

Botany Public School Annual Report



2017



BOTANY PUBLIC SCHOOL
Caring Creative Connected

1323

Introduction

The Annual Report for **2017** 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.

Botany Public School has a strong sense of community, with a committed and dedicated staff working closely with supportive parents. Our school has a clear focus on Wellbeing Programs, academic performance, creative and performing arts and sporting programs with an emphasis on the values of public education. We encourage and inspire our students to develop into caring, creative and connected learners

Botany Public School delivers an innovative curriculum and special programs to meet students' needs. In 2017, our academic results were strong across all Key Learning Areas reflecting the passionate commitment of our teachers to improving student outcomes. The school's curriculum is delivered through systematic and explicit instruction, with a diversity of stimulating activities provided through hands-on teaching programs. Each student's social, emotional and physical development is a priority. A comprehensive and effective student support program is provided for students with learning needs. Innovative enrichment programs are conducted across the school for students with special gifts and talents.

In the sporting area, a diverse range of activities and opportunities are provided to develop student skill and participation levels. In the creative and performing arts, we have opportunities for students to be involved in choirs, public speaking, visual arts and dance programs. Environmental Education is a school focus with a school vegetable garden being an integral part of learning programs.

Parents work collaboratively with school staff to provide opportunities for educational excellence. Our P&C have continued to support our school throughout 2017. This year the P&C worked extremely hard to raise money for educational resources for our students. Our parent community are involved in Ethics Classes, Mothers and Father's Day BBQs, school banking, Clothing Pool and Book Club. The P&C also held the inaugural Botany Bolt Family Fun run which was an amazing success.

Botany Public School provides a dynamic approach to contemporary education. It is our belief and expectation, that all students can 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.

Kate Holmes

Principal

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Message from the school community

2017 was an outstanding year for the Botany School P&C Association. We had a dedicated and inspiring group of parents that regularly attended our meetings each term. It was wonderful to see new parents so passionate about Botany along with other parents that have tirelessly supported the school over many years. Thank you for your ongoing support, especially in the busy lives we all lead.

The P&C group organised five BBQs this year that were held to support the sports carnival and Art Show along with Mother's and Father's Day and the local council election. These events would not have been a success without the support of the school community that always shows up to lend a hand. We would also like to thank the wonderful helpers within the school who coordinate the school banking, book club and clothing pool.. 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 are great fun days that are always well attended by the greater school community. We pride ourselves on providing these events where families can come together to be part of the Botany School Community.

A new highlight for the year was the tremendously successful inaugural running of the Botany Bolt. Many people were involved in the planning and running of the event and everybody's contribution towards the day was greatly appreciated. A huge pat on the back to everyone who took part on the day, for without the support and participation of the school community this would not have been the great event it was. We have woken Sir Joseph Banks Park from its slumber so look out for the Botany Bolt to be a yearly event on the school and community calendar.

Thank you to the teachers of BPS. They continue to work above and beyond to support the school and students of Botany. I would particularly like to thank Kate Holmes, Mark Illich and Victoria Moore for attending our P&C meetings and providing the knowledge and expertise to guide parent initiatives. The P&C can't function successfully without the ongoing support of the teachers, parents, carers and Botany community.

Our P&C are a very passionate and dynamic group of people who want to support our children's local public school. We were again able to raise much needed funds that all go directly to school initiatives and programs as deemed by the 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. Our student leadership team had the opportunity to attend and host many events and assemblies. We helped with running our assemblies, were involved in the Halogen Leadership Conference and we also ran the Remembrance and ANZAC day services. The student leadership team are very proud of their efforts.

We also led the Student Representative Council. The SRC is made up of elected representatives from K-6 classes and also includes sports house captains and vice captains, school captains and prefects. 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 the school, but also in their community through fundraising and awareness raising initiatives. We chose several charities to support including Pink Stumps mufti day for the McGrath Foundation, and a toy and book appeal for the Children's Hospital.

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.

Amy Garcia and Lucas Crawford

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

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 data base have explicit Personal Learning Plans. Parent TTFM Survey results show parents are involved and supportive of these processes which outline accommodations and adjustments to student learning.

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 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 Brotchie 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. John Brotchie PS and Botany PS are in the initial stages of a Speech Therapy Project to support students and to train staff with knowledge around speech therapy strategies leading to a strengthening of teacher knowledge and skills. Our school is introducing the Got It! Program along with Banksmeadow as both schools begin the program aimed at working with students and their families to enhance social and emotional skills. 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 have collected and analysed 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. Each lesson begins with identifying our Learning Intention in conjunction with specific Success Criteria further consolidating student understanding. Feedback from surveys shows high participation in our new format of Parent, Student, Teacher Learning Conferences leading to student engagement and parental support.

Our school regularly analyses data to Measure Student Performance. Our analysis of data from Scout shows that our cohort were 'Sustaining and Growing' for Value Added across Years 3 to 5. Scout Data also showed that our school results were remaining high in the Premiers Priorities Bump it up strategy, with 43.69% of students in the top 2 bands for Reading and Numeracy in 2017. 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 SMART 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. Teachers use the Literacy and Numeracy Continuums to guide planning to meet the needs of our students. 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. The Leadership Team regularly communicates with the school community to reflect on student performance data by using SCOUT and TTFM surveys. 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 continuums. Teachers use Consistent Teacher Judgment to inform future directions.

Effective Collaborative Practice is considered vital to driving whole-school improvement. Teachers TTFM surveys show 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 support Beginning Teachers as mentors working closely alongside them 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. Schools are dynamic and ever changing work places with Beginning Teachers receiving significant funding to provide targeted, ongoing support from Instructional Leader Mentors.

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 Leadership Team and teachers as they work towards achieving educational priorities. The Parent TTFM Survey reports that our school shares information with our community about our vision for the future, our short term goals and our 'performance'.

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 2015 – 2017. 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. This evaluative process, evidence gathering and annotating, forms the basis of External Validation and has also been used to guide future directions for our next school planning cycle.

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 have strategic financial plans in place to ensure that the financial and physical resources and facilities are well maintained. School Resources are constantly upgraded and our Library has been refurbished with new laptops, Wi-Fi and a lap top storage unit to become a future focussed learning space. 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 prioritises a focus on ongoing school improvement. Parent TTFM Surveys show that our community are actively involved in school life. Our newsletter, The Botany Buzz, ensures the timely delivery of information to parents recounting events, news and information. The Tell Them From Me Survey is a very comprehensive way of gaining feedback about school practice. Feedback from parents from last year's TTFM Survey clearly showed that our school needed to evaluate and revise our Home Learning Guideline. Our school has been very responsive in tailoring Home Learning to meet the needs of our community. Exceptional communication with our community, along with excellent management systems and processes has led to ongoing school improvement.

Our self-assessment and the external validation 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

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.	<ul style="list-style-type: none">• Equity Funding – Low Level Adjustment for Disability –\$16 203• Professional Learning and Collaborative Planning Days – \$8 000	<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.	<ul style="list-style-type: none">• Staff involvement in parent meetings and events before and after school.	TTFM survey on parent participation showed: <ul style="list-style-type: none">• 94% parents talked to teachers more than 2 times a year.• 94% attended meetings more than 2 times a year.• 80% thought the school was inclusive compared to 68% 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.	<ul style="list-style-type: none">• 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 417 compared to 416 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.	<ul style="list-style-type: none">• Equity Funding – English Language Proficiency – \$20 792 for Temporary Teacher 1 day a week	<ul style="list-style-type: none">• Year 3 NAPLAN results in Reading show an average score of 449 compared to 435 for state.• Year 3 Spelling results show an average score of 454 compared to 426 for state.• Year 5 NAPLAN results in Writing show an average score of 491 compared to 477 for state.• Year 5 Grammar and Punctuation results show an average score of 526 compared to 506 for state.

Next Steps

In 2018 we will continue to focus on our Quality Learning Projects.

Wellbeing Project

- Continuing to embed 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.
- Continuing to implement 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.
- Holding Learning Conferences twice a year to consolidate home and school links.
- Enhancing the learning of students through Enrichment Programs leading to high levels of student engagement.

English Project

- Guiding student learning in English using rich visual text as a writing stimulus.
- Continuing with 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.
- Supporting the learning of students through Programs such as Multilit, Year 1 Reading Support and ABC Go.

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 – \$4000	TTFM staff survey on The Eight Drivers of Student Learning showed: <ul style="list-style-type: none"> • 89% staff valued School Leadership compared to 70% for the state. • 90% staff valued Collaboration compared to 78% for the state. • 87% valued Learning Culture as compared to 80% for the state. • 83% used Data to inform practice compared to 78% for the state. • 86% used explicit teaching strategies compared to 79% for the state. • 60% of staff rated school Technology as high compared to 58% for the state. • 78% of staff thought our school was Inclusive compared to 71% for the state. • 80% 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 students in Stage 2 and 3 have access to 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. • 100% of K–2 classrooms now have access to desktop PCs • Classroom upgrades to FM systems in classrooms and school halls to support students with hearing disabilities.

Next Steps

In 2018 we will continue to focus on our Quality Teaching Projects.

Collaborative Practice Project

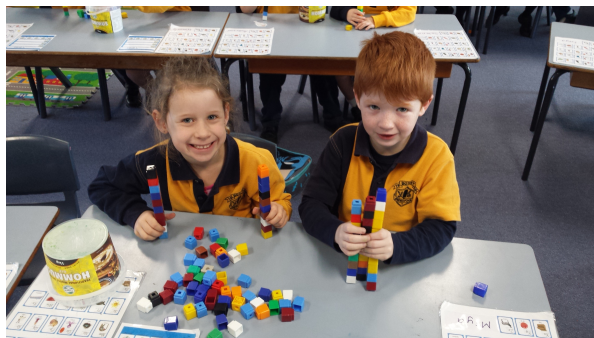
- Continuing focus on Classroom Walkthroughs with staff observing the classroom practice of colleagues using learning intentions and success criteria.
- Guiding the teaching practice of all staff with Team Leaders participating in Collegial Observations to deliver targeted feedback.
- Sharing of quality 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.

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, with information displayed in the staffroom.
- 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. 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 All stars Preschool. • Years 4 & 5 Students attend SSHS for an Enrichment Program 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 Parade, Grandparents Day & End of year Concert. • Inaugural Community Fun run, 'The Botany Bolt', successfully organised and coordinated by the P&C. Approximately \$13000 raised by the event.
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"> • 56% had participated in extracurricular activities compared to 55% for the state. • 80% of students had a high rate of participation in sport compared to 83% for state. • 81% of students had a positive sense of belonging compared to 81% for the state. • 89% of students had positive friendships at school compared to 85% for the state. • 86% of students had positive behaviour at school compared to 83% for the state. • 91% of students try hard to succeed compared to 88% for the state
Students are actively involved in school programs and SRC.	<ul style="list-style-type: none"> • Creative Arts Programs –\$2784 • PD H PE Programs – \$8363 	<ul style="list-style-type: none"> • 14% students are involved in weekly SRC meetings organising events for the community. • 100% of students were involved in designing artwork for the Art Show. • 35 students attend Circle Music Classes to learn drums, guitar and singing each week. • 36 students were involved in Showcase performances for jazz and acrobatics.

Next Steps

In 2018 we will continue to focus on our Quality Relationships Projects.

Learning Communities Project

- Continuing links with our Community of Schools with John Brothie Preschool with Transition to School Programs.
- Continuing links with South Sydney High School with Enrichment Programs and Transition to High School Programs
- Maintaining links with the new Bayside Council with the Principal being a representative on the Community Grants Panel.
- Establishing a leadership program with Assistant Principals from surrounding schools participating in Growth Coaching.
- Establishing link with Banksmeadow Public School for the Got It! program and the proposed STEM project.

Family Partnerships Project

- Holding Learning Conferences with students, parents and staff, twice a year to consolidate home and school links.
- Revising Homework guidelines with an emphasis on parent choice regarding Student Home Learning.
- 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.

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 and language programs.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Equity Funding – \$2503	<p>Aboriginal background funding was used to support student learning in the classroom and to support student involvement in school activities.</p> <p>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 – \$103980</p> <p>Teacher Allocation – 0.8 FTE</p> <p>NAP – New Arrivals Program – 0.2 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. Students were supported in the classroom through team teaching and small group support.</p> <p>Semester One focus was on early intervention with Year 2 students having access to the Multilit Program leading to progress along the literacy continuum. A focus was also placed on support programs for Kindergarten and Year 1 students.</p> <p>Semester Two focus was on students in Stage 2 and 3.</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 – \$90224</p> <p>Teacher Allocation – 0.7 FTE</p>	<p>Funding was allocated for staff to formulate and update PLP's for targeted students. PLPs 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.</p> <p>Students received supportive counselling, IQ assessments, academic support, behaviour support and family support.</p> <p>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.

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Teacher Allocation – 0.199 FTE</p>	<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.</p> <p>Giving reflective feedback to colleagues has been an important part of this process.</p>
<p>Socio-economic background</p>	<p>Socio Economic Background Equity Funding– \$16545</p>	<p>Socio Economic Funding was used to enhance student access to a wide range of educational experiences.</p> <p>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>Our 6 Beginning Teachers received \$13 450 per teacher.</p> <p>A second year teacher received \$4 063 support.</p>	<p>In 2017 there were 6 beginning 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			
	2014	2015	2016	2017
Boys	128	134	134	137
Girls	116	124	132	137

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	95	93.7	95.9
1	93.8	95.3	93.3	94.4
2	94.4	94.3	95.4	92.7
3	94.3	94	94.3	94.1
4	96.6	94.4	93.7	94.2
5	94.6	95.3	94.9	94.4
6	93.6	95.9	96.1	94.8
All Years	94.7	94.8	94.4	94.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.2
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*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

This year, Botany Public School was selected to take part in External Validation. The external validation process is an important component of a system-wide approach to school excellence. Schools regularly self-assess their improvement efforts using evidence to support their reflections and an external validation panel considers the school's evidence, providing assurance to the school and the system, that the progress being made either through the school plan or as part of their ongoing school focus areas, aligns with the standards articulated in the School Excellence Framework.

All staff have been highly engaged in this process, finding evidence to validate our self-assessment in the domains of Teaching, Leading and Learning. The independent panel validated our school as Sustaining and Growing across thirteen elements and found us to be Excelling in the element of Wellbeing.

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 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 2017, four teachers gained accreditation at proficient.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	262,825
Revenue	2,674,852
Appropriation	2,487,613
Sale of Goods and Services	6,737
Grants and Contributions	175,609
Gain and Loss	0
Other Revenue	0
Investment Income	4,894
Expenses	-2,535,031
Recurrent Expenses	-2,535,031
Employee Related	-2,246,863
Operating Expenses	-288,168
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	139,822
Balance Carried Forward	402,646

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 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.

	2017 Actual (\$)
Base Total	2,093,753
Base Per Capita	40,652
Base Location	0
Other Base	2,053,101
Equity Total	213,251
Equity Aboriginal	2,503
Equity Socio economic	16,545
Equity Language	103,980
Equity Disability	90,224
Targeted Total	0
Other Total	62,948
Grand Total	2,369,952

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

This year our students performed well in literacy:

- Year 3 results in Reading show an average score of 449 compared to 435 for state.
- Year 3 results in Spelling show an average score of 454 compared to 426 for state.
- Year 5 results in Writing show an average score of 491 compared to 477 for state.
- Year 5 results in Grammar and Punctuation show an average score of 526 compared to 506 for state.

This year our students performed well in numeracy:

- Year 3 results in Numeracy show an average score of 417 compared to 417 for the state.
- Year 5 results in Numeracy show an average score of 501 compared to 493 for the state.

The NSW Premiers Priorities – *Bump It Up Strategy*, focuses on showing gains in literacy and numeracy with the number of students in Year 5 the top 2 bands growing over a number of years. Our school data shows growth during the last 3 years.

- In 2017 43.69% of students were in the top 2 bands for Reading and Numeracy.
- In 2016 45.03% of students were in the top 2 bands for Reading and Numeracy.
- In 2015 39.58% of students were in the top 2 bands for Reading and Numeracy.

Parent/caregiver, student, teacher satisfaction

Student Feedback on the nine measures of social engagement.

The Tell Them From Me Primary School Survey gives feedback on the nine measures of student engagement, categorised as **social, institutional and intellectual engagement**.

Students who are **socially engaged** are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Students at our school had similar scores to the NSW school norms in **Sense of belonging** and **Participation in sport** but scored higher in **Positive relationships** than the state norm.

Students who value schooling outcomes and meet the formal rules of schooling are considered **institutionally engaged**. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Students at our school had similar scores to the NSW school norms in **Valuing school outcomes** and scored higher in **Positive behaviour at school**.

Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. Students at our school had higher scores to the NSW school norms in **Effort**, whilst they felt slightly lower in the level of **High quality instruction**.

Parent feedback about our school and community

- 69% of our parents believed that informal and formal meetings were very useful forms of communication when discussing their child with the school.
- 56% of our parents believe that school reports were a very useful form of communication when discussing their child with the school.
- 73% of parents said they felt welcome at our school compared to 74% for the state.
- 76% of parents said they feel informed about our school compared to 66% for the state.
- 78% of parents believe that the school supports their child's learning compared to 73% for the state.
- 84% of parents believe that the school supports positive behaviour compared to 77% for the state.
- 84% of parents believe that the school supports the safety of their child compared to 74% for the state.
- 80% of parents believed that we are an inclusive school compared to 67% for the state.

Teacher feedback on the Four Dimensions of Classroom and School Practices

- 85 % of teachers at our school believed they set challenging and visible learning goals for students compared to 75% for the state.
- 84% of teachers at our school believed they planned learning opportunities which involve an intentional transfer of skills and knowledge compared to 76% for the state.
- 81% of teachers at our school believed they gave quality feedback that guides students' effort and attention compared to 73% of the state.
- 85% of teachers at our school believed they gave support to students to overcome obstacles to achieving their learning goals compared to 77% of the state.
- 90% of teachers believed that school leaders at our school are leading improvement and change.
- 95% of teachers believed that school leaders at our school clearly communicate the strategic vision and values for our school.



Policy requirements

Aboriginal education

Our school had four 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 2017 was *"Our Language Matters"*, 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 has 48% of students that have Language Backgrounds Other Than English (LBOTE). Support teachers work closely to help deliver differentiated quality teaching and learning programs by team teaching or withdrawing students with additional needs. EALD teachers programs ensure that students develop the necessary language required to understand and access their learning. Our school has an anti-racism policy supported by a trained anti-racism officer. Teachers program and assess using units that focus on cross curriculum priorities that encompass intercultural 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 flags incorporating designs that celebrated their diverse backgrounds and we displayed these in our Wellbeing Hall.

Other school programs

Wellbeing

The Wellbeing Project is an integral part of our School Plan, with the students, staff and community committed to maintaining an environment where students are safe, secure, happy and supported.

Each term our school celebrates Wellbeing Week by promoting wellbeing as the basis for productive learning conditions. Our school has worked closely with families and the community to establish and embed Student Welfare Practices including Restorative Practice and the Bounce Back Program.

The LST have established explicit processes and procedures to support our students and families and have an extensive data base of students requiring ongoing support as well as those requiring enrichment opportunities. These students have comprehensive Personal Learning Plans to support their cognitive, emotional, social and behavioural needs.

Our comprehensive approach to Wellbeing has seen our community thrive. Our students, staff and parents, and the whole community continue to sustain ongoing respectful and positive relationships.