

# Botany Public School Annual Report



2018



**BOTANY PUBLIC SCHOOL**  
Caring Creative Connected

1323

## Introduction

The Annual Report for **2018** is provided to the community of Botany 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 school 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.

Kate Holmes

Principal

### School contact details

Botany Public School

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Botany, 2019

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## School background

### School vision statement

Botany Public School, prepares students for a complex and rapidly changing world, as they develop the skills to be engaged 'future focussed learners.' Our school is a place where students become successful learners and are confident, resilient and creative individuals.

Every **student** is supported to achieve their full potential academically, socially and emotionally, as an individual and as part of a team. Students will be inspired to develop a life long love of learning and will confidently embrace the future to achieve their personal best.

Our **teachers and leaders** understand how students learn, providing supportive, safe, vibrant and innovative learning environments. Teachers and leaders deliver quality teaching and learning programs and engage professionally with colleagues, participating in ongoing professional learning.

Our school is a **community school**, which thrives on a collaborative approach and engages the resources of the staff, students and local community, drawing on strengths and capabilities to support the school's visions. Our school is Caring, Creative, Connected.

### School context

Botany Public School is a growing school of 285 students, including 48% from language backgrounds other than English, with a welcoming, inclusive and forward thinking community.

The school has a strong emphasis on the wellbeing of our community with Restorative Practice, Kidsmatter and Bounce Back Programs being an integral part of school culture.

There is a focus on differentiated quality literacy and numeracy programs, engaging students to be future focussed learners. Collaborative planning and decision making are valued by the dynamic staff and community who have high expectations for all students.

The school is well supported by a passionate Parent and Citizens Association promoting a strong sense of community. The P&C makes significant contributions towards school programs and resources and parents are actively involved in various aspects of school life.

Botany Public School provides students with opportunities to participate in extra curricular activities including creative and performing arts, language and sporting programs. The Student Representative Council and Peer Support Groups give students opportunities to develop leadership skills in conjunction with elected leadership positions.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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 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.

The results of this process indicated that the school Leadership Team and teaching staff have completed the self–evaluation process and our on balance judgment for the **Domain of Learning** is that our school is **Sustaining and Growing**.

Learning Culture is at the centre of our School Plan with the wellbeing of our whole school community being a priority for students, parents and teachers. Parent TTFM survey feedback shows that our comprehensive approach to Wellbeing has seen our community thrive with students, staff and parents consistently displaying respectful relationships with one another. Students TTFM Surveys reported they feel safe, secure, happy and supported. Our school celebrates Wellbeing Week by promoting wellbeing as the basis for productive learning conditions. The Learning Support Team is an integral part of our school with explicit processes and procedures to support our students and families with an extensive LST data base. Our school is committed to strengthening and delivering school learning priorities by ensuring all students reach their potential through differentiated learning and support. Our whole school approach to support ensures all students on our LST data base have explicit Personal Learning Plans.

Our Wellbeing Programs show that our school has clearly defined behavioural expectations creating a positive teaching and learning environment, with our behaviour management system based around our five school rules which resemble Positive Behaviour for Learning. There is a whole school emphasis on Restorative Practice with students, staff and parents all understanding and using the specific language of Restorative Practice and participating in circle time. All class teachers explicitly teach the Bounce Back Program to students where they learn to be resilient when things go wrong by 'bouncing back'. Parent, student and teacher TTFM Surveys show a positive school climate is evident in all school contexts which values collaboration, resilience and independence of our students. Our Student Representative Council is central to our student leadership approach and supports other students at the school as well as providing support for charities and the wider community.

Curriculum and Learning is enhanced by learning alliances with other schools and organisations. John Brothie PS and Botany PS share the specialist services of a School Psychologist meeting the needs of targeted students and their families. Parent Feedback shows that our comprehensive Transition Programs actively supports students and their families. We also have strong Transition and Enrichment Programs with South Sydney HS meeting the needs of all students.

The Leadership Team have developed explicit processes for Assessment and Reporting of student data and school performance data. Teachers collect and analyse data from internal school assessments ensuring that Consistent Teacher Judgement is used. Reporting to parents is explicit, identifying areas of student strength and areas for further development. Our students are involved in setting their own Learning Goals which are displayed in classrooms and students regularly discuss what they need to focus on, to move to the next level with their learning. Lessons begin with identifying our Learning Intention in conjunction with specific Success Criteria further consolidating student understanding. Feedback from surveys shows high participation and support for our new format of Parent, Student, Teacher Learning Conferences leading to student engagement and parental support.

Our school regularly analyses data from SCOUT to Measure Student Performance. The school has established high expectations regarding the collection of internal school data to monitor student progress as well as to reflect on quality teaching and learning practices. Our Leadership Team uses data from NAPLAN and assessments such as SENA and Running Records to guide teaching and learning priority areas. Data is displayed on Student Data Walls so staff are able to engage in robust discussion about strategies to move students along the continuum.

The school Leadership Team and teaching staff have completed the self–evaluation process and our on balance judgment for the **Domain of Teaching** is that our school is **Sustaining and Growing**.

Effective Classroom Practice is a focus for the Leadership Team and teaching staff at Botany. Our teachers provide quality teaching and learning environments where student learning is differentiated so all students can access the curriculum at their level. A whole school assessment schedule is followed to analyse student performance data as part of the Teaching and Learning Cycle. Teacher TTFM surveys show that teachers reflect on student data in stage teams to evaluate their own teaching effectiveness. The school Leadership Team demonstrates Instructional Leadership, promoting and modelling effective, evidence based practice working directly with teachers.

Our school regularly uses Assessment Data to identify student achievement and future directions for school planning.

Assessment Instruments are used extensively to monitor student progress. Our Student Data Wall focuses on student reading and numeracy levels, visually monitoring student progress and strategies to move students along the Literacy and Numeracy progressions. Teachers use Consistent Teacher Judgment to inform future directions.

Effective Collaborative Practice is considered vital to driving whole-school improvement. Teachers TTFM surveys shows that our teachers work together to improve teaching and learning and provide feedback to students and each other. Staff collaborate during Cooperative Planning Days to develop teaching and learning programs and then receive timely feedback from team leaders. The implementation of Classroom Observations and Classroom Walkthroughs has also become an ongoing whole school focus. Team leaders are trained in Growth Coaching and act as mentors working closely alongside teachers in the classroom, providing support with programming planning, assessment and reporting.

Our school has a culture of teachers sharing Learning and Development with colleagues. The Leadership Team prioritises Professional Learning so that all staff have knowledge and understanding of current school programs as well as being informed about new directions in education and pedagogy. Teacher TTFM surveys show that our school prioritises improving teaching methods in literacy and numeracy, with Professional Learning activities focused on building effective teaching strategies.

Our teaching staff demonstrate responsibility, adaptability and ethical practice adhering to the Professional Standards ensuring they continue to be 'lifelong learners.' Teachers work beyond their classrooms to contribute to school programs. The Performance and Development Framework is part of school practice with teachers and SASS staff involved in the process of developing and actioning Professional Development Plans. Staff PDPs inform Professional Learning goals as teaching staff complete accreditation and work to complete the requirements for each stage of their career.

The school Leadership Team and teaching staff have completed the self-evaluation process and our on balance judgment for the **Domain of Leading** is that our school is **Sustaining and Growing**.

Leadership Development is central to school capacity building and guides ongoing whole school improvement. Teacher TTFM Survey results show that our staff value the Leadership Team at our school as they prioritise the development of aspiring leaders who take on shadow executive roles to ensure succession planning for the future. Our P&C is actively involved in school life and has a shared vision, supporting the school towards achieving educational priorities.

There is a broad understanding by the school community of our School Planning, Implementation and Reporting practices to support school expectations and aspirations to improve student learning. Parents were consulted during the development of the School Plan and Strategic Directions 2018 – 2020. The Leadership Team and teaching staff worked together to develop a shared vision for the future directions for our school with all staff involved in sharing ideas and planning together. Teacher TTFM Survey results show that collaboration and involvement in school planning ensures teachers are able to articulate the purpose of the plan. Teachers assess progress on the milestones, evaluate the projects and then plan for the future. The Leadership Team and teachers analysed our school performance and reflected this in the SEF Self-Assessment Survey.

School Resources are strategically used to achieve improved student outcomes. Workforce planning ensures the engagement of temporary teachers who have significant skills and expertise to support school goals. We aim to engage teaching staff who recognise the priority of quality teaching and learning in English and Mathematics as core business. The Administrative Team and Principal ensure that the financial and physical resources and facilities are well maintained. Student TTFM Surveys and school surveys show that students are engaging with technology on a regular basis improving student learning outcomes. Our school community is very supportive of our schools strategic directions to provide students with opportunities to be equipped with the skills they need to be confident, caring and creative citizens.

Management Practises and Processes focus on ongoing school improvement. Our newsletter, The Botany Buzz, ensures the timely delivery of information to parents recounting events, news and information. The Newsletter is accessed via the School Website and ENews with alerts being posted for parents to access ensuring they are kept up to date. Parents are aware of financial commitments such as school payments for fees and excursions with a large proportion of our community using Pay Pop to support our school financially. Exceptional communication with our community, along with excellent management systems and processes has led to ongoing school improvement.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

## Strategic Direction 1

### Successful Learners

#### Purpose

To inspire students to be confident and creative individuals who are literate and numerate and can think deeply, productively and logically, preparing them to be lifelong learners.

#### Overall summary of progress

Our continued whole school focus on the wellbeing of our whole school community has ensured a successful approach to student welfare and learning culture. There have been significant observable changes in behaviour with more positive and respectful relationships throughout the school community. The Learning and Support Team continue to monitor student progress in literacy and numeracy ensuring whole school planning for support and enrichment programs. English and Maths programs continue to be our core business with quality teaching and learning having an impact on student learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrating active engagement with their learning. (CW)	* Equity Funding – Low Level Adjustment for Disability	<ul style="list-style-type: none"> <li>• 100% of staff participate in collaborative planning to ensure accommodations and adjustments are made for all students.</li> <li>• 100% of PLPs are developed in consultation with parents and the LST.</li> <li>• Behaviour support programs for targeted students are clearly formulated by the LST with parent support and communicated to staff.</li> </ul>
A focus on students achieving in the top 2 bands in NAPLAN for Numeracy. (DL)	<ul style="list-style-type: none"> <li>• Literacy and Numeracy Funding</li> <li>• Professional Learning and Collaborative Planning Days</li> </ul>	<ul style="list-style-type: none"> <li>• Year 5 NAPLAN results in Numeracy show 38% of students scoring in the top 2 bands compared to 28% for the state.</li> <li>• Year 3 NAPLAN results in Numeracy show 21% of students scoring in the top 2 bands compared to 38% for the state.</li> </ul>
A focus on students achieving in the top 2 bands in NAPLAN for Literacy. (DL)	<ul style="list-style-type: none"> <li>• Literacy and Numeracy Funding</li> <li>• Professional Learning and Collaborative Planning Days</li> </ul>	<ul style="list-style-type: none"> <li>• Year 5 NAPLAN results in Reading show 38% of students scoring in the top 2 bands compared to 26% for the state.</li> <li>• Year 3 NAPLAN results in Reading show 46% of students scoring in the top 2 bands compared to 48% for the state.</li> </ul>
Students have learning goals clearly displayed in classroom that are regularly reviewed with students and stakeholders. (DL)	<ul style="list-style-type: none"> <li>• Literacy and Numeracy Funding</li> <li>• Professional Learning and Collaborative Planning Days</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students have learning goals displayed in their classrooms.</li> <li>• 85% of parents and students attended Learning Conferences.</li> </ul>
Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. (CT)	<ul style="list-style-type: none"> <li>• Literacy and Numeracy Funding</li> <li>• Professional Learning and Collaborative Planning Days</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Conferences are held each Semester with teachers, parents and students discussing explicit Learning Goals.</li> <li>• Students in stage 2 and 3 use exemplar samples of work to discuss ways they can improve in literacy and numeracy.</li> </ul>

In 2019 we will continue to focus on our 'Successful Learners' Projects as part of our School Plan.

### Community Wellbeing Project

- Continuing to embed Wellbeing Programs prioritising respectful relationships across the community.
- Continuing our successful LST practices to support students and families.
- Delivering explicit Personal Learning Plans, written with parent support, to improve student outcomes.
- Continuing to implement specific playground support programs to teach 'target' students explicit social skills.
- Holding Learning Conferences twice a year to consolidate home and school links.

### Differentiated Learning Project

- Guiding student learning in English using rich visual text as a writing stimulus.
- Enhancing the learning of students through Enrichment Programs leading to high levels of student engagement.
- Continuing to focus on guided reading and Focus on Reading to enhance student outcomes.
- Supporting the learning of students through Programs such as Multilit, Year 1 Reading Support and ABC Go.
- Engaging student learning in Mathematics through a focus on Problem Solving and Working Mathematically.
- Continuing to focus on TEN and TOWN numeracy programs.

### Creative Thinking Project

- Implementing the new Science and Technology syllabus in all classes
- Using the Inquiry Based Learning method as a focus
- Ensuring Peer Support Groups actively engage students



## Strategic Direction 2

### Quality Teachers

#### Purpose

To embed a dynamic culture of staff collaboration through quality professional learning and supportive leadership, creating a deep understanding of pedagogy and exemplary teaching and learning practices.

#### Overall summary of progress

Collegial Observations and Classroom Walkthroughs guide improvements in pedagogy with staff receiving authentic feedback. Professional Learning has been planned strategically to support the directions of the school plan. All staff are guided to develop PDPs as a collaborative group and staff are actively supported to pursue leadership opportunities. Technology has been upgraded to support the implementation of LMBR as well as staff and student access to technology in classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy. (CP)	<ul style="list-style-type: none"><li>• Collaborative Planning Days each term for all staff members</li></ul>	<ul style="list-style-type: none"><li>• 100% of staff participated in Collegial Observations and Classroom Walkthroughs with a focus on guided reading groups and numeracy groups leading to quality pedagogy.</li><li>• Staff Professional Learning has involved Consistent Teacher Judgement in writing.</li><li>• Staff use excel spread sheets to input student data so that student scores can be assessed across grades.</li></ul>
Teachers develop and apply assessment strategies to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness. (IT)	<ul style="list-style-type: none"><li>• Collaborative Planning Days each term for all staff members</li></ul>	<ul style="list-style-type: none"><li>• All teachers follow the Assessment Schedule to monitor, assess and reflect on teaching effectiveness.</li><li>• Collaborative planning days ensure that staff can plan and program effective teaching strategies.</li></ul>
Professional Development Plans for teachers reflect ongoing progression against the Professional Teaching Standards framework. (PL)	<ul style="list-style-type: none"><li>• Professional Learning Allocation</li></ul>	<ul style="list-style-type: none"><li>• Collegial conversations have led to 100% of PDPs being developed collaboratively.</li><li>• 100% of staff use the Teaching Standards and links to the School Excellence Framework to develop PDPs.</li></ul>



## Next Steps

In 2019 we will continue to focus on our 'Quality Teachers' Projects as part of our School Plan.

### Collaborative Practice Project

- Continuing focus on Classroom Walkthroughs with staff observing the classroom practice of colleagues using learning intentions and success criteria.
- Guiding the teaching practice of all staff with Team Leaders participating in Collegial Observations to deliver targeted feedback.
- Sharing of quality teaching and learning programs with all staff receiving regular program feedback from team leaders.
- Attending the next level of Growth Coaching for team leaders to further promote collaboration leading to ongoing staff development.

### Informed Teaching Project

- Engaging the whole staff in data collection and tracking systems to target ongoing student learning growth.
- Using the Learning Progressions and PLAN to focus on areas for student growth in literacy and numeracy.

### Professional Learning Project

- Focussing Professional Learning opportunities on the Strategic Directions to enhance student outcomes.
- Building capacity in staff to lead Professional Learning in areas of expertise.
- Developing whole staff PDPs in line with targeted areas of the School Excellence Framework.



## Strategic Direction 3

### Collaborative Leaders

#### Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration and communication to realise enriched learning opportunities.

#### Overall summary of progress

Our school has continued to build authentic partnerships with local Preschools and High Schools through transition to school projects, Stage 3 Enrichment Programs and Transition to high school programs. Parents are actively involved in school programs and attendance at school events has continued to grow. Student engagement has seen the SRC become an important part of the leadership culture at our school. Enrichment Programs foster creativity, collaboration and school spirit.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff engage in action learning across school alliances and reflect on best practice and actively support other schools. (LA)	<ul style="list-style-type: none"><li>Professional Learning funds</li></ul>	<ul style="list-style-type: none"><li>The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning with different schools for different purposes:<ul style="list-style-type: none"><li>Banksmeadow PS – Growth Coaching PL and executive team links.</li><li>Daceyville PS – STEM and Creative Thinking Projects.</li></ul></li></ul>
Staff participate in developing milestones and evaluating school programs. (ES)	<ul style="list-style-type: none"><li>Professional Learning funds</li></ul>	<ul style="list-style-type: none"><li>The school staff systematically and regularly monitors the impact of the plan to inform changes.</li><li>School teams review milestones and plan for next steps.</li><li>Staff reflect on student TTFM surveys.</li></ul>
Monthly finance committee meetings review and track human, physical and financial resources. (MP)	<ul style="list-style-type: none"><li>Professional Learning funds</li></ul>	<ul style="list-style-type: none"><li>Administrative systems, structures and processes underpin ongoing school improvement.</li><li>Students give feedback through the SRC as to areas they see as an important focus for the school.</li><li>Staff work together to ensure that resources are used strategically to enrich student learning.</li></ul>

## Next Steps

In 2019 we will continue to focus on our 'Collaborative Leaders' projects as part of our School Plan.

### Learning Alliances Project

- Continuing links with our Community of Schools – John Brothie Preschool with Transition to School Programs.
- Continuing links with South Sydney High School with Enrichment Programs and Transition to High School Programs
- Establishing link with Banksmeadow Public School for STEM projects.

### Educational Systems Project

- The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities.
- The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.
- Strengthening links with P&C members through the 'Opening of the School Year' Evening.
- Continuing to deliver an Ethics Program for students through parent commitment and involvement.

### Management Practices Project

- Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.
- Our school Website has been updated to stay abreast of ongoing changes in the DoE. The Botany Buzz Newsletter provides a comprehensive link with our community.
- Technology focus is ongoing as continue upgrading of classroom technology. iPads and laptops are available for students to utilise.
- School maintenance and playground upgrade are a priority to ensure that our school is an educational setting of a high standard



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• <b>Aboriginal background funding</b> – \$4256</li> <li>• School Based funding utilised as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal background funding was used to support student learning in the classroom and to support student involvement in school activities.</li> <li>• Aboriginal students have Personalised Learning Plans and are making progress towards their personal goals.</li> <li>• All students participated in peer support group activities during NAIDOC Week, including listening to dreamtime stories, print making ,creating totems and participating in drama activities.</li> <li>• An Aboriginal performer educated and entertained students.</li> <li>• A student was nominated to receive a District 'Deadly Award'.</li> <li>• Professional Learning in Aboriginal Education was attended by 2 staff members.</li> </ul>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• <b>English language proficiency funding</b> – Flexible Funding \$60284</li> </ul>	<ul style="list-style-type: none"> <li>• Students from non–English speaking backgrounds form 48% of the school population.</li> <li>• The English as an Additional Language Dialect (EALD) flexible funding allocation supports a teacher three days a week.</li> <li>• Students were supported in the classroom through team teaching and small group support.</li> <li>• Semester One focus was on early intervention with Year 2 students having access to the Multilit Program leading to progress along the literacy continuum.</li> <li>• Semester One focus was also placed on support programs for Kindergarten and Year 1 students.</li> <li>• Semester Two focus was supporting students in Stage 2 and 3 with literacy and numeracy groups.</li> <li>• Staff were involved in professional learning to guide knowledge around the EALD progression levels. Staff were able to build their skills around EALD pedagogy and put these skills into practice.</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• <b>Low level adjustment for disability funding</b> – Flexible Funding – \$19621 and Staffing – \$52057</li> </ul>	<ul style="list-style-type: none"> <li>• Low level Adjustment for Disability Funding is used to engage a teacher to work with students with high support needs.</li> <li>• Funding was allocated for staff to formulate and update PLP's for targeted students.</li> <li>• A variety of strategies were implemented to support students with low level disabilities including in class support, teacher release for planning adjustments to teaching and learning activities as well as the purchase of specialised resources.</li> <li>• Students needing support were referred to the LST and were placed on the LST data base.</li> <li>• Strategies to support these students were implemented by the School Psychologist, Learning Support Teacher, Multilit Reading Support and Reading Recovery Support.</li> <li>• Students received supportive counselling, IQ assessments, academic support, behaviour support and family support.</li> </ul>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<ul style="list-style-type: none"> <li>• <b>Quality Teaching Successful Students – Staffing – \$49974</b></li> </ul>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students funding was used so that Assistant Principals could support and guide colleagues in classrooms as instructional leaders.</li> <li>• Collaborative Practices have been a whole school focus as part of our PDPs with all staff participating in Classroom Walkthroughs.</li> <li>• Giving reflective feedback to colleagues has been an important part of this reflective process.</li> </ul>
<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>• <b>Socio-economic background funding – Flexible Funding – \$16372</b></li> </ul>	<ul style="list-style-type: none"> <li>• Socio Economic Funding was used to enhance student access to a wide range of educational experiences.</li> <li>• Additional resources for classroom learning including access to upgraded technology systems, has ensured equity for our students.</li> <li>• Extra assistance was provided in the classroom learning environment with an additional teacher working with students. This resulted in increased student participation and engagement leading to improvement in learning outcomes.</li> </ul>
<p><b>Support for beginning teachers</b></p>	<ul style="list-style-type: none"> <li>• <b>Support for beginning teachers – Flexible Funding – \$13786</b></li> </ul>	<ul style="list-style-type: none"> <li>• Beginning Teachers were mentored by colleagues and supported in all areas of teaching.</li> <li>• Our school had a specific focus on behaviour management, student welfare processes, implementing quality teaching and learning programs as well as attending external Professional Learning.</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	134	134	137	140
Girls	124	132	137	143

The number of students at Botany Public School continues to grow mirroring the growth in housing and units in the local area.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95	93.7	95.9	94.3
1	95.3	93.3	94.4	95
2	94.3	95.4	92.7	93.9
3	94	94.3	94.1	93.1
4	94.4	93.7	94.2	95.7
5	95.3	94.9	94.4	94.7
6	95.9	96.1	94.8	93.1
All Years	94.8	94.4	94.4	94.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Botany Public School maintains accurate records of the attendance of all students. The school has provided clear information to parents regarding attendance requirements and the consequences of unsatisfactory attendance, through the newsletter as well as notes sent home. Classroom teachers monitor and routinely follow up student absences with parents. Students with attendance patterns of concern are supported at the school, in consultation with parents, through the Learning Support Team.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*Full Time Equivalent

The staff at our school come from many cultural backgrounds. There are no staff members identifying as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

### Professional learning and teacher accreditation

Research into educational practices indicates that supporting and improving teacher quality through professional learning is the greatest determiner in improving student outcomes. Professional Learning funds were targeted to support areas highlighted in the school strategic directions including English, Mathematics, Wellbeing, Student Welfare and Technology. Professional Learning also focussed on all staff setting PDP goals in teaching practice, leadership, teacher accreditation and curriculum implementation. In 2018, four teachers gained accreditation at proficient.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	402,646
<b>Revenue</b>	2,731,103
Appropriation	2,518,606
Sale of Goods and Services	5,171
Grants and Contributions	201,030
Gain and Loss	0
Other Revenue	0
Investment Income	6,296
<b>Expenses</b>	-2,554,749
Recurrent Expenses	-2,554,749
Employee Related	-2,252,936
Operating Expenses	-301,813
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	176,354
<b>Balance Carried Forward</b>	579,000

Our school is very fortunate to have a very active P&C group who work hard to raise money for our school, through events like the Botany Bolt, as well as organising School Banking and Clothing Pool Stalls.

Funds raised by the school and community have been set aside over a number of years to upgrade the school playground area with new rubber soft fall under the play equipment and a synthetic grass playing field.

The school also aims to build a Covered Outdoor Learning Area (COLA) outside of the Kindergarten classrooms to provide a valuable resource for our students as our community continues to grow.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,137,470
Base Per Capita	52,983
Base Location	0
Other Base	2,084,487
<b>Equity Total</b>	152,590
Equity Aboriginal	4,256
Equity Socio economic	16,372
Equity Language	60,284
Equity Disability	71,678
<b>Targeted Total</b>	48,776
<b>Other Total</b>	95,003
<b>Grand Total</b>	2,433,839

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

The academic performance of our students is measured consistently through a cycle of ongoing assessment of student work by teachers, standardised school assessment data and the results of national testing (NAPLAN) conducted in May each year for all students in Years 3 and 5.

School assessment data is collected each term and adds to the ongoing judgements made by teachers about student performance against the syllabus. As a school we use a wide variety of measures to ensure our judgements about student learning are not reliant on single measures. Student assessment, including NAPLAN, is used to inform both individual teacher planning and school wide curriculum change strategies.

In the National Assessment Program Literacy and Numeracy (NAPLAN), 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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Our students participated in literacy assessments in spelling, grammar and punctuation, writing and reading:

\*Year 3 results in Grammar show an average score of 430.2 compared to 428.21 for state.

\*Year 3 results in Reading show an average score of 419.4 compared to 428.7 for state.

\*Year 5 results in Grammar show an average score of 528.8 compared to 500.88 for state.

\*Year 5 results in Writing show an average score of 482.6 compared to 463.8 for state.

Our students participated in numeracy assessments:

\*Year 3 results in numeracy show an average score of 366.9 compared to 406.0 for the state.

\*Year 5 results in numeracy show an average score of 504.8 compared to 493.7 for the state.

The NSW Premiers Priorities – *Bump It Up Strategy*, focuses on the number of students in the top 2 bands of NAPLAN in literacy and numeracy, which changes each year depending on the student cohort. Literacy and numeracy are an ongoing focus for our school.

- In 2018, 36.02% of students were placed in the top 2 bands for Reading and Numeracy.
- In 2017, 43.69% of students were placed in the top 2 bands for Reading and Numeracy.



## Parent/caregiver, student, teacher satisfaction

### Students gave feedback through the 'Tell Them From Me' Primary School Survey.

The TTFM Survey gives feedback on student social – emotional outcomes.

87% of students at our school had a high rate of participation in sports compared with 83% for the state.

60% of students had a high rate of participation in art, drama and music activities compared to 55% for the state.

86% of students have friends they can trust and encourage them to make positive choices compared to 85% for the state.

98% of students believe that schooling is useful in everyday life and will have a strong bearing on their future compared to 96% for the state.

84% of students said they did not get into trouble at school for disruptive behaviour compared to 83% for the state.

90% of students try hard to succeed in their learning compared to 88% for the state.

### Students described the effect that the new laptops and STEM resources have had on their learning.

Stem has made me embrace myself to go in different groups without my usual friends.

They are helpful because we don't have to go to the library every time we need lap tops.

The STEM resources are cool and we have fun using them.

It's helping us think what job to do in the future.

I think it's fun and suits today's modern world.

### Parents gave feedback through the 'Tell Them From Me' Primary School Survey.

We only had 7 respondents in the school that completed the survey, which does not enable us to give a snapshot of parent perspectives to our community.

### Teachers gave feedback through the 'Tell Them From Me' Primary School Survey.

Teachers gave feedback on the eight drivers of student learning.

81% of teachers valued leadership in the school compared with 71% for the state.

85% of teachers valued collaboration compared with 78% for the state.



85% of teachers valued Learning culture compared to 80% for the state.

80% of teachers used data to inform practice compared to 78% for the state.

84% of teachers focus on teaching strategies compared to 79% for the state.

65% of teachers use technology in learning compared to 67% for the state.

83% of teachers felt we have an inclusive school compared to 82% for the state.

78% of teachers felt we have high parent involvement compared to 68% for the state.

### **Teachers described improvements in their teaching and learning and what helped achieve this.**

I have become more effective in integrating technology into learning experiences to increase student engagement.

An area of improvement is my ability to create professional and relevant programs and units of work.

The new STEM resources, in conjunction with the Botany STEM alliance, has allowed me to feel more confident in delivering engaging lessons.

I have improved in the area of English Literacy through the use of rich visual texts.

My ongoing Professional Learning and application of research based pedagogies in the classroom has improved this year.

I have achieved improvements through my PDP goals and putting research into practice in my classroom and programming.

Behaviour management and in particular emotion coaching, has really helped to build relationships with all students.

I have improved on integrating technology into my classroom practice.

## **Policy requirements**

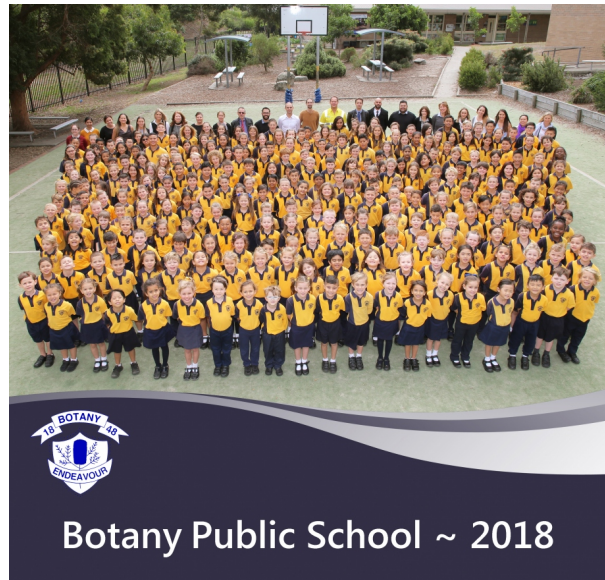
### **Aboriginal education**

Our school had 10 students this year who identified as being Aboriginal and/or Torres Strait Islander (ATSI). The Learning Support Team ensured that explicit Personalised Learning Plans were developed for these students to support their learning.

Throughout the year, cross-curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures have been embedded into teaching and learning programs. These perspectives were taught in line with the NSW Syllabus for the Australian Curriculum.

The National NAIDOC theme for 2018 was *"Because of her, we can"* highlighting the Aboriginal and Torres Strait Islander people's strong spiritual connection to family.

All students participated in peer support group activities during NAIDOC Week, including listening to Dreamtime stories, print making, creating totems and participating in drama activities.



### **Multicultural and anti-racism education**

Botany Public School has 48% of students that have Language Backgrounds Other Than English (LBOTE). Our school has an anti-racism policy supported by a trained anti-racism officer.

Support teachers work closely with our EALS students to help deliver differentiated quality teaching and learning programs through team teaching and small groups. This guides students as they develop the necessary language required to understand and access their learning.

Teachers program and assess using units that focus on cross curriculum priorities that encompass inter cultural understanding. Our school promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds, are positively supported and encouraged to participate.

Harmony Day is celebrated to further develop the understanding of the diverse cultural, religious and language backgrounds of our families. As part of Harmony Day celebrations students created hearts incorporating designs that celebrated their diverse backgrounds and we displayed these in our school foyer.