stall to help raise money for the school. This included a haunted house, cake decorating, sandy candy and
craft stall just to name a few. The class that ordered the most ride armbands and showbags won a pizza party.

Mrs McKay introduced Busby’ Got Talent. Every student got excited about performing and the winners got a medal. We have got a lot of talent in our school. We had singers, dancers, comedians and magicians performing.

Our teachers teach us interesting lessons to help everyone to learn. This year ipads were introduced into our classrooms. Stage 3 students used them in a lot of our lessons to help research on the internet and create our own movies.

Avishal Krishan and Isabella Solomona

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>93.8</td>
<td>89.1</td>
<td>91.7</td>
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</tr>
</tbody>
</table>

Management of non-attendance

Busby Public School has a proactive action plan to ensure students regularly attend school. Our engagement officer monitors daily attendance concerns and liaises with students and parents to make improvements in attendance. A weekly visit from the Home School Liaison Officer ensures all strategies are employed to make attendance and learning our priorities.

The school also operates a breakfast club five days a week to encourage students to attend through a nutritional start to the day.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
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<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.2</td>
</tr>
<tr>
<td>Total</td>
<td>24.7</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Busby Public School has four staff member who are Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>62</td>
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<tr>
<td>Postgraduate</td>
<td>38</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>40</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>783267.57</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 18757.77   |
| Excursions                 | 19526.38   |
| Extracurricular dissections| 41293.13   |
| Library                    | 6508.85    |
| Training & development     | -2260.14   |
| Tied funds                 | 288407.38  |
| Casual relief teachers     | 31767.53   |
| Administration & office    | 62429.92   |
| School-operated canteen    | 0.00       |
| Utilities                  | 38521.06   |
| Maintenance                | 17418.42   |
| Trust accounts             | 10210.08   |
| Capital programs           | 10517.34   |
| **Total expenditure**      | 543097.72  |
| **Balance carried forward**| 240169.85  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**Best Start**

In 2013, Kindergarten students completed the Best Start Assessment tool, as prescribed by the Department of Education, to determine the entry level of Literacy and Numeracy skills for Kindergarten students.

In Year 1 and 2, student achievement in Literacy and Numeracy was plotted using the PLAN assessment tool, as prescribed by the Department of Education, to determine the achievement in Literacy and Numeracy at the beginning of the year.

In Kindergarten, 56% of students reached reading benchmarks and 58% of students achieved Writing benchmarks.

In Year 1, 40% of students achieved expected reading benchmarks and 22% of students achieved expected writing benchmarks.

In Year 2, 79% of students achieved the expected reading benchmarks and 72% of students achieved the expected writing benchmarks.

In 2014, the PLAN assessment tool to determine the Literacy and Numeracy skills of students will be expanded to Years 3-6. All students will be plotted on each of the continuums, with regular updates occurring each term.

**Count Me In Too**

The Count Me In Too Mathematics teaching method continued to be used in all classrooms, Kindergarten to Year 6. All students were assessed and placed on the Learning Framework in Number, a developmental scale of Mathematical understanding and skills. Students were then grouped according to their particular need in a certain area (eg addition, subtraction, multiplication) and resources were purchased and made to enable students to reach the next developmental milestone. This year all teachers were given a mathematics tub, in which essential mathematics resources were placed (dice, dominoes, playing cards, spinners, hundreds charts, tens frames, counters). These resources supported teachers in implementing quality mathematics lessons to students.

In 2013, in Numeracy, 88% of Kindergarten achieved the minimum expectation, in Year 1 68% of students achieved the minimum expectation and in Year 2, 86% of students achieved the minimum expectation.

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**NAPLAN Year 3 - Numeracy**
**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

![Graph](image1.png)

**NAPLAN Year 5 - Numeracy**

![Graph](image2.png)

**2013 International Competition Results**

In 2013, 3 students from Yrs 3 to 6 participated in the International Competitions and Assessments for Schools. The competitions provide an opportunity for all students to gain some experience and measure of their own achievement in an external assessment situation.

**Spelling**

Karima Jaidi: Credit

**Mathematics**

Aksita Deo: Credit

**English**

Aksita Deo: Credit
Other achievements

Choir

During 2013, Busby Public School had a choir comprising of students from Years 3-6. The choir consisted of nine students. The choir performed at Western Liverpool Performing Arts Festival based on the theme “Carnivale”. The choir performed at school assemblies and presentation days throughout the year. The students demonstrated high standard of efforts and participation throughout the many performances.

Dance

Creative and Performing Arts has, once again, been a successful Key Learning Area at Busby Public School. Students were given many extracurricular opportunities to excel in Dance and express themselves through creative movement.

In 2013, Busby Public School entered both a K-2 and 3-6 dance group into the Western Liverpool Festival of Performing Arts. Students showcased their creative skills as they performed items to the theme ‘Carnivale’. They developed their coordination, rhythm, timing and confidence throughout the year and dazzled audiences with their colourful Chinese and Brazilian inspired routines.

This year Busby also began preparing for the national storytelling competition ‘Wakakirri’. Auditions were held and 70 students were chosen to be a part of this exciting event. Rehearsals are well underway and students are looking forward to sharing their story and competing for a Wakakirri title later in 2014.

Sport

Throughout 2013, Busby has encouraged students to maintain a healthy and active lifestyle. We do this by offering a wide variety of sporting activities to our students that cater for student’s needs and interests and celebrate student’s engagement and achievements in sport. This year Busby participated in a wide variety of fun and exciting sporting events and programs including a ‘Cricket gala day’ and ‘Dance to be fit’, where students had the opportunity to learn and practice new skills with experienced trainers.

Busby continues to combine with our local schools to provide students with fun and friendly competition through sporting ‘Gala days’. Students have the opportunity to play fun competitive sport against our local schools including Cartwright Public School, Heckenberg Public School, Ashcroft Public School and Miller Public School. We have had a great year being a host and also guests at these wonderful schools for our gala days. Busby support and encourage students to demonstrate positive sportsmanship when participating in their chosen sporting team and our students continue to display these wonderful qualities when participating in our local school gala days.

Busby competed in a combined swimming carnival with a few other local public schools at Michael Wenden Aquatic Leisure Centre. Students continued to demonstrate wonderful sportsmanship to cheer along their peers and with pride we supported Danielle Hastie through to District in 50m Freestyle.

We had another successful year with our Swim Scheme with close to 60 students participating. All students enjoyed attending Swim Scheme to learn new vital skills and participate in water safety lessons. All students made impressive progress throughout their swimming lessons and had fun along the way. Students and teachers continue to maintain healthy lifestyle choices by walking to and from the pool.

The Cross Country carnival held at our school was a successful and fun event. Students had the opportunity to cheer on there sporting houses and peers in this fun and exciting carnival. We had over 25 students represent our school at the GVPSSA District Cross Country carnival at Joe Broad reserve that continued to display wonderful sportsmanship and have a great day celebrating their successes.

Busby held their Athletics Carnival at Make Peace Oval Fairfield. It was a fantastic day for all students, families and staff who attended. Students had the opportunity to participate in a
variety of track and field events and cheer on their sporting houses and peers. Many students demonstrated their skills in these events and represented our school at the Zone Athletics carnival with Jasmine Bogosavljevic and Shayla Moore successfully progressing through to Area.

Active After School Communities continue to support our school to provide our students with free after school sport programs which have supported our students to maintain a healthy and active lifestyle while also providing them with opportunities to develop a range of sporting skills and increased fitness levels. Students participate in a range of fun active programs that provide them with vital skills needed to participate successfully in a range of sports.

We look forward to another promising year for students to maintain a healthy and active lifestyle for 2014.

Significant programs and initiatives

Aboriginal education

This project is a partnership between the Aboriginal parents and caregivers, Aboriginal community, Aboriginal students and staff at Busby Public School. Through empowering students and parents with the opportunity to build cultural knowledge and connectedness within the school environment it fosters learning environments that are culturally safe and supportive. Aboriginal students and families will be able to engage with culture and histories through the stories and knowledge of local Aboriginal Elders. This is critical to student wellbeing and success at school.

This project also provides opportunities to strengthen the leadership of Aboriginal people at all levels of educational decision-making through the participation of Aboriginal parents, an Aboriginal teacher, an Aboriginal Education Officer and an Aboriginal Student Learning Support Officer. The participation of these people in our project provides strong role models and builds connections, contributing to a positive impact on educational outcomes. Aboriginal students will experience increased engagement and connections as a result of seeing these role models valued in the school community and seeing the strong connection that their culture is valued at school.

Kindaimanna Day continues to be a popular educational whole school event that promotes and celebrates Aboriginal culture. Kindaimanna Day started with rotational activities such as sand art, ‘Move It Mob Style’ dance moves workshop and bark painting. An assembly followed hosted by our Aboriginal students. Aunty Barbara Simms-Keeley welcomed us to country to start the proceedings. Busby Public School choir sang the National Anthem in Dharawal. The presentation of PLP certificates Aboriginal Students Achievement Awards certificates recognised the successful academic achievements of our students. Aboriginal and Non-Aboriginal students were also awarded with Kindaimanna Awards. Performances by Busby infant students, Coota Gulla Preschool and Busby West students kept us entertained. We acknowledged the NAIDOC theme for 2013 ‘We value the vision: Yirrkala Bark Petitions 1963’. Mr Jack Johnson, CEO of Gandangara Local Aboriginal Land Council addressed the importance of teachers in education and working with your community. Other special guests in attendance this year included Aunty Mae Robinson, Mr Mahony, Gandangara staff, Liverpool Local AECG and our Regional Aboriginal Education team.
Our commitment to building positive partnerships also extends to local schools. This year we were excited to have children from local public schools; Cartwright, Heckenberg, Busby West, and Coota Gulla preschool to take part in the celebrations. Students from Ashcroft High School attended and contributed to the success of the day.

Our strong partnership with a local organisation was evident this year as Busby Public School and Gandangara Health (Marumali) joined to celebrate two events as one. Kindaimanna Day and Healthy Day - “Get Active, Eat Good Tucker, Live Longer”.

The wider community was encouraged to attend the celebrations and was provided with a free healthy lunch. Free health screenings and health information was offered to all. More fun activities such as; an animal petting farm, face painting, hat decorating, dance workshops, bark painting and sand art were enjoyed by many during the afternoon.

Gandangara Health’s contribution to the day was very much appreciated and recognised. The event was very successful and enjoyed by all who were involved in the celebrations.

**SWSR Aboriginal Student Achievement Awards**

This year a number of Aboriginal students across K-6 were nominated by their teachers to receive an award at the annual South West Sydney Regional Aboriginal Student Achievement Awards. This years’ theme was “Recognising Achievement, Rewarding Success.” Aboriginal students are recognised for their achievements in areas such as; culture, literacy, numeracy, sport, attendance, leadership and citizenship, creative and performing arts, community acknowledgement, KARI All Rounder Imitative. These awards are highly prestigious and Busby Public School was proud to have four of our students recognised for their commitment to learning. Each year, Aboriginal students across our region are nominated to receive an Aboriginal Student Achievement Award. In 2013, South West Sydney Region received 331 nominations from 55 schools.

**Yarning With Elders Project**

![Yarning With Elders Project](image)

**Multicultural education**

Busby continues to be a thriving multicultural school with 63% (151) of students coming from a non-English speaking background. Multicultural perspectives are embedded in all programs and events at the school. The four main languages outside of English are Arabic, Samoan, Vietnamese and Hindi.

The EAL/D teacher works across the school, Kindergarten to Year 6 with students who need additional support with English. This support has been given within the classroom setting and within in small group setting to enable all students to reach their potential.

We have had two families enrol this year that have come from Afghanistan and Iraq that have had very little English and have needed extra support.

**Transitional Equity Funding**

Our Priority Action Program allocation of 0.3 was utilized in our number of areas of our school plan to improve quality literacy and numeracy programs in our school. These include:

- Individual support and intervention for students below benchmark in reading in Year 2. 84% of students moved significantly along the literacy continuum to show outstanding growth.
• Our coming to school transition program in 2013 was extremely successful with thirty five students participating in school readiness. Support was provided to parents and students to help them prepare for school and we have seen a remarkable difference in how settled our students are in Kindergarten this year.

• Our Occupational Therapist worked closely with our staff to ensure students’ needs were addressed and assessments carried when needed. This allowed us to be very proactive in providing support in a timely manner.

**National partnerships and significant Commonwealth initiatives (participating schools only)**

**Early Action for Success**

In 2013, a major state-wide project commenced at Busby. Our school was chosen to participate in Early Action for Success, an initiative by the Federal Government to give disadvantaged schools opportunities to strengthen teacher skills in literacy and numeracy, and specifically identify students who were challenged by the curriculum, and provide opportunities for success.

To that end, we were given the support of two Instructional Leader Teachers, who specialise in quality teaching in Literacy and Numeracy.

Class teachers in Kindergarten, Year 1, Year 2 and Year 3 were provided with instruction that supported their skill development in Literacy and Numeracy. Support included training and development, modelled (demonstration) lessons and opportunities to reflect on their own professional growth.

As a result 100% of teachers in Kindergarten to Year 3 participated in Early Action for Success and felt confident to implement quality teaching strategies into their Literacy and Numeracy lessons.

2014 will see the continuation of the Early Action for Success model, but expand into training and development for Kindergarten in L3 and K – 3 in TEN, as well as developing a community of school and learners who are also part of Early Action for Success in the Busby local area.

### School planning and evaluation 2012—2014

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

• Interviews were conducted with members of the school community, including the following:
  — members of staff
  — students
  — parents and family members
  — community members
  — focus groups

• Analysis of policies and programs, plans, budgets, meeting minutes, assessment data, communications, program evaluations and other documents seen by the school as informing the review

• Classroom observation through Engagement Coach model.

• Surveys from Survey Monkey

• Analysis of student achievement data, including detailed NAPLAN analysis using SMART, Best Start data, plotting of students on the Literacy and Numeracy continuum and the collective data associated with Accelerated Literacy.

• Information gathered from formative assessment practices and data walls.

### School planning 2012—2014: progress in 2013

**School priority 1**
Reading

**Outcomes from 2012–2014**

- Increase the proportion of Year 3 students at or above national minimum standard in Reading from 83% in 2012 to 87% in 2013.
- Increase the proportion of Year 3 students at state proficiency standard in Reading from 28% in 2012 to 31% in 2013.
- Increase the proportion of Year 5 students at or above national minimum standard in Reading from 67% in 2012 to 79% in 2013.
- Increase the proportion of Year 5 students at state proficiency standard in Reading from 5% in 2012 to 10% in 2013.

**Evidence of progress towards outcomes in 2013:**

- 2013 NAPLAN DATA demonstrated that 90% of Year 3 students were at or above minimum standard up from 83% in 2012.
- 2013 NAPLAN DATA demonstrated that 6% of students were at state proficiency standard down from 28% in 2012.
- 2013 NAPLAN DATA demonstrated that 94% of Year 5 students were at or above minimum standard up from 67% in 2012.
- 2013 NAPLAN DATA demonstrated that 11% of students were at state proficiency standard up from 5% in 2012.

**Strategies to achieve these outcomes in 2014**

- Intensive concurrent sessions for Stage 3 and Stage 2 in the BIC (Busby Information Centre) to increase student engagement levels.
- Initiate and implement the guided inquiry framework utilising a team teaching model in the BIC.
- Classroom teachers to collaboratively plan inquiry units with the teacher-librarian.
- Employ 2 full time Engagement Coaches to develop and implement differentiated literacy and numeracy programs for at risk students.
- Employ 3 full time SLSO positions to support Engagement Coaches and staff to target literacy and numeracy programs across K-6.
- Teachers provide additional parent workshops in supporting literacy and numeracy at home.

**School priority 2**

Aboriginal Education

**Outcomes from 2012–2014**

- Increase the proportion of K-6 Aboriginal students at or above grade benchmarking in Reading from 41% in 2012 to 59% in 2013.
- Increase the proportion of K-6 Aboriginal students at or above grade benchmark on the numeracy continuum in 2013.

**Evidence of progress towards outcomes in 2013:**

- Based on independent reading level data 46% of Aboriginal students achieved at or above expected benchmark levels, up from 41% in 2012.
- Based on independent numeracy continuum data 62% of Aboriginal students achieved at or above expected benchmark levels.

**Strategies to achieve these outcomes in 2014**

- The school devises and implements a tracking system for Aboriginal students’ PLP’s.
- The school provides opportunities for the Aboriginal community and the school to network in informal situations.
- The AEO to build communication with parents via informing them of parent
workshops. The AEO to be involved in all parent workshop.

- The school allows for regular excursions with Aboriginal parents/students to cultural locations.
- Teachers use Aboriginal texts in Accelerated Literacy.
- AEO to be involved in all PLP discussions
- Every Aboriginal student will have a quality Personalised Learning Plan that focuses on Literacy and Numeracy.

School priority 3

Attendance

Outcomes from 2012–2014

- Increase attendance from 90% in 2012 to 91.9% in 2013.

Evidence of progress towards outcomes in 2013:

- Current attendance data has seen increase from 90% in 2012 to 92.1% in 2013.

Strategies to achieve these outcomes in 2014:

- SLSO monitors, tracks and supports increased daily attendance in accordance with our Attendance Action Plan.
- Review and maintain our PBL (Positive Behaviour for Learning) strategy with a focus on completing our action plan.

Parent/caregiver, student, and teacher satisfaction

In 2013 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

This year our school conducted a survey on school culture as part of our 50th Anniversary of public education at Busby Public School. This survey will inform the basis of our values forum and shaping our school beyond 2013.

Our students indicated the following:

- 71% believe that the school encourages everyone to learn.
- 75% believe that the school encourages students to achieve their best.
- 80% believe all students are made feel welcome.
- 81% believe that school leaders have a positive influence on the school culture.

Areas of development in 2014 include the following:

- The school knows about parents and community members in which it serves.
- Students support what is happening at school.

Our parents indicated the following:

- 94% of parents believe the school often praises and rewards individuals who are successful.
• 85% of parents believe that the students are the school’s main concern.

• 99% of parents believe that the school encourages students to achieve their best.

• 99% of parents believe that the school encourages everyone to learn. Areas of development in 2013 include the following:

• Overall parents support what is happening at school.

• School leaders have a positive influence on the school culture.

Our staff indicated the following:

• 100% of teachers believe that meeting the needs of students is the school’s main priority.

• 92% of teachers believe the curriculum caters for the needs of all students.

• 83% of teachers believe the school leaders have a positive influence on the school’s culture.

• 93% of teachers believe the school encourages everybody to be a continuing learner.

Areas of development in 2014 include the following:

• Staff understand and respond to the context of the community in which they work.

• The school community recognizes, values and supports the contribution of new members to the culture of the school.

Program evaluation

Early Action for Success

Background

This year Busby Public School participated in Early Action for Success, a project designed to improve student learning outcomes in Literacy and Numeracy. We achieved this in several ways:

• Students who were not achieving benchmark results in Reading and Number were identified and a strategic plan to address their specific learning goals was developed.

• Teachers were trained in aspects of Quality Teaching in Reading, Writing and Numeracy throughout the year, using a ‘Lesson Study’ approach to learning. Every week, teachers collaborated with our Literacy and Numeracy Instructional Leaders to plan either a Reading, writing or Number lesson, using the Syllabuses and Literacy and Numeracy continuums. On the next day, the lesson was taught to the students, differentiating for student needs. Later on in the day, all teachers and the Instructional Leaders reflected on the lesson, students and their progress made. Plans were then made for the subsequent week’s lesson, to target specific learning and students.

Findings and conclusions

Our model ‘Lesson Study’ model of teaching and learning was a resounding success. Teachers developed their skills and capacities in quality reading, writing and numeracy teaching. They felt confident and competent to differentiate lessons to cater for the range of abilities and realised the benefit of reflection on their professional practice.

Students were plotted on the school’s Data Wall in Reading and Number, and their progress noted and celebrated.
Future directions
In 2014, Early Action for Success will concentrate on refining the ‘Lesson Study’ model, in which one teacher will be a ‘mentor’ teacher, who will help guide and prompt their colleague in quality teaching and learning in Literacy and Numeracy. We will continue to have the expertise of two Instructional Leaders, in Literacy and Numeracy, who aim to expand the data wall into Writing.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Marnie O’Shea – Classroom Teacher
Carolyn Caudle – Learning and Support Teacher
Sue Simpson – ESL Teacher
Tracey Vera – Classroom Teacher
Trish Daniel – Aboriginal Education Officer
Danielle Lampier – Parent
Jo Petrakis – Instructional Leader
Cris Brisigotti – Instructional Leader
Cathy McKay – Assistant Principal
Alice Teuma – Assistant Principal
Michael Newcombe - Principal

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