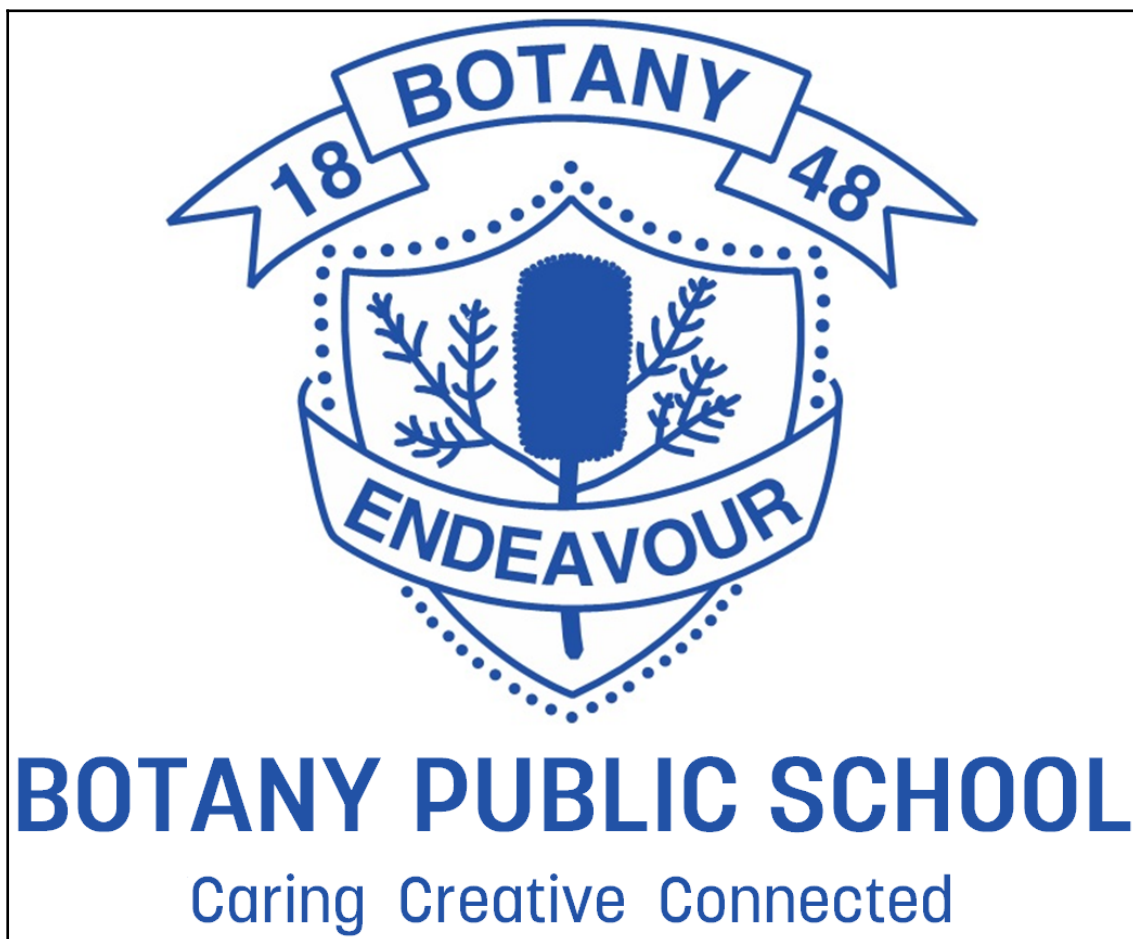# Botany Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 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.

School contact details

Botany Public School

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Botany, 2019

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9316 8889

Message from the principal

Botany Public School has a strong sense of community, with a committed and dedicated staff working closely with supportive parents. Our school has a focus on Wellbeing Programs, English and mathematics, creative and performing arts and sporting programs. Each student's social, emotional and physical development is a priority.

Parents work collaboratively with school staff to provide opportunities for educational excellence. Our P&C have continued to support our school throughout 2019, applying for grants and working extremely hard to raise money for educational resources and are also involved in Ethics Classes, Mothers and Father's Day BBQs, school banking, clothing pool and Book Club.

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

Botany Public School ~ 2019

Principal: Mrs Kate Holmes

School background

School vision statement

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

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

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

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

School context

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Successful Learners

Purpose

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

Improvement Measures

Students demonstrating active engagement with their learning. (CW)

A focus on students achieving in the top 2 bands in NAPLAN for Numeracy. (DL)

A focus on students achieving in the top 2 bands in NAPLAN for Literacy. (DL)

Students have learning goals clearly displayed in classroom that are regularly reviewed with students and stakeholders. (DL)

Students are given opportunities to explore their ideas during STEM experiences. (CT)

Overall summary of progress

Our continued school focus on the wellbeing of our school community has ensured a successful approach to student welfare and learning culture. Positive and respectful relationships are observable throughout the school community. Student attendance is a whole school priority. The Learning and Support Team continue to monitor student progress in literacy and numeracy ensuring whole school planning for support and enrichment programs. English and Maths programs continue to be our core business with quality teaching and learning having an impact on student learning.

Progress towards achieving improvement measures

Process 1: The **Community Wellbeing Project** is a planned approach to wellbeing catering for individual learning needs within a positive learning environment.

Evaluation	Funds Expended (Resources)
Wellbeing programs are a focus with students participating in peer support groups, buddies and our end of year Concert. The SRC supports charities like Stewart House and celebrates Harmony Day & Naidoc Week. Staff ensure adjustments are made for all students and PLPs are developed in consultation with parents and the LST. Attendance plans have been a priority for targeted students.	New school mural painted by Garry Purchase through Equity funding. Professional Learning provided for staff through targeted literacy and numeracy funding.

Process 2: The **Differentiated Learning Project** is an integrated approach to quality teaching and learning in Literacy and Numeracy using targeted assessment data to guide student learning goals.

Evaluation	Funds Expended (Resources)
Student learning is supported and enriched through targeted programs. Staff regularly assess students in literacy and numeracy and maintain student assessment data folders which are shared with other staff. Differentiated learning is explicit in all classes. Teachers work in stage teams to prepare for Learning Conferences. These conferences occur in Term 1 and Term 3, and are attended by 85% of our parents and students. All students develop learning goals and these are displayed in their classrooms.	Targeted Literacy and Numeracy Funding ensures staff are involved in collaborative planning days each term. Professional Learning ensures consistent teacher judgement is used when assessing and reporting to parents.

Process 3: The **Creative Thinking Project** provides students with learning opportunities to apply knowledge, deepen understanding and develop creative and critical thinking skills as future focused learners.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
A team of staff are engaged in a STEM network where they share ideas with their colleagues. The STEM team have been chosen to participate in the Sydney University STEM project for 2020. The Science and Technology scope and sequence has been updated by staff. New technology has been purchased with more iPads and laptops for student learning. STEM share kits have been used by some classes to embed technology across the school.	The STEM Team has participated in Professional Learning through sharing with colleagues in the network. Targeted funding has been allocated for new technology resources through out the school.

Next Steps

In 2020 we will continue to focus on our 'Successful Learners' Projects as part of our School Plan.

Community Wellbeing Project

* Continuing to embed Wellbeing Programs prioritising respectful relationships across the community.

* Continuing our successful LST practices to support students and families.

* Delivering explicit Personal Learning Plans, written with parent support, to improve student outcomes.

* Holding Learning Conferences twice a year to consolidate home and school links.

Differentiated Learning Project

* Guiding student learning in English using rich visual text as a writing stimulus.

* Continuing to focus on guided reading and Focus on Reading to enhance student outcomes.

* Supporting the learning of students through Programs such as Multilit, Year 1 Reading Support and ABC Go.

* Engaging student learning in Mathematics through a focus on Problem Solving and Working Mathematically.

* Continuing to focus on TEN and TOWN numeracy programs.

Creative Thinking Project

* Active involvement in the new Sydney University STEM project.

* Using the Inquiry Based Learning method as a focus.

* Ensuring Peer Support Groups actively engage students.

Strategic Direction 2

Quality Teachers

Purpose

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

Improvement Measures

All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy. (CP)

Teachers develop and apply assessment strategies to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness. (IT)

Professional Development Plans for teachers reflect ongoing progression against the Professional Teaching Standards framework. (PL)

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. Stage teams share planning, programing, assessment and reporting in English and Mathematics. The teaching and learning cycle guides explicit teaching and learning practices that effectively develop the knowledge, understanding and skills of all students. Staff are actively involved and supported in using Scout to unpack external student data.

Progress towards achieving improvement measures

Process 1: The **Collaborative Practices Project** is a team based planning approach to further develop and implement explicit teaching strategies and programs.

Evaluation	Funds Expended (Resources)
Stage teams share planning, programing, assessment and reporting with all staff involved. The teaching and learning cycle guides explicit teaching and learning practices that effectively develop the knowledge, understanding and skills of all students. Collegial Observations form part of regular classroom practice which focus on improvements in pedagogy with all staff receiving feedback from team leaders and teacher peers. Stage teams share planning, programing, assessment and reporting in English and Mathematics.	Collaborative Planning Days are held each term for all staff members to plan together. Professional Learning targeted so staff have current knowledge of pedagogy.

Process 2: The **Informed Teaching Project** is a data driven approach to identify student achievement and progress using school wide assessment measures to reflect on teaching effectiveness and inform future school directions.

Evaluation	Funds Expended (Resources)
Staff are actively involved and supported in using Scout to unpack external student data. The Exec team focus on data from Scout inclusion TTFM Survey to plan for targeted programs such as support and attendance programs. Staff are actively involved and supported in collecting school based data and its use and analysis. All teachers follow the Assessment Schedule to monitor, assess and reflect on teaching effectiveness. Data walls in the staff room show student progress.	Targeted Professional Learning was held with all staff participating in Scout training. Professional Learning for all staff to use excel to collate, compare and analyse student assessment data.

Progress towards achieving improvement measures

Process 3: The **Professional Learning Project** aligns Australian Professional Standards, with Professional Development Plans and Accreditation through innovation, expertise and effective targeted professional learning.

Evaluation	Funds Expended (Resources)
All staff follow the Australian Professional Teaching Standards to complete PDPs and Accreditation. PDPs are aligned to the targets in the School Plan. Collegial conversations ensure all staff PDPs are developed collaboratively in stage teams.

All staff have access to targeted Professional Learning during Staff Development Days and Professional Learning afternoons each week. | PDP Performance and Development Plans to be reviewed with team leaders.

Professional Learning allocation is targeted to selected staff members. Exec team develop Professional Learning schedule for 2019. |

Next Steps

In 2020 we will continue to focus on our 'Quality Teachers' Projects as part of our School Plan.

Collaborative Practice Project

* Continuing focus on Classroom Walkthroughs with staff observing the classroom practice of colleagues using learning intentions and success criteria.

* Guiding the teaching practice of all staff with Team Leaders participating in Collegial Observations to deliver targeted feedback.

* Sharing of quality teaching and learning programs with all staff receiving regular program feedback from team leaders.

Informed Teaching Project

* Engaging the whole staff in data collection and tracking systems to target ongoing student learning growth.

* Using the Learning Progressions and PLAN to focus on areas for student growth in literacy and numeracy.

Professional Learning Project

* Professional Learning opportunities focus on the Strategic Directions to enhance student outcomes.

* Building capacity in staff to lead Professional Learning in areas of expertise.

* Developing whole staff PDPs in line with targeted areas of the School Excellence Framework.

Strategic Direction 3

Collaborative Leaders

Purpose

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

Improvement Measures

Staff engage in action learning across school alliances and reflect on best practice and actively support other schools. (LA)

Staff participate in developing milestones and evaluating school programs. (ES)

Monthly finance committee meetings review and track human, physical and financial resources. (MP)

Overall summary of progress

Our school has continued to build authentic partnerships with local Preschools and High Schools through transition to school projects and Stage 3 Enrichment 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. The School Plan is at the core of continuous improvement with the schools vision and strategic directions shared with our community. Feedback from our community, including students, staff and parents, through the TTFM survey guides continual improvement and is reported on in the Annual Report. Administrative systems, structures and processes underpin ongoing school improvement and high quality service delivery.

Progress towards achieving improvement measures

Process 1: The **Learning Alliances Project** is an educational community network that provides instructional leadership and mutual support, in response to new and emerging needs.

Evaluation	Funds Expended (Resources)
The Leadership Team establishes a professional learning community with different schools in our area for different purposes. Alliances with local schools and preschools ensure smooth transitions to school. A school STEM Team work collaboratively with local schools and share ideas using T4L technology resources. The STEM Team have been selected to be part of the University of Sydney STEM Academy in 2020.	Targeted funding ensures transition programs with SSHS and John Brotchie Preschool are embedded. STEM resources are purchased using technology funds as the school grows and resources need to be upgraded.

Process 2: The **Educational Systems Project** builds upon areas of strength, sustains best educational practice and addresses areas for continual improvement as identified through the school plan.

Evaluation	Funds Expended (Resources)
The School Plan is at the core of continuous improvement with the schools vision and strategic directions shared with our community. The school staff systematically and regularly monitor the impact of the plan to inform changes. School teams review milestones and plan for next steps. Staff reflect on student TTFM surveys. A focus on developing Community Partnerships has seen a strengthened P&C. Our multicultural partnerships and links with Aboriginal community are celebrated through our newly competed mural. Students and teacher were involved in this process and are very proud of the outcome.	Professional Learning funds are allocated to allow team leaders to monitor milestones and reflect on the self assessment against the School Excellence Framework. School resources and funding is used to facilitate the completion of the new school mural. School funds are used to facilitate events including our Art Show and School Concert.

Process 3: The **Management Practices Project** is a systematic approach to ensure school structures, processes and resources fully support improved outcomes and professional effectiveness.

Evaluation	Funds Expended (Resources)
Administrative systems, structures and processes underpin ongoing school improvement. Communication with parents is a priority with the Newsletter and eNews alerts keeping parents updated on school events. The Executive Team and Finance Committee prioritise school projects such as our playground upgrade, sandstone meeting place and new technology resources. Staff work together to ensure that resources are used strategically to enrich student learning.	Targeted funds ensure that communication to parents and the community is a priority with notes and newsletters being issued regularly. School projects are completed such as our playground upgrade, sandstone meeting place and new technology resources.

Next Steps

In 2020 we will continue to focus on our 'Collaborative Leaders' projects as part of our School Plan.

Learning Alliances Project

* Continuing links with our Community of Schools – John Brotchie Preschool with Transition to School Programs.

* Continuing links with South Sydney High School with Enrichment Programs and Transition to High School Programs

* STEM Team are accepted into the University of Sydney STEM Academy with access to university mentors.

Educational Systems Project

* The School Plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities.

* The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

* Strengthening links with P&C members through the 'Opening of the School Year' Evening.

Management Practices Project

* Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

* Technology focus will be an ongoing focus as we continue the upgrade of classroom technology allowing IPads and laptops to be available for students to utilise.

* School maintenance in the OOSH and playground upgrade are a priority to ensure that our school is an educational setting of a high standard

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background funding $10477	Aboriginal background funding was used to support student learning in the classroom and to support student involvement in school activities. Aboriginal students have Personalised Learning Plans and are making progress towards their personal goals. All students participated in peer support group activities during NAIDOC Week. New Mural completed by Garry Purchase with whales ascending. A student was nominated to receive a District 'Deadly Award'.
English language proficiency	English language proficiency funding $66425	Students from non–English speaking backgrounds form 48% of the school population. The English as an Additional Language Dialect (EALD) flexible funding allocation supports a teacher three days a week. Students were supported in the classroom through team teaching and small group support. Semester One focus was on early intervention with Year 2 students having access to the Multilit Program leading to progress along the literacy continuum. Semester One focus was also placed on support programs for Kindergarten and Year 1 students. Semester Two focus was supporting students in Stage 2 and 3 with literacy and numeracy groups. Staff were involved in professional learning to guide knowledge around the EALD progression levels. Staff were able to build their skills around EALD pedagogy.
Low level adjustment for disability	Low level adjustment for disability funding includes $26981 Flexible and $53358 Staffing	Low level Adjustment for Disability Funding is used to engage a teacher to work with students with high support needs. Funding was allocated for staff to formulate and update PLP's for targeted students. A variety of strategies were implemented to support students with low level disabilities including in class support, teacher release for planning adjustments to teaching and learning activities as well as the purchase of specialised resources. Students needing support were referred to the LST and were placed on the LST data base. Strategies to support these students were implemented by the School Psychologist, Learning Support Teacher, Multilit Reading Support and Reading Recovery Support. Students received supportive counselling, IQ assessments, academic support, behaviour support and family support.
Quality Teaching, Successful Students (QTSS)	Quality Teaching Successful Students for Staffing $49974	Quality Teaching, Successful Students funding was used so that Assistant Principals could support and guide colleagues in classrooms as instructional leaders. Collaborative Practices have been a whole school focus as part of our PDPs with all staff

Quality Teaching, Successful Students (QTSS)	Quality Teaching Successful Students for Staffing $49974	participating in Classroom Walkthroughs. Giving reflective feedback to colleagues has been an important part of this reflective process.
Socio–economic background	Socio–economic background funding $15926	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. Extra assistance was provided in the classroom learning environment with an additional teacher working with students. This resulted in increased student participation and engagement leading to improvement in learning outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	134	137	140	152
Girls	132	137	143	137

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	93.7	95.9	94.3	93.8
1	93.3	94.4	95	94.6
2	95.4	92.7	93.9	93.8
3	94.3	94.1	93.1	93.2
4	93.7	94.2	95.7	92.7
5	94.9	94.4	94.7	94.7
6	96.1	94.8	93.1	92.5
All Years	94.4	94.4	94.4	93.6
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

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

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	579,000
Revenue	2,713,550
Appropriation	2,510,707
Sale of Goods and Services	6,408
Grants and contributions	190,719
Investment income	5,716
Expenses	-2,730,881
Employee related	-2,288,149
Operating expenses	-442,731
Surplus / deficit for the year	-17,331

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	46,153
Equity Total	173,167
Equity - Aboriginal	10,477
Equity - Socio-economic	15,926
Equity - Language	66,425
Equity - Disability	80,339
Base Total	2,129,541
Base - Per Capita	66,403
Base - Location	0
Base - Other	2,063,139
Other Total	160,966
Grand Total	2,509,826

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

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

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

88% of students at our school had a high rate of participation in sports compared with 83% for the state.

58% of students had a high rate of participation in art, drama and music activities compared to 55% for the state.

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

94% of students believe that schooling is useful in everyday life and will have a strong bearing on their future compared to 96% for the state.

80% of students said they did not get into trouble at school for disruptive behaviour compared to 83% for the state.

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

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

Our school question: Literacy and Numeracy are priority areas at our school, what is something new you've learnt in these subjects this year?

In numeracy we have learnt a number of different and helpful strategies in dividing decimals, collecting data, chance and so many other areas in math.

In literacy we have been doing all sorts of different writing tasks, sentence of the day and spelling activities.

Botany public school has been an amazing literacy and numeracy source. There is still so much more to learn.

We've been working on a lot of literacy to learn how to be an independent reader and to answer questions from a book.

In numeracy we do something called town. I have been learning how to do say: like three hundred divided by zero point five. Our teacher gets to help us the easy way he said "just double three hundred" which made it a lot easier.

We've been working on a lot of literacy to learn how to be an independent reader and to answer questions from a book.

I have learnt more efficient ways divide numbers. I have learnt more efficient ways to construct a narrative and persuasive text.

My public speaking skills have developed. My understanding of some concepts in math have developed.

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

This year we had 64 parent respondents which is a huge increase from only 7 respondents in 2018.

78% of parents feel welcome compared to 74% for the state.

74% of parents are informed compared to 66% for the state.

48% of parents talked with a teacher more than three times a year.

71% of parents attended meetings more than three times a year.

68% of parents think school newsletters are an important form of communication.

69% of parents feel support learning at home compared to 63% for the state.

76% of parents feel that our school supports learning compared to 73% for the state.

78% of parents feel welcome compared to 74% for the state.

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

Our school question: Literacy and Numeracy are priority areas at our school, what is something new you've learnt in these subjects this year?

TEN – I am very glad to see the children learning numeracy through TEN cards. I grew up with a different background and all the learning tools in Botany Public has me excited.Home Reader – I like that my child is trying to read at a level that is above her reading grade and makes me proud that she tries hard on her Reader and also while doing her writing in the Learning Book.

I've learnt that the numeracy system is very different to when I was a school student. I'm sure the school teachers are doing a great job educating the students with these new Ten and Town systems.

The evening where you taught the parents about how the kids are taught maths these days has been hugely beneficial as I can now help my kids with their homework in a way that they can understand, and I find less frustrating!

I really liked the TEN TOWN maths presentation by all the teachers.I learnt a lot about Maths. Then we saw this program in classes in education week.I would like to know more about writing and how to help my child with this.

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

Teachers gave feedback on the eight drivers of student learning.

84% of teachers valued leadership in the school compared with 71% for the state.

86% of teachers valued collaboration compared with 78% for the state.

87% of teachers valued Learning culture compared to 80% for the state.

76% of teachers used data to inform practice compared to 78% for the state.

83% of teachers focus on teaching strategies compared to 79% for the state.

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

84% of teachers felt we have an inclusive school compared to 82% for the state.

77% of teachers felt we have high parent involvement compared to 68% for the state.

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

Our school question: Literacy and Numeracy are priority areas at our school, what is something new you've learnt in these subjects this year?

We've undertaken professional learning as a staff in Cognitive load theory. This has been very useful when teaching literacy and numeracy.

TOWN has been a successful transition for 3–6 students. Teaching the use of fractions and decimals to convert a remainder during division.

Programming in these areas has continued to evolve and the assessment processes and practices are also being reviewed.

TEN/ TOWN information night was beneficial as it allowed a more detailed discussion with community members about their child's learning.

I have learnt more about the Literacy and Numeracy progressions. I have also learned about Best Start and how to implement it and use the data effectively.

Adding crocodiles to the TEN/TOWN groups has made a clearer distinction between students who are learning to count on and back from a number.

I really enjoyed the mathematics parent session and organising for this presentation to happen.

Through the Cognitive Load Theory PL I believe I have learnt how to teach Literacy and Numeracy more effectively.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.