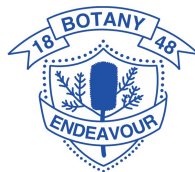


Botany Public School Annual Report



2016



BOTANY PUBLIC SCHOOL
Caring Creative Connected

1323

Introduction

The Annual Report for 2016 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.

Message from the Principal

I congratulate the students, staff and community on working collaboratively to build such a positive school environment. We have a dedicated staff who work together to provide an inclusive environment with differentiated teaching and learning programs. Our students are happy, caring and creative and our parent community continue to provide support and encouragement. Highlights of our achievements this year have included:

- Quality teaching and learning in English and Mathematics has been a whole school focus leading to growth in student learning outcomes. Professional Learning for staff has focussed on *The Writing Project* and *Focus on Reading* in English and on *Targeting Early Numeracy Strategies* and *Taking Off With Numeracy* in Mathematics.
- Our Wellbeing Program has been further developed to improve school wide processes for student wellbeing leading to quality learning in all classrooms. Kidsmatter strategies have promoted and encouraged a vibrant school culture.
- Our Learning and Support Team has provided support to students and their families with the development of detailed Personal Learning Plans. A consistent and comprehensive approach has been further embedded for all students to access the curriculum through accommodations and adjustments in negotiation with all stakeholders.
- Our Enrichment Programs, as part of our implementation of the Gifted and Talented Policy, have provided opportunities for the cognitive, affective, social and aesthetic abilities of students to be enriched through engagement and student led projects.

Botany Public School provides a dynamic approach to contemporary education. It is our belief and expectation that all students can achieve and reach their full potential through differentiated quality teaching and learning programs guided by a caring, committed and resilient team of teachers, who engage our students in learning.

I commend and appreciate the dedicated, hardworking and professional teaching, executive, administrative and support staff who are matched by the tireless efforts and commitment of so many of our parent volunteers and P&C executive. Thank you to our community. Botany Public School is a great place to learn and grow.

Kate Holmes

Principal

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Message from the school community

2016 was another successful year for the Botany School P&C Association. We had a supportive group of parents that regularly attended our meetings each term. I thank them for their ongoing support especially in the busy lives we all lead.

Our P&C group also consistently organised events and fund raisers, especially the BBQ's at sports carnivals, Mothers and Father's Day and the Art Show. These events would not be a success without these kind families that always show up to lend a hand. We would also like to thank the wonderful helpers within the school who coordinate school banking, book club, clothing pool and Parent Reading. We thank these people for regularly giving up their time to support our school to run extra programs for our children.

The P&C also worked alongside the school at many events including the annual Easter Hat Parade Raffle, Working Bees, Grandparents Day and Walk-a-thon. These days are always well attended by the greater school community and we pride ourselves on providing these events where families can come together to be part of the Botany School Community.

I would like to thank Kate Holmes, Mark Illich and Victoria Moore for attending our meetings and providing the knowledge and expertise to guide parent initiatives.

Our P&C are a very passionate and dynamic group of people who want to support our children's local public school. Thank you everyone for your time and commitment to making Botany a great school.

Andrew Billing

P&C President

Message from the students

This year we had a fantastic student leadership team with two school captains and four prefects. We helped with running our assemblies and we also ran the Remembrance and ANZAC day services.

We also helped lead our Student Representative Council. The Student Representative Council is made up of elected representatives from K-6 including sports house captains and vice captains, prefects, school captains and vice captains. The SRC provides opportunities for students to develop the skills to create and to implement, to lead and to follow, to learn from mistakes and to succeed. Students were given the opportunity to represent the views of their peers, and to succeed in making those views heard.

Students were encouraged to be active not only within their school, but also in their community through fundraising and awareness raising initiatives. This included a bake sale, breast cancer awareness day, a toy and book appeal and several mufti days. The funds raised were donated to several charities such as Stewart House, McGrath Foundation and The Smith's Family. Our student leadership team had the opportunity to attend and host many events and assemblies.

The student leadership team were very proactive and very proud of their efforts. Our SRC is an important part of our school and we know that there will be many exciting events next year. We loved being part of such a wonderful school and what it had to offer.

Eddie Garcia and Jemma Heath

School Captains

School background

School vision statement

Botany Public School, prepares students for a complex and rapidly changing world, as they develop the requisite skills to become engaged 'future focussed learners.' Our school is a place where students become successful learners, confident, resilient and creative individuals. The educational ethos at Botany Public School will foster equity; where care, compassion, respect, understanding and inclusiveness are demonstrated in all contexts.

Every **student** is supported to achieve their full potential academically, socially and emotionally, as an individual and as part of a team. Students will grow into active and informed citizens who understand their role in a vibrant interconnected multi-cultural society. Students will be inspired to develop a life long love of learning and will confidently embrace the future to achieve their personal best.

Our vision requires **teachers and leaders** who understand how students learn, providing supportive, safe, vibrant and innovative learning environments. Teachers and leaders plan and implement quality teaching and learning programs and have a thorough understanding of syllabus content and how to teach it. Teachers and leaders are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents. Teachers and leaders are engaged learners who are outward looking and progressive, engaging professionally with colleagues and 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.

School context

Botany Public School has a highly dedicated staff who provide quality educational and wellbeing programs. Excellence is promoted across all areas of the curriculum and an emphasis is placed on providing a broad range of differentiated learning opportunities to meet the needs of all students.

The school is situated in Botany with a rapidly changing socio-economic demographic due to significant development in the area. Our school of 257 students in 2015, is organised into a structure of 11 classes from Kindergarten to Year 6 who come from diverse socio-economic and cultural backgrounds. Fifty-five percent of students come from language backgrounds other than English and two percent identify as Indigenous Australians. Additional support programs are provided in the areas of Learning Assistance, Reading Recovery and English as an Additional Learning Dialect.

The school is well supported by a dynamic Parent and Citizens Association promoting a strong sense of community. The P&C contribute a significant amount of funding on an annual basis through fundraising events and parents are actively involved in the Parent Tutor Reading Program and activities such as excursions, carnivals and special events.

Botany Public School provides students with opportunities to participate in extra curricular activities including creative and performing arts and sporting programs. The Student Representative Council and Peer Support Groups give students opportunities to develop leadership skills in conjunction with elected leadership positions. A strong emphasis is also placed on the use of new technology to enhance future focused learning.

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.

At Botany Public School, we have aligned the Strategic Plan, the Milestones, the Teaching Standards and the Principal Standards with the framework in order to continue to pursue high expectations for our staff, students and our parent community as we continue our educational journey together.

In the domain of Learning, our focus has been on building positive and respectful relationships amongst students and staff through our 'Kidsmatter' initiative, helping to promote student wellbeing and inspiring students to learn. Botany Public School has a highly effective Learning Support Team that is integral to the school's operation; coordinating, developing, implementing, monitoring and evaluating educational programs, ensuring that all students' needs are catered for. School projects in English and Mathematics focus on explicit teaching of literacy and numeracy and also ensure that learning is differentiated to meet student needs. Quality teaching and learning is a whole school target with Collegial Observations focusing on learning intentions and success criteria.

In the domain of Teaching our focus has been on Collaborative Practice with stage teams working together to plan and program explicitly for students. Team leaders regularly review teaching and learning programs with their teams and ensure that teaching practice, use of technology and data analysis results in increased levels of student learning and engagement. Teachers also collaborate to ensure consistency of teacher judgement and differentiation of curriculum. Processes are in place for teachers to develop their Performance and Development Plans in stage and school teams that are linked to SEF and the Professional Teaching Standards. Teachers feel supported in achieving and maintaining the professional standards and thrive in a culture of ongoing improvement. Early Career Teachers, temporary and casual teachers, are provided with guidance and additional support from teacher mentors giving them access to a wealth of opportunities.

In the domain of Leading, our priorities have been to further develop and build on leadership and management practices. The school's leadership strategy for staff, promotes succession planning, distributed leadership and organisational best practice. Staff are involved in leadership roles at many levels across the school and lead Professional Learning that is aligned with school priorities and targets. Students play an active role in school life through our Student Representative Council and student leadership team. Administrative practices effectively support school operations and the teaching and learning systems of the school. A strong focus on leadership capacity across the school recognises that leadership development is central to delivering school excellence.

Botany Public School continually aims to provide a *caring, creative and connected* learning environment where students can achieve their personal best.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Learning

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 'KidsMatter' has ensured a successful approach to student wellbeing 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 processes 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
Explicit PLPs and differentiated teaching and learning in literacy and numeracy are a school focus.	Equity Funding – Low Level Adjustment for Disability – \$16 203 Professional Learning and Collaborative Planning Days – \$8000	<ul style="list-style-type: none"> • 100% of staff participate in collaborative planning to ensure accommodations and adjustments are made for all students. • 100% of PLPs are developed in consultation with parents and the LST. • 100% of staff participate in Targeted Professional Learning in literacy and numeracy. Collaborative Planning Days guide quality teaching and learning.
Survey results from the 'Tell Them From Me Survey' taken by parents shows positive feedback.	Staff involvement in parent meetings and events before and after school.	TTFM survey on parent participation showed: <ul style="list-style-type: none"> • 80% parents talked to teachers more than 2 times a year. • 85% attended meetings more than 2 times a year. • 85% parents felt welcome at school compared to 75% for the state. • 75% thought the school was inclusive compared to 65% for the state. • 75% parents felt informed compared to 65% for the state.
Student achievement in Mathematics in NAPLAN is at or above state average.	Literacy and Numeracy Funding – \$8968 Professional Learning and Collaborative Planning Days	<ul style="list-style-type: none"> • Year 3 NAPLAN results in Numeracy show an average score of 411 compared to 402 for the state. • Year 5 NAPLAN results in Numeracy show an average score of 501 compared to 493 for the state.
Student achievement in English in NAPLAN is at or above state average.	Equity Funding – English Language Proficiency – \$20792 for Temporary Teacher 1 day a week Professional Learning and Collaborative Planning Days	<ul style="list-style-type: none"> • Year 3 NAPLAN results in Reading show an average score of 446 compared to 426 for state. • Year 3 Gram and Punct results show an average score of 465 compared to 436 for state. • Year 5 NAPLAN results in Writing show an average score of 484 compared to 476 for state. • Year 5 Spelling results show an average score of 528 compared to 493 for state.

Next Steps

In 2017 we will continue to focus on our Quality Learning Projects.

Wellbeing Project

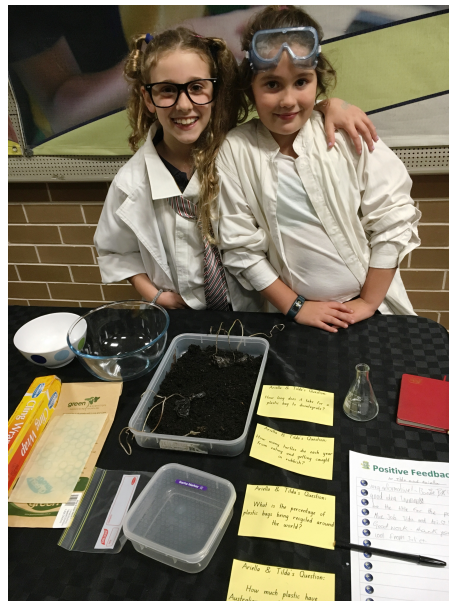
- Embedding Kidsmatter Wellbeing Programs prioritising respectful relationships across the community.
- Continuing our successful LST practices to support students and families.
- Delivering explicit Personal Learning Plans, written with parent support, to improve student outcomes.
- Developing specific playground support programs to teach target students explicit social skills.
- Implementing the 'Got It' Behaviour Program for K–2 target students and their families.
- Engaging the services of a Speech Therapist to work with staff and students at our school.
- Holding Learning Conferences twice a year to consolidate home and school links.
- Revising Homework guidelines with an emphasis on parent choice about Student Home Learning.
- Enhancing the learning of students through Enrichment Programs leading to high levels of student engagement.
- Supporting the learning of students through Programs such as Multilit, Reading Rockets, and ABC Go.

English Project

- Guiding student learning in English using rich visual text as a writing stimulus.
- Finalising the scope and sequence to 'quarantine' rich visual texts for all stages.
- Continuing to focus on guided reading and Focus on Reading to enhance student outcomes.

Maths Project

- Engaging student learning in Mathematics through a focus on Problem Solving and Working Mathematically.
- Completing the Mathematics Building Block Program online with all staff.
- Continuing to focus on TEN and TOWN numeracy programs.



Strategic Direction 2

Quality Teaching

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
Survey results from the 'Tell Them From Me Survey' taken by staff shows positive feedback.	Collaborative Planning Days each term for all staff members – \$8 000	TTFM staff survey on The Eight Drivers of Student Learning showed: <ul style="list-style-type: none"> • 86% staff valued School Leadership compared to 70% for the state. • 90% staff valued Collaboration compared to 75% for the state. • 86% valued Learning Culture as compared to 80% for the state. • 82% used Data to inform practice compared to 78% for the state. • 84% used explicit teaching strategies compared to 78% for the state. • 71% of staff rated school Technology as high compared to 68% for the state. • 85% of staff thought our school was Inclusive compared to 81% for the state. • 76% of staff valued Parent involvement compared to 68% for the state.
Collaborative practices ensure staff receive feedback from colleagues and team leaders.	Professional Learning Allocation – \$15169 QTSS Funding Allocation	<ul style="list-style-type: none"> • 100% of staff participated in Collegial Observations and Classroom Walkthroughs with a focus on guided reading groups and numeracy groups leading to quality pedagogy. • Collegial conversations have led to 100% of PDPs being developed collaboratively using the Teaching Standards and links to the School Excellence Framework.
Upgrades to school technology supports administration processes and quality teaching and learning.	Computer Coordinator Allocation –\$9314 School Based Initiative – Upgrade to technology in classrooms –\$7018	<ul style="list-style-type: none"> • 100% of teaching staff have reported growth in the effective use of technology as stated in Professional Learning meetings. • 100% of admin staff have access to upgraded computers to allow implementation of LMBR. • 100% of students in Stage 2 and 3 have access to new laptops in classrooms as part of daily learning tasks embedding future focussed skills. • 100% of students in Kinder, Year 1 and 2 have access to iPad technology to support literacy and numeracy skills.

Next Steps

In 2017 we will continue to focus on our Quality Teaching Projects.

Collaborative Practice Project

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

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.
- Continuing support for early Career Teachers through mentoring and ongoing targeted Professional Learning leading to accreditation.

Information Technology Project

- Engaging the whole staff in data collection and tracking systems to target ongoing student learning growth.
- Plotting assessment results on continuums allowing students and teachers to focus on areas for growth.
- Continuing the upgrade of technology in our school to enhance student learning opportunities.
- Refurbishing the Library into a Flexible Learning Space with new furniture and technology.
- Using the Library Orbit Portal for students to access Home Learning links.



Strategic Direction 3

Quality Relationships

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. Family partnerships have been a continued focus with Botany Neighbourhood Centre delivering the Triple P – Positive Parenting Program. 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
Links with preschools and high schools through transition programs and events have been consolidated.	Community of Schools: Transition to School Project with Brotchie Pre School – \$2000 from Professional Learning Funds	<ul style="list-style-type: none"> • Preschool students visit our school twice a term as part of an intensive transition program with John Brotchie and Allstars Preschool. • Year 5 Students attend SSHS for an Enrichment Program each semester to further develop skill sets. • Links are strengthened with SSHS through transition programs and end of year concert.
Parent and community attendance at school events has grown.	Three staff members attend P&C meetings twice a term	<ul style="list-style-type: none"> • The P&C team have completed a successful year of support for the school, with between 8 and 25 parents attending meetings twice a term. • Positive community feedback reflects the large crowds at school events such as Easter Hat Parade, Grandparents Day and End of year Concert.
Survey results from the 'Tell Them From Me Survey' taken by students show positive feedback.	Student Welfare Initiatives – \$3835	<p>The NSW TTFM Survey for students in Years 4, 5 and 6 reported that:</p> <ul style="list-style-type: none"> • 61% had participated in extracurricular activities compared to 55% for the state. • 93% of students had a high rate of participations in sport compared to 83% for the state. • 82% of students had a positive sense of belonging compared to 81% for the state. • 95% of students had positive friendships at school compared to 85% for the state. • 84% of students had positive behaviour at school compared to 83% for the state. • 89% of students try hard to succeed compared to 88% for the state.
Students are actively involved in school programs and SRC.	<p>Creative Arts Programs – \$2784</p> <p>PD H PE Programs – \$8363</p>	<ul style="list-style-type: none"> • 15% of students are involved in weekly SRC meetings and organising events for the school and community. • 100% of students were involved in designing art work for the Digital Art Show. • 20 students attend Circle Music Classes to learn drums, guitar and singing each week. • 60 students were involved in Showcase performances for jazz and acrobatics.

Next Steps

In 2017 we will continue to focus on our Quality Relationships Projects.

Learning Communities Project

- Continuing links with our *Community of Schools* with John Brochie Preschool with Transition to School Programs and a joint Speech Therapy Project.
- Continuing links with South Sydney High School with Enrichment Programs and Transition to High School Programs
- Initiating links with the new Bayside Council with the Principal being a reprensive on the Community GrantsPanel.
- Establishing a leadership program with Assistant Principals from surrounding schools participating in Growth Coaching.

Family Partnerships Project

- Holding Learning Conferences with students, parents and staff, twice a year to consolidate home and school links.
- Revising Homework guidelines withan emphasis on parent choice regarding Student Home Learning.
- Strengthening links with P&C members through the 'Opening of the School Year' Evening.
- Delivering an Ethics Program for students through parent committment and involvment.
- Organising community forums such as the Interrelate Program for students and parents.

Student Engagement Project

- Guiding leadership opportunities for the Student Leadership Team such as attending the Student Halogen Leadership Program.
- Focusing on student led charity and fundraising activities through SRC initiatives.
- Supporting new Kindergarten students through the Buddies Program.
- Delivering Enrichment Programs to targeted students to extend learning opportunities.
- Building continued links with local providers to deliver quality music programs.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Equity Funding – \$2900	<p>Aboriginal background funding was used to support student learning in the classroom and to support student involvement in school activities. Aboriginal students have a Personalised Learning Plan and are making progress towards their personal goals.</p> <p>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. An Aboriginal performer also educated and entertained students.</p>
English language proficiency	<p>English Language Proficiency Equity Funding – \$20792</p> <p>Teacher Allocation – 0.6 FTE</p>	<p>Students from non-English speaking backgrounds form 48% of the school population. The English as an Additional Language Dialect (EALD) funding allocation supports a teacher four days a week.</p> <p>Students were supported in the classroom through team teaching and small group support. A focus was placed on year 2 students having access to the Multilit Program leading to progress for these students along the literacy continuum.</p> <p>Staff were involved in professional learning to guide knowledge around the EALD progression levels and building capacity around EALD pedagogy and practice.</p>
Low level adjustment for disability	<p>Low Level Adjustment for Disability Equity Funding– \$16203</p> <p>Teacher Allocation – 0.7 FTE</p>	<p>Funding was allocated for staff to formulate and update PLP's for targeted students. PLP's reflected a variety of strategies including in class support, teacher release for planning and purchase of specialised resources.</p> <p>Students needing support were referred to the LST. Strategies to support these students were implemented including School Counsellor Support, LST teacher support, Multilit Reading Support and Reading Recovery Support. Students received supportive counselling, IQ assessments, academic support, behaviour support and family support. The number of students needing differing levels of adjustment to classroom practice were:</p> <ul style="list-style-type: none"> • 2 required substantial levels of adjustment. • 25 required supplementary levels of adjustments • 24 students had support provided within quality differentiated teaching practice.
Quality Teaching, Successful Students (QTSS)	Teacher Allocation – 0.199 FTE	<p>Quality Teaching, Successful Students funding allowed Assistant Principals to support and guide colleagues in classrooms as instructional leaders.</p> <p>Collaborative Practices have been a whole school focus as part of our PDPs with all staff participating in Classroom Walkthroughs. Giving feedback to colleagues has been an important part of this process.</p>

<p>Socio-economic background</p>	<p>Socio Economic Background Equity Funding – \$10154</p>	<p>Socio Economic Funding was used to enhance student access to a wide range of educational experiences. Additional resources for classroom learning including access to upgraded technology systems has ensured equity for our students.</p> <p>Extra assistance was provided in the classroom learning environment with an additional teacher working with students 2 days per week. This resulted in increased student participation and engagement leading to improvement in learning outcomes.</p>
<p>Support for beginning teachers</p>	<p>Support for Beginning Teachers in first and second year – \$16772</p>	<p>In 2016 there were two teachers who received Beginning Teacher Funding.</p> <p>The teachers were mentored by colleagues and supported in all areas of teaching with a focus on behaviour management, student welfare processes, implementing quality teaching and learning programs as well as attending external Professional Learning.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	130	128	134	134
Girls	127	116	124	132

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	96.7	95	93.7
1	94.7	93.8	95.3	93.3
2	92.1	94.4	94.3	95.4
3	96.1	94.3	94	94.3
4	94.8	96.6	94.4	93.7
5	93.8	94.6	95.3	94.9
6	94.2	93.6	95.9	96.1
All Years	94.5	94.7	94.8	94.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0.6
School Administration & Support Staff	2.52
Other Positions	0.09

*Full Time Equivalent

Schools are required to enter data on the aboriginal composition of the school's workforce.

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 is the greatest determiner in improving student outcomes. Professional Learning funds were targeted to the school strategic directions in the areas of English, Writing, Mathematics, Wellbeing, Student Welfare, technology and LMBR.

Professional Learning focussed on PDP goals in teaching practice, leadership, teacher accreditation and curriculum implementation. Staff engagement and ownership of the school strategic plan and in monitoring the milestones document as well as a focus on the School Excellence Framework and school self assessment in preparation for External Validation was also a priority. In 2016, one teacher gained accreditation at proficient.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school finance committee meet regularly to allocate money to school projects.

Income	\$
Balance brought forward	206 997.91
Global funds	214 663.28
Tied funds	105 593.91
School & community sources	178 321.57
Interest	4 332.79
Trust receipts	5 329.00
Canteen	0.00
Total income	715 238.46
Expenditure	
Teaching & learning	
Key learning areas	37 488.98
Excursions	47 359.04
Extracurricular dissections	22 228.58
Library	4 104.56
Training & development	272.73
Tied funds	85 945.37
Short term relief	23 109.40
Administration & office	72 924.05
School-operated canteen	0.00
Utilities	46 680.57
Maintenance	44 591.39
Trust accounts	5 329.00
Capital programs	0.00
Total expenditure	390 033.67
Balance carried forward	325 204.79

	2016 Actual (\$)
Opening Balance	0.00
Revenue	338 563.65
(2a) Appropriation	325 204.79
(2b) Sale of Goods and Services	1 152.46
(2c) Grants and Contributions	11 883.88
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	322.52
Expenses	-75 739.12
Recurrent Expenses	-75 739.12
(3a) Employee Related	-29 523.17
(3b) Operating Expenses	-46 215.95
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	262 824.53
Balance Carried Forward	262 824.53

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school finance committee meet regularly to allocate money to school projects.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 889 653.35
Base Per Capita	14 078.64
Base Location	0.00
Other Base	1 875 574.71
Equity Total	182 678.91
Equity Aboriginal	2 900.72
Equity Socio economic	10 154.28
Equity Language	82 006.30
Equity Disability	87 617.62
Targeted Total	0.00
Other Total	58 527.65
Grand Total	2 130 859.91

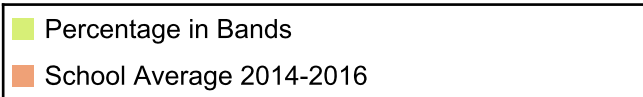
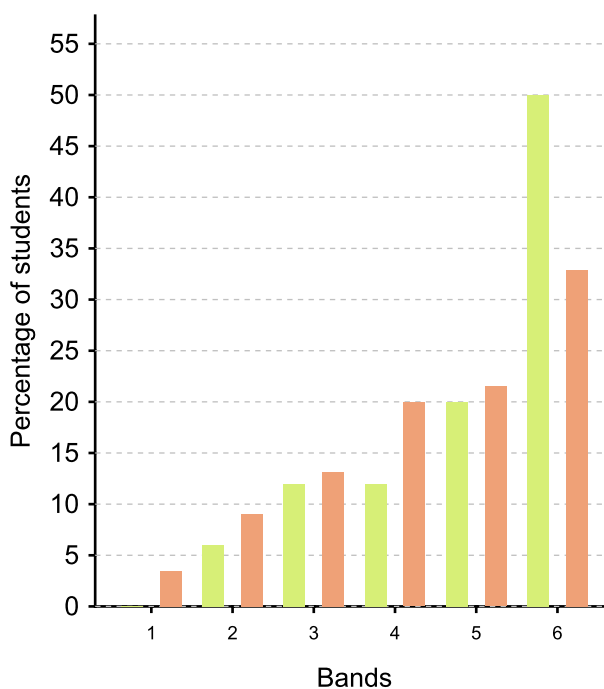
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

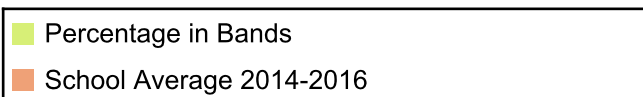
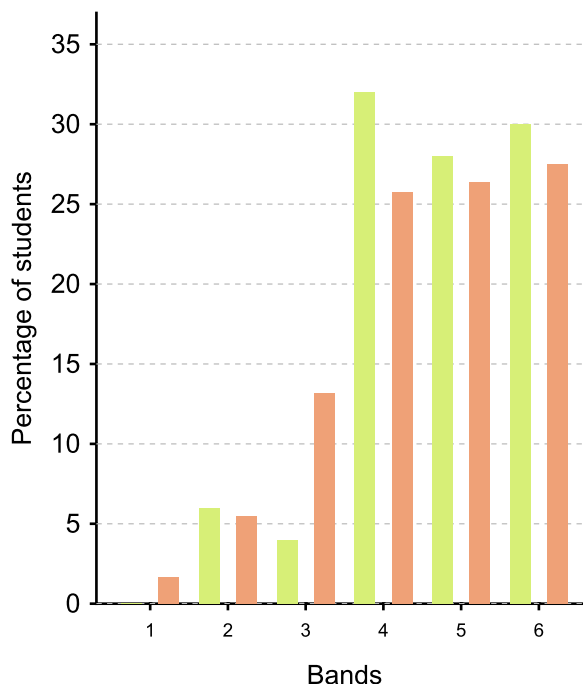
NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 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.

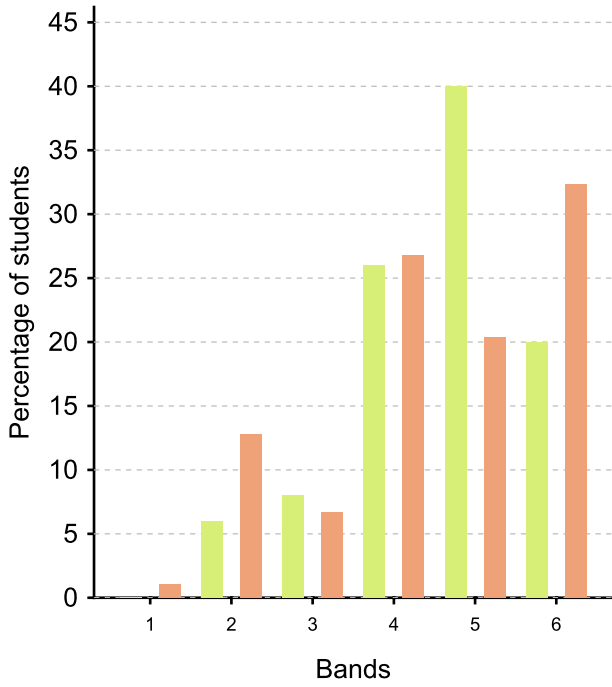
Percentage in bands:
Year 3 Grammar & Punctuation



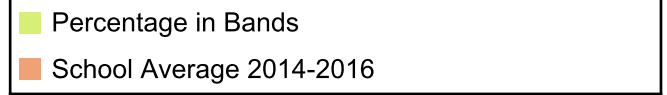
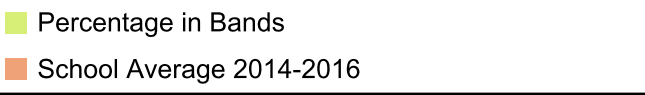
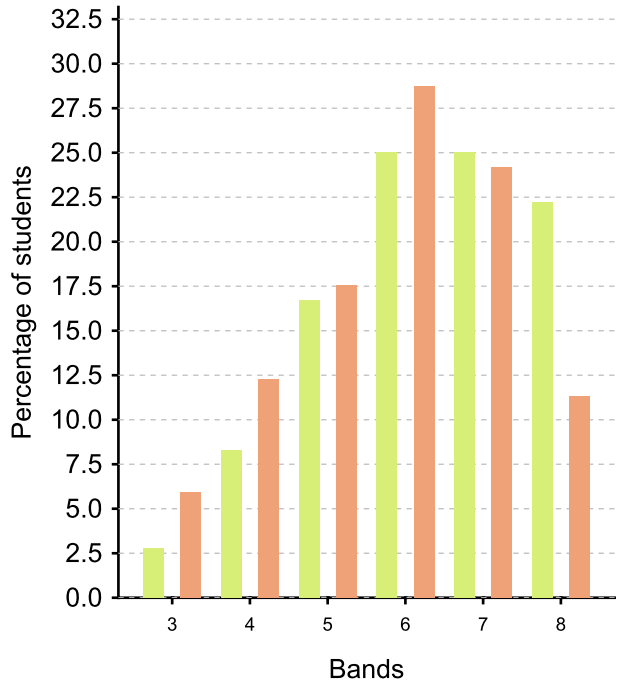
Percentage in bands:
Year 3 Reading



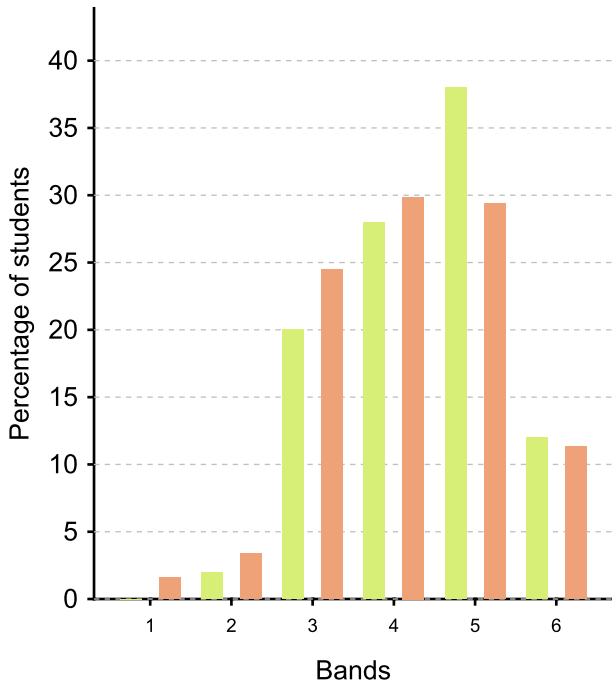
Percentage in bands:
Year 3 Spelling



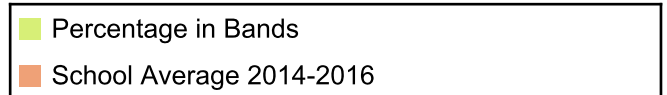
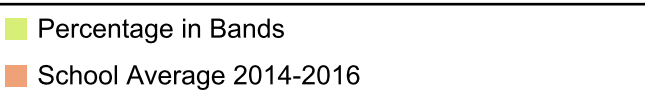
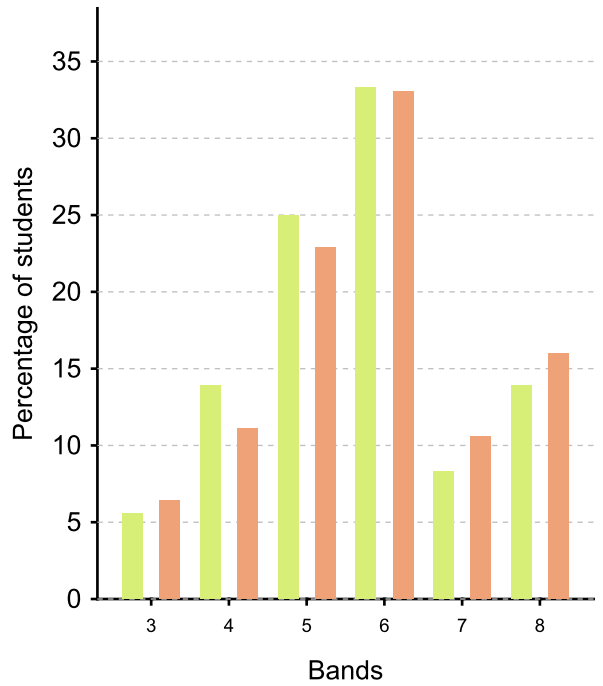
Percentage in bands:
Year 5 Grammar & Punctuation



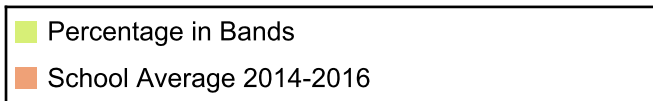
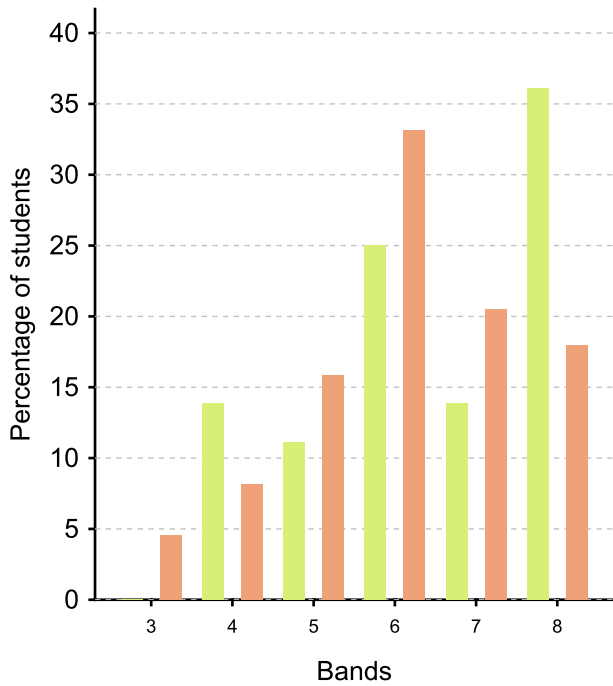
Percentage in bands:
Year 3 Writing



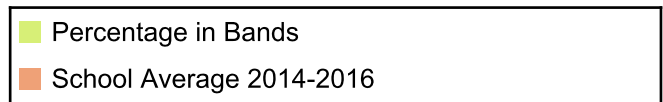
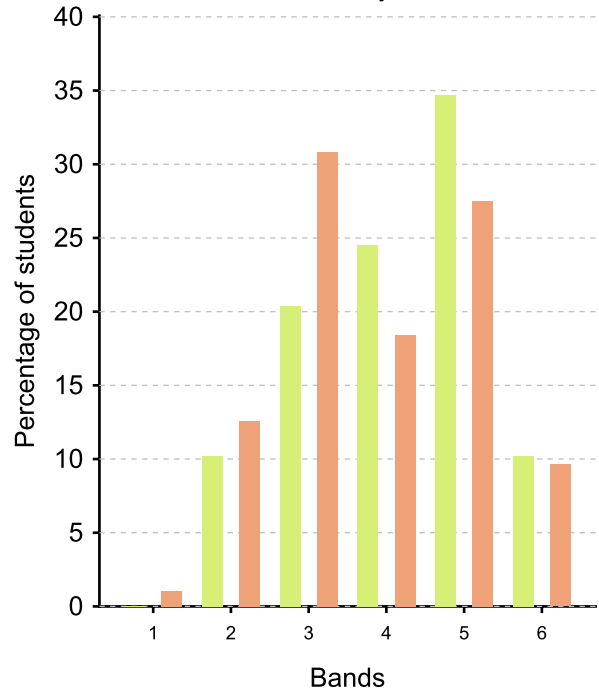
Percentage in bands:
Year 5 Writing



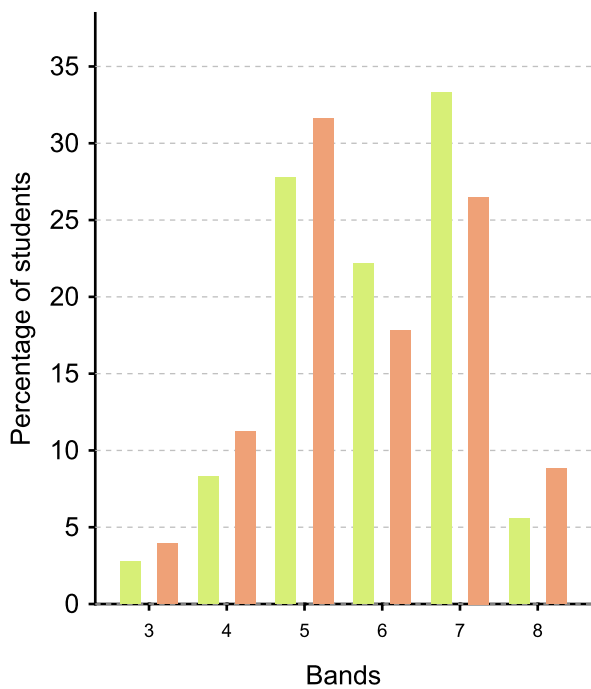
Percentage in bands:
Year 5 Spelling



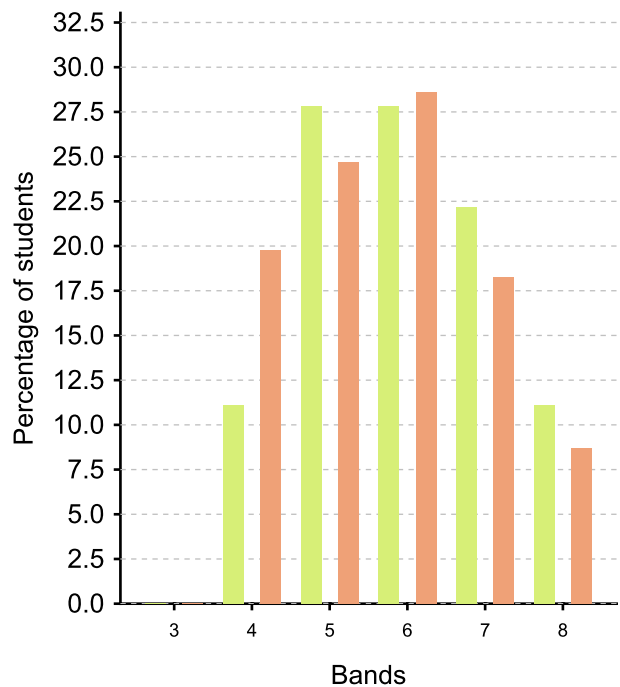
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. The responses from the Tell Them From Me Survey are presented below:

Students

Students at Botany PS feel they have friends at school that they can trust and who encourage them to make positive choices, with 95% of students having positive relationships; the NSW Government norm being 85%.

Students at Botany PS tried hard to succeed at school with 89% trying hard at learning; the NSW Government norm being 88%.

Students feel teachers are responsive to their needs and encourage independence with a democratic approach. Positive teacher – student relations were rated 8.7 out of 10; the NSW Government norm being 8.4 out of 10.

Students reported a high rate of participation in sport with 93% of students involved in sport each week; the NSW Government norm being 83%.

Parents

80% of parents spoke with teachers at least twice throughout the year and 85% of parents attended meetings twice a year.

Parents at Botany feel that the school supports student learning with 84% stating that their child is encouraged to do their best work and 82% stating that teachers show an interest in their child's learning.

Parents at our school believe the school supports positive behaviour with 93% stating their child is clear about the rules for school behaviour and 80% believing their child was expected to pay attention in class.

Teachers

100% of staff are involved in Professional Learning and collaborative practises to enhance student outcomes at our school.

90% believed that *Collaboration* was crucial with teachers discussing strategies for student engagement and sharing student learning goals.

86% of staff stated that *Leadership* of the school created a safe and orderly environment with useful feedback being delivered to staff.

86% of staff said that *Learning Culture* of the school was important with teachers stating that students are fully engaged in class activities and that they discuss learning goals with students.



Policy requirements

Aboriginal education

In 2016, our school had four students 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 2016 was *'Song lines: The living narrative of our nation'*, highlighting the Aboriginal and Torres Strait Islander people's strong spiritual connection to the Dreamtime. 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 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 in all areas of the school environment. Within our school, approximately 48% of students come from Language Backgrounds Other Than English (LBOTE). EALD teachers work closely to support class programs by team-teaching or withdrawing students with additional needs. EALD teachers programs ensure that students develop the necessary language required to access the academic language of class programs.

Our school has an anti-racism policy supported by a trained anti-racism officer. Teachers in the school have programmed and assessed using the new English curriculum, with units that focus on cross curriculum priorities that encompass intercultural understanding. Harmony Day was celebrated to develop understanding of our diverse cultural, religious and language backgrounds. A Tree of Life incorporating student designs shows the diversity of our school community.