

# 2021 Annual Report

## Botany Public School



**BOTANY PUBLIC SCHOOL**  
Caring Creative Connected

1323

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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Botany Public School

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## Message from the principal

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Whilst in 2021 we may not have been able to focus on learning in the traditional sense of the word, in the classroom, working side by side with our friends and peers, it has certainly been all about learning, in a much broader sense:

For parents, learning about the complexities of the teaching profession. Building our patience and multi-tasking skills as well as developing an understanding of all the technical teaching terms such as phonemes, graphemes and new maths strategies that we weren't taught as children. But home learning has also given us the invaluable opportunity to spend time with our children and to get to know them as learners. To see what our amazing children are capable of and learn about how we, as parents, can help and support them in their education.

For teachers, we have had to rapidly master new ways to engage and connect with our students over a significant period of time. To encourage learning through our weekly STEM challenges, art and music; to maintain connections through a video camera and laptop and to explicitly teach without being able to talk directly with our students. We have made videos, given written instructions and feedback and worked in close partnership with parents. We have learned how to make ourselves understood and project our voices across a busy classroom while wearing a mask!

And for our wonderful students, the learning didn't stop! You had to learn patience as you have had to wait for mums and dads to be available to help you, whilst they managed their own work. You have had to be self-disciplined and manage your time at home, learning not to leave all your schoolwork until the end of the day because you want to play. You have had to learn how to be independent and entertain yourselves, without relying on friends. However, for many of you, you had the opportunity to learn something new: maybe a new skill, like playing a musical instrument or baking or get better at something you love: art, Lego or Roblox. You have had the time to really play and build deeper relationships with your brothers and sisters, mums and dads.

What was the result of all this learning? When we asked our community how learning from home was going, it was very clear that Botany Public School has a highly engaged school community - connections between staff, students and parents remained high and participation rates and quality of student work showed a real commitment to learning through lockdown. As a school, we danced, participated in whole school incursions, we undertook STEM challenges and joined teachers for storytimes during Book Week. We shared our learning and experiences in a variety of ways: through videos, photographs and typed up descriptions.

And what have I learned as relieving principal here at Botany Public School? I have had the wonderful opportunity to learn about our diverse school community. To meet new people and learn the 285 names and faces of our students! I have worked with this amazing team of dedicated, professional and passionate staff, including our teachers and SASS staff. I have had the chance to get to know and work alongside our families at a very unusual time. But most importantly I have learnt that Botany is a very special school community with the education and wellbeing of our students at its very core. I am very proud to be a part of this wonderful school.



## School vision

Botany Public School has a caring, inclusive and collaborative school culture that promotes the wellbeing and success for all. As a learning community we know, value and care for every child. Botany Public School, prepares students for a complex and rapidly changing world, as they develop the skills to be engaged future focused, life-long learners. Our school is a place where students become successful learners and are confident, resilient and creative individuals. At Botany Public School every child, every teacher and every leader grows every year. We recognise and respond to the needs of the whole child through our emphasis on values and the community partnerships that we create.

## School context

Botany Public School is located in South East Sydney with a growing student enrolment of 285 students, including 48% from language backgrounds other than English, with a welcoming, inclusive and forward thinking community.

There is a focus on differentiated quality literacy and numeracy programs, engaging students to be future focused learners. Collaborative planning and decision making are valued by the dynamic staff and community who have high expectations for all students. We embed evidence based, meaningful and data driven teaching practices that will in turn, improve attendance, engagement and participation. Collaborative planning post analysis of various data sources will drive pedagogical rigor. The STEM (Science, Technology, Engineering and Mathematics) project and other inter school programs will promote deep learning and transition through ongoing collaboration.

Our families are clear about promoting the wellbeing of their children and we support this ethos. As educators we are equally committed to developing students who attain academically at an advanced level.

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

The school facilitates many extracurricular opportunities in Creative and Performing Arts, Music, Sport, Science and Technology. Our school has invested in human resources in terms of additional teachers to implement specialist programs across areas of learning.





## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student learning outcomes in literacy and numeracy, Botany Public School will sustain and improve whole school processes for collecting and analysing data to understand the learning needs of individual students, differentiate teaching for all students and to inform teaching practices. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- Personalised Learning

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$7,106.74

**English language proficiency:** \$84,455.68

**Low level adjustment for disability:** \$71,964.78

**Integration funding support:** \$30,774.00

**Socio-economic background:** \$16,869.19

### Summary of progress

#### Data Driven Practices

Staff have undertaken professional learning on using data to inform practice, based on CESE's What Works Best research. The continued rollout of the Essential Assessment program in 2021 supported teachers to build on their understanding of effective assessment practices and better monitor student growth in the classroom. Data is used particularly effectively to track student learning and progress in K-2 English with our InitialLit program and within our learning support team. With the move to online learning in Semester 2, teacher professional learning in data literacy was put on hold as we had to develop different skills for assessing and differentiating student learning programs.

Analysis of 2021 NAPLAN data has helped executive staff to identify specific areas of focus in numeracy and reading to support student growth and achievement in 2022. This information will inform the implementation of Spirals of Inquiry for K-6 teachers with a focus on numeracy in Semester 1 2022. The Spirals of Inquiry process will target the high percentage (23% in numeracy and 29% in reading) of students in the high middle NAPLAN bands with the aim of moving those students into the top two bands in 2022 and beyond. Detailed item analysis has identified areas for further development, including fractions and decimals and problem-solving.

#### Personalised Learning

An effective Learning Support Team has driven personalised learning across K-6 for students who are at risk of not meeting grade expectations. Personalised Learning Plans clearly articulate learning goals for students who identify as Aboriginal or with high support needs. While COVID-19 prevented planned professional learning on feedback, staff collaboration in grade teams focused on how to effectively provide student feedback through online platforms Seesaw and Google Classroom. Teachers learnt how to provide engaging ways to support learning and provide feedback through the use of screencasting, videos and voice recording.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
68% of students achieving expected growth in numeracy	In 2021, 57.1% of students achieved expected growth in numeracy. This indicates progress yet to be seen towards the annual progress measure.
64.4% of students achieving expected growth in reading	66.7% of students achieved expected growth in reading, indicating achievement of the annual progress measure.

A minimum of 49% of year 3 and 5 students achieve in the top two bands in NAPLAN reading.	49.32% of Year 3 and Year 5 students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
A minimum 36.5% of year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.	35.6% of Year 3 and Year 5 students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress towards the annual progress measure.



High quality teaching and learning programs

## Strategic Direction 2: Positive Partnerships

### Purpose

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To ensure that every student is able to connect, succeed, strive and learn, Botany Public School will strengthen school culture and ensure that students, staff, families and the school community work collaboratively to support the wellbeing of all. We will build positive partnerships, sustain and improve existing whole school wellbeing practices and build effective processes to improve community engagement.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Wellbeing
- Community Connections

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$10,000.00

**Professional learning:** \$1,650.00

**Aboriginal background:** \$5,409.76

**Literacy and numeracy:** \$3,000.00

### Summary of progress

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#### Student Wellbeing

Student wellbeing has continued to be a significant focus for Botany Public School in 2021. Across the year, teachers attended professional learning on Positive Behaviour for Learning as well as a 3-hour workshop for all staff on Restorative Practice. A parent workshop was provided to support community engagement in the Restorative Practice and student wellbeing. School systems have been developed to refine the processes for tracking and responding to minor incidents, ensuring they are managed fairly and consistently, with a focus on learning positive behaviours and involving high levels of communication between students, staff and parents. The result is a school-wide approach to student wellbeing and behaviour, based on a shared understanding of the principles of Restorative Practice. Staff are able to confidently identify key triggers for vulnerable students and better support their needs, working in consultation with parents and carers. Trend data from Tell Them From Me student surveys demonstrate high levels of student wellbeing have been maintained over a two-year period with significant growth in Positive Behaviour at School and Positive Teacher-Student relationships in 2021. Staff will maintain the consistent, school-wide approach to wellbeing by considering fair and relevant consequences for students and ensuring that they are effectively communicated to students and their families.

Families were supported to maintain high levels of attendance through regular communication and improved follow-up of unexplained absences. Additional support was provided to targeted families during lockdown, in collaboration with external agencies, to encourage high levels of engagement in learning. A future goal will be to ensure regular communication with families of students identified as an attendance concern in order to promote high levels of attendance and engagement.

#### Community Connections

During Learning From Home in Term 3, students and their families maintained strong connections to the school with 96% reporting feeling proud of their school and 80% of students reporting high levels of connection to their class teacher. Students found it harder to maintain connections with their friends with 28% of students reporting a negative impact on their friendships in Term 3. High community satisfaction during Learning From Home has been attributed to a number of school and community initiatives during this time, developed in collaboration with our Student Representative Council (SRC) and Parents and Citizens Association (P&C):

- Online 'Dance Party'
- Animal Safari
- Book Week dress up, teacher storytime, colouring competition and Bigger, Better, Brighter! performance
- Virtual incursions from Questacon, National Theatre for Children and NSW Ports
- P&C care packages, hand-delivered to every student
- Online assemblies
- STEM challenges

Student, parents and teacher feedback was solicited during the Learning From Home period and adjustments were

made to the programs to cater for the needs of the wider school community which included a more comprehensive Zoom timetable and the introduction of Flexible Fridays. Parent engagement was supported with the introduction of a weekly parent Zoom meeting and an increase in the frequency of news updates on the eNews app. Parent satisfaction during Learning From Home was high with 92% of parents reporting high levels of satisfaction with the Learning From Home programs and 83% of parents reporting good or very good levels of community connection.

In 2022, community connections will focus on building on effective learning partnerships with parents through the delivery of parent workshops to help them build a better understanding of curriculum and how they can support their children's learning.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Tell Them From Me data (advocacy, belonging, and expectations) to improve to 87%.	2021 Tell Them From Me survey results indicated overall student wellbeing at 87.1%, demonstrating achievement of the annual progress measure. This is generally in line with school targets and the NSW state average in measures of Expectations for Success and Sense of Belonging. In the measure of Advocacy, Botany Public School students continue to report levels higher than NSW state average.
Increase in collaboration between Botany Public School and external learning partners.	In 2021, Botany Public School continued to build on collaboration with external learning partners through the University of Sydney STEM project. This project was used to enhance Kindergarten transition for students attending John Brothie Nursery School.
Increase the percentage of students attending school more than 90% of the time by 3% or above.	<p>Since 2019 there has been a 3.69% growth in the number of students attending school more than 90% of the time, demonstrating achievement in the annual progress measure.</p> <p>In 2021, the school newsletter included regular reminders of the importance of high attendance levels and emails were sent home each week to remind families to provide explanations for their child's absences. Staff worked with the external agencies during Learning From Home to support families with regular engagement during lockdown in Term 3.</p>
School assessment in the School Excellence Framework shows improvement within 'sustaining and growing' in community engagement.	In 2021 the school has worked closely with the community to ensure high levels of engagement through enhanced communication channels, including parent Zoom meetings and weekly news updates. During lockdown, feedback was sought from students, parents and staff on a range of topics, including the quality of learning, access to resources and community connection. The results suggested high levels of community satisfaction and engagement with subsequent adjustments made to school processes in response to feedback received. This indicates achievement of the annual progress measure.



Core Values at BPS



## Strategic Direction 3: Innovative Practices

### Purpose

To improve student learning outcomes and teacher and leader capabilities, we will employ processes to ensure that all staff are collaborating effectively to embed evidence-based practice into their pedagogy. We will use instructional leadership to facilitate collaboration to ensure that effective practice is shared across the school. We will use staff expertise to further build a professional learning community where all teachers are supported to trial innovative or future-focused practices.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leadership
- Future Focused Learning

### Resources allocated to this strategic direction

**Professional learning:** \$3,000.00

**QTSS release:** \$53,816.64

**Literacy and numeracy intervention:** \$47,089.56

### Summary of progress

#### Instructional Leadership

Two early career executive teachers developed their leadership capabilities through participation in the Middle Leaders Induction Conference. The implementation of Quality Teaching Rounds was postponed as teachers were unable to effectively observe each other's practice and provide feedback during Semester 2. In 2022 an Assistant Principal Instructional Leader position has been created to provide high impact professional learning and explicit instructional leadership across K-6 in literacy and numeracy.

#### Future focused Learning

In 2021 the University of Sydney STEM Academy project concluded with the development of a successful transition to Kindergarten initiative. Students in Years 1 and 4 worked collaboratively to create an interactive booklet to share important information about Botany Public School for preschool students at John Brothie Nursery School. Links to videos and images were included through the development of QR codes. This initiative was particularly successful with the 14-week lockdown as preschool students were able to access videos to help them better visualise the school. The BPS STEM team proudly presented the project to the STEM Academy and delivered whole school professional learning. Weekly STEM activities were embedded into learning from home programs and, in 2022, will be embedded into the PDHPE curriculum to further enhance engagement and skills in collaboration, communication and problem solving.

Plans to utilise the PC Robotics STEMShare kits were postponed until 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School assessment in the School Excellence Framework shows improvement from 'sustaining and growing' in coaching and mentoring.	Delays in implementing initiatives in term 3 have required this work to be postponed to 2023.
STEM coaches build capacity through participation in STEM project	In 2021 staff have participated in professional learning on STEM. Throughout lockdown students participated in weekly STEM challenges to develop skills in collaboration, communication and problem solving. This demonstrates achievement of the annual progress measure.

School assessment in the School Excellence Framework shows improvement from 'Sustaining and Growing' in Collaborative Practice and Feedback.

Delayed initiatives in term 3, due to lockdown, have required this work to be postponed to 2023. However, collaborative practice and feedback was enhanced as staff worked collegially to develop expertise in online platforms such as Seesaw and Zoom during lockdown. This demonstrates progress towards the annual progress measure.



Technology supports teaching and learning across the curriculum

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$30,774.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Botany Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$16,869.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Botany Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement MiniLit and Reading tutor programs to support identified students with additional needs</li> <li>• equitable access to specialist resources, such as laptops, during lockdown</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> NAPLAN data indicates that the percentage of students in the bottom two bands has reduced from 21% (numeracy) and 18% (reading) in 2018 to 7% (both numeracy and reading) in 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Update technology resources across K-6 with the purchase of new interactive whiteboards, ensuring equity for our students. Professional learning in the use of technology to improve teaching and learning in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$5,409.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Botany Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$5,409.76</p>	<p>Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Connections</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students through the development and delivery of Personalised learning Plans.</li> <li>• staff release to support all students to participate in authentic NAIDOC Week Celebration.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Tell Them From Me data indicates that 4 out of 5 Aboriginal students strongly agree that they feel good about their culture and 4 out of 5 students feel that teachers understand their culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Professional learning for all staff on the implementation of Personalised Learning Plans Introduction to the school community of the new BPS 'Yarning Circle'</p>
<p>English language proficiency</p> <p>\$84,455.68</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Botany Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase through the implementation of MiniLit and Reading Tutor programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Tracking of progress made by students from non-English speaking background show the majority of students are meeting grade expectations across K-6. This was supported by the implementation of MiniLit to support EAL/D students falling behind in K-1.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, a teacher will be employed to provide targeted support for students with EAL/D through a combination of in-class and withdrawal support. Professional learning will be provided for all staff to develop a better understanding of the EAL/D progressions.</p>
<p>Low level adjustment for disability</p> <p>\$81,964.78</p>	<p>Low level adjustment for disability equity loading provides support for students at Botany Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Student Wellbeing</li> </ul>

<p>Low level adjustment for disability</p> <p>\$81,964.78</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention, MiniLit, to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Strategies to support these students were implemented by the School Psychologist, Learning Support Teacher and Multilit Reading Support. Students received supportive counselling, IQ assessments, academic support, behaviour support and family support.</p> <p>NAPLAN data indicates that the percentage of students in the bottom two bands has reduced from 21% (numeracy) and 18% (reading) in 2018 to 7% (both numeracy and reading) in 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The LST will continue to deliver evidence-based, small group learning support to students through the MiniLit and Reading Tutor programs</p>
<p>Literacy and numeracy</p> <p>\$10,106.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Botany Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Personalised Learning</li> <li>• Community Connections</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022 an Assistant Principal Instructional Leader will be employed to work collaboratively with teachers to improve student outcomes in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$53,816.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Botany Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>



<p>QTSS release</p> <p>\$53,816.64</p>	<ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved staff confidence and teaching practice have been achieved through enhanced collaborative practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> employing a specialist (APIL) to support teachers and lead improvement in numeracy, as identified in NAPLAN analysis.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Botany Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy, through the implementation of MiniLit.</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> InitialLit assessment data shows a clear reduction in the number of students moving into Year 3 needing further literacy intervention. Differentiated teaching through on-going formative assessment has led to targeted literacy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$83,583.17</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver targeted, explicit instruction in literacy and numeracy.</li> <li>• collaborating with families to support student engagement in learning during lockdown</li> </ul> <p><b>The allocation of this funding has resulted in:</b> High levels of student engagement and community satisfaction during Learning From Home. The majority of the students in the program achieved progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

COVID ILSP

\$83,583.17

Continue the implementation of literacy and numeracy small group tuition using data sources to identify students with potential of achieving the top two bands in NAPLAN and specific student learning needs.



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	140	152	151	157
Girls	143	137	135	129

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	93.8	96.3	96.3
1	95	94.6	95.1	95.9
2	93.9	93.8	95.3	92.9
3	93.1	93.2	95.9	95.2
4	95.7	92.7	94.3	94.4
5	94.7	94.7	92.6	92.1
6	93.1	92.5	95.4	90.7
All Years	94.4	93.6	95.2	94.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	0.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	286,478
<b>Revenue</b>	2,837,726
Appropriation	2,731,847
Sale of Goods and Services	2,873
Grants and contributions	102,564
Investment income	442
<b>Expenses</b>	-2,731,422
Employee related	-2,566,554
Operating expenses	-164,868
<b>Surplus / deficit for the year</b>	106,304
<b>Closing Balance</b>	392,781

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	30,774
<b>Equity Total</b>	188,699
Equity - Aboriginal	5,410
Equity - Socio-economic	16,869
Equity - Language	84,456
Equity - Disability	81,965
<b>Base Total</b>	2,216,077
Base - Per Capita	70,504
Base - Location	0
Base - Other	2,145,573
<b>Other Total</b>	170,499
<b>Grand Total</b>	2,606,049

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



# Parent/caregiver, student, teacher satisfaction

## Learning from home

Throughout lockdown, staff, student and parent surveys were used to monitor wellbeing and access to quality learning from home programs. In total, 135 students, 73 parents and 15 staff members completed the survey.

- 93% of parents reported they were satisfied with Botany's approach to home learning. Parents found Seesaw easy to use (82%), with a good variety of activities (89%) and high levels of student engagement (77%).
- Parents were almost equally divided in wanting Zoom lessons to focus on student wellbeing and connection (48%) and explicit teaching of concepts (43%).
- Parents reported high levels of satisfaction with the frequency (81%), clarity (85%) and timeliness (80%) of school communication with some parents (23%) wanting clearer communication processes with class teachers. Parents felt connected to the school community (81%).
- Students were generally happy with their learning from home experience (75%) and enjoyed a wide variety of learning and wellbeing activities including Book Week (75%) and the Olympics activities (53%).
- Students felt Seesaw activities were varied (90%) with the right amount (78%) and difficulty (82%) of work set.
- Students enjoyed connecting with their teachers (93%) and classmates (93%) during Zoom lessons with 20% of students wanting them more frequently.
- 97% of students were proud of their school with 80% feeling connected to their teachers. 29% of students felt disconnected from their friends.
- 100% of teachers were happy with Botany's approach to home learning and felt supported by their colleagues (93%).

## School Vision and Values

At the end of 2021, a Window of Certainty was created to establish a clear and shared vision for the school. Staff and parents were asked to contribute to the shared vision and identify key values that help us develop a sense of community. The values identified were:

- **Respect** - we treat each other fairly and politely, celebrating our diversity and taking the opportunity to learn from one another (supported by 72% parents, 60% staff).
- **Connection** - Respectful and effective student, parent and teacher relationships form the basis of our successful school (40% parents, 50% staff).
- **Resilience** - We all make mistakes. It is important that we keep these mistakes in perspective and use them as opportunities to learn (52% parents, 90% staff).
- **Collaboration** - Our school is a better place when we work together towards a common goal (32% parents, 50% staff).
- **Self-motivation** - Our students are intrinsically motivated to engage in learning (36% parents, 10% staff).
- **Creativity** - Critical and creative thinking helps us to solve problems and enhance our learning (32% parents, 50% staff).

The resulting Window of Certainty sets out future directions for Botany Public School, in terms of vision, values, beliefs and outcomes for 2022 and beyond.

## Tell Them From Me Surveys

Students, parents and staff were invited to give feedback through our Tell Them From Me surveys:

- Students reported high levels of positive behaviour at school (87% compared to 83% NSW state average), effective learning time (8.3 vs 8.2) and explicit teaching practices (7.6 vs 7.5)
- Students at BPS reported low levels of bullying (29% when compared to the state (36%) and high levels of advocacy at school (8.0 vs 7.7)
- 86% of students were proud of their school and 4 out of 5 Aboriginal students felt good about their culture
- 84% of students set challenging goals for themselves in their schoolwork (compared to 79%)
- Through Student TTFM data, the areas of interest and motivation and effort were identified for future improvement
- 72% of parents feel welcomed at the school with 79% finding the school's administrative staff helpful
- 85% of parents talked to teacher 2 or more times a year and 78% found school reports to be written in clear, plain language
- 75% of parents felt their child was encouraged to do their best work and 85% reports clear expectations about the school rules and behaviour expectations.
- 95% of parents think school newsletters are an important form of communication
- Parents wanted to be better informed about their child's social and emotional wellbeing with behaviour issues dealt with in a more timely manner
- Teachers report high levels of collaboration (score of 8.2 out of 10 compared to 7.9 NSW state average) and were confident in their teaching strategies (7.9 out of 10)
- Teachers identified technology, quality feedback and using data informed teaching practices as areas for future development.





# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.