

# 2022 Annual Report

## Botany Public School



**BOTANY PUBLIC SCHOOL**  
Caring Creative Connected

1323

# Introduction

The Annual Report for 2022 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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Each year, it gives me great pleasure to reflect on the hard work of our teachers and celebrate the successes of our students by making a list of all the wonderful events and projects we have been working on throughout the year.

And what a year 2022 has been!

Each of these events has only taken place because a teacher has volunteered their time and effort, outside of the classroom, to ensure our students get these wonderful opportunities.

Together we have:

- established our first Botany Public School Band
- welcomed the community back onto school grounds after 2 long years with our Welcome (back) Picnic
- shared over 500 pieces of student artwork at our Art Show
- danced, sang and acted our way through our very own retelling of Matilda - with a twist!
- joined other local schools to dance in the local Showcase
- watched 12 students share their piano skills at our inaugural Piano Club meeting
- visited Centennial Park, Calmsley Hill Farm, Vaucluse House, Science Space, Kids Giving Back, Berry, Canberra and Perisher on excursions and school camps
- stargazed in our Planetarium incursion
- dressed up for Harmony Day, the Easter Hat parade and Book Week
- launched our Yarning Circle - Ngura Ngara Windjigal with a smoking ceremony
- ensured all school assemblies begin with an accurate and authentic Acknowledgement of Country
- sent teams to participate in PSSA sports, debating competitions and public speaking competitions
- measured our levels of physical activity to make our way around Australia
- participated in our swimming, cross country and athletics carnivals and sent representatives to compete at Zone and regional levels
- learnt about how to keep ourselves safe online with our cybersafety workshops for students, teachers and parents
- supported the Indigenous Literacy Foundation, GIVIT Flood Relief and Pantry4ThePeople through school fundraising events
- learnt to code with ScopeIT, dance with Dance Sport and reduce, reuse and recycle with Reverse Garbage and the Bunnings Sustainability Project
- introduced brand new Interactive Whiteboards in every classroom and Chromebooks in Stage 3
- welcomed our 4 beautiful new chickens to the Botany community

We could not have achieved all these amazing things here at Botany without the talents and hard work of each and every member of our school community. Our P&C have worked tirelessly to raise funds and support the school in a number of special initiatives, including the purchase of technology, cybersafety workshops and supporting our library and Art Show. A particular success this year has been the establishment of Class Representatives who help to bridge the gap between the school and families, ensuring we maintain high levels of communication and supporting the class teachers. I would like to acknowledge the dedication of our P&C executive who have worked tirelessly to make Botany Public School a hub for our local community.

Our teachers and staff have gone above and beyond in ensuring that every student has access to a high-quality and inclusive curriculum as well as given them opportunities to develop their passions and share their wide range of talents across the school. I am proud of our teachers' ability to work collaboratively to reflect on their teaching practice and inspire each other to become better and better. Our students benefit from having such highly skilled and passionate practitioners.

And, most importantly, our students. Thank you for making our school such a special place to come to every day. I am proud of all our students have achieved this year both in and out of the classroom: the respect and care they show for our staff and their peers; the ability to take risks with their learning and the joy with which they approach new learning opportunities.

I am very proud to be the Principal of Botany Public 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	2022 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	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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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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

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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.

- Personalised Learning
- Data Driven Practices

### Resources allocated to this strategic direction

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**COVID ILSP:** \$66,866.00

**QTSS release:** \$20,570.00

**Professional learning:** \$19,095.10

**Integration funding support:** \$45,823.00

**Low level adjustment for disability:** \$82,786.72

**English language proficiency:** \$94,289.12

### Summary of progress

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#### Data Driven Practices

As part of the Spirals of Inquiry process, all classroom teachers have undertaken significant professional learning to build their data literacy skills. Staff worked together in grade and stage teams to collate a selection of qualitative and quantitative student data to build a clear picture of learning needs in their class. This data then informed targeted professional learning with a clear focus on improving student outcomes in mathematics. As a result, staff have developed their understanding of data driven practices and are beginning to use data effectively to better inform differentiation of teaching and learning programs and assessments. Professional learning in mathematics led to the implementation of the evidence-based 'Launch, Explore, Reflect' pedagogy for delivering engaging and challenging mathematics lessons, with an emphasis on problem-solving and rich mathematical tasks. Whilst this significant professional learning has had a positive impact on teacher knowledge, skill and understanding, with better differentiation and the introduction of open-ended learning tasks, it has not yet had time to see an impact on student outcomes in NAPLAN assessments. This project will continue into 2023 with ongoing Spirals of Inquiry action research continuing to focus on improving mathematics outcomes.

Professional learning on assessment in reading has been used to inform the 2023 focus on reading comprehension. As part of this program, class teachers will continue to reflect and evaluate current assessment practices and use them to inform the differentiation of guided reading programs and the implementation of the 2023 English syllabus. In 2023, the school will use the Fountas and Pinnell Benchmark Assessment Program to track student progress in reading and ensure explicit reading instruction for all students in Years 2-6.

#### Personalised Learning

In 2022, Learning Support systems and processes were evaluated and updated to ensure equity for all students with targeted learning needs. An English as an Additional Language/Dialect teacher was employed to run an EALD program that was independent of the school's learning support programs. This has ensured that students with EALD learning needs are receiving high-quality, targeted learning support that caters for their specific needs. The MiniLit program was implemented to support students in Years 1 and 2 that were not making expected progress in reading and COVID ILSP programs targeted students who were not meeting their academic potential in reading and mathematics. The result is clear and effective Learning Support systems and processes to ensure that every child makes the expected learning progress.

Personalised Learning and Support Plans (PLSPs) were evaluated and refined to improve the impact on student learning outcomes and ensure parents of students with additional learning needs were actively involved in their children's learning. Streamlined LST processes and PLSPs have enabled teachers to better focus their attention on supporting children with learning support needs in the classrooms. Parents of learning support children appreciated having a more active role in their child's education. In 2023, staff will reflect on how to ensure PLSP goals are more successfully

embedded into literacy and numeracy programs.

### 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
70 % of students achieving expected growth in numeracy	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
64.4% of students achieving expected growth in reading	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
A minimum of 55.9% of year 3 and 5 students achieve in the top two bands in NAPLAN reading.	45% of students achieved in the top two bands in NAPLAN reading. This indicates progress yet to be seen towards the annual progress measure.
A minimum 40.6% of year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.	32% of students achieved in the top two bands in NAPLAN numeracy. This indicates progress yet to be seen towards the annual progress measure.





## 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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**Socio-economic background:** \$20,012.59

**Aboriginal background:** \$4,678.83

**Per capita:** \$5,333.50

### Summary of progress

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#### Student Wellbeing

The school year began with a clear focus on ensuring a consistent, whole school approach to student behaviour and wellbeing. All staff have undertaken comprehensive training in restorative practices and developed behaviour guidelines that set out expectations and logical consequences for all students.

Analysis of Tell Them From Me student data shows high levels of positive behaviour ( 91% vs 83% NSW average), low levels of bullying (23% vs 36%), high levels of advocacy at school (7.8 out of 10) and positive teacher-student relationships (8.4). This suggests that there is a clear, whole school approach to promoting and managing student behaviour and wellbeing. Major and minor behaviour incidents are dealt with effectively and in a timely manner with Sentral records used to track patterns and maintain communication with parents. In 2023, staff professional learning around student wellbeing will continue to focus on student engagement, based on the work of Andy Hargreaves and introduce the concept of choice theory.

#### Community Connections

In 2022, the Botany Public School Window of Certainty was developed, in partnership with staff and parents, to develop a clear, whole school vision and articulate the beliefs, values and outcomes that underpin this vision.

A significant focus on providing high-quality, culturally aware education for First Nations families at Botany PS included the development of authentic and impactful Personal Learning Pathways for all Aboriginal students. The school's Acknowledgement of Country was re-written, in consultation with the department's Aboriginal Community Liaison Officers and the local community, to accurately reflect the local school context. In June 2022, the school relaunched the yarning circle, giving it the name Nguru Ngara Windjigal and teaching students about the importance of yarning in Aboriginal Culture. All staff participated in Aboriginal History and Culture Professional Learning and a focus for 2023 will be to further embed Aboriginal perspectives authentically into all teaching and learning programs and to further build connections with the local AECG.

Following the recent pandemic, the school community recognised the importance of providing a variety of high-quality extra-curricular opportunities. This resulted in the establishment of a range of after-school clubs, including the initiation of a school band, coding club and chess training to supplement existing dance and performing arts opportunities. ICAS competitions were reinstated to engage students with talent in specific areas of the curriculum. A whole school Art Show and the end-of-year concert, Matilda with a Twist, were highly successful in celebrating the hard work and talent of students whilst helping the community to reconnect after Covid.

### Progress towards achieving improvement measures

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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 90.3%.	Tell Them From Me data remained steady at 74%. This indicates progress yet to be made in this measure.
Increase in collaboration between Botany Public School and external learning partners.	In 2022, Botany PS built deeper relationships with the department's Aboriginal Liaison Community Officers to ensure an authentic and inclusive approach to Aboriginal Education for all students. Following the Covid pandemic, partnerships with other local schools were recommenced with initiatives planned for 2023 with John Brochie Preschool and JJ Cahill Memorial High School. This indicates achievement of the annual progress measure.
Increase the percentage of students attending school more than 90% of the time by 5% or above.	The percentage of students attending school more than 90% has dropped in 2022 by 6.49%. This is attributed to high levels of sickness (COVID and other viruses) in 2022, as well as higher than normal numbers of students taking overseas trips to visit family, following the pandemic.
School assessment in the School Excellence Framework shows improvement from 'sustaining and growing' to 'excellence' in community engagement.	The school is beginning to be recognised as excellent and responsive by its community as demonstrated by recent Tell Them From Me Parent survey data, indicating progress made towards this progress measure in 2022.



## 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

**QTSS release:** \$34,017.48

**Literacy and numeracy intervention:** \$48,266.82

**Literacy and numeracy:** \$10,106.74

**Per capita:** \$66,932.90

**Professional learning:** \$1,000.00

### Summary of progress

#### Instructional Leadership

In 2022 an AP Instructional Leader position was established to provide high-impact professional learning and support teachers to implement data driven practices to enhance teaching and learning in their classrooms. As a result, teacher collaboration and confidence in delivering high-quality teaching and learning programs have improved. In 2023, the role will be taken over by an Assistant Principal Curriculum and Instruction. They will continue to deliver high-impact professional learning through collaboration groups, with the focus being on leading the pedagogical changes required to support the effective implementation of the K-2 English and mathematics curricula.

#### STEM

The STEM team undertook an audit of teacher confidence in embedding STEM activities into the curriculum. PDHPE was identified as an initial area for implementation, with the scope and sequence being refined to incorporate STEM activities. An audit of technology equipment identified an urgent need for significant improvement in access to technology resources across the school. This resulted in the installation of interactive whiteboards in every classroom and the purchase of 45 chromebooks for use across the Stage 3 classes. Professional learning was used to support teachers in embedding this technology into teaching and learning programs. This has been most successful in Stage 3 as both teachers and students have unlimited access to devices. In other classes, limited resources have impacted the ability of teachers to effectively embed technology into everyday teaching and learning programs. In 2023, there will be a continued focus on upgrading technology resources across the school with the purchase of laptops and ipads for K-4.

### 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.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Coaching and Mentoring in the element of Learning and Development.
• Improvement in the percentage of teachers embedding Digital Technologies/STEM pedagogical	A recent audit and significant update of ICT across K-6 has resulted in improved use of digital technologies in classrooms. This indicates achievement of the school identified target.

practice in to Science & Technology and Mathematics programs.

- STEM team builds the capacity in future-focused pedagogy through STEM of Yr 3-6 teachers

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

The implementation of Spirals of Inquiry, delivered through collaborative planning time has resulted in significant improvement in Collaborative Practice and Feedback. This indicates achievement of the school identified target.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$45,823.00</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>• additional staffing to assist students with specific learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrate progress towards their personalised learning goals as set out in their PLSPs. The PLSP process was refined to ensure all PLSPs were regularly reviewed and updated and that parents were actively engaged in their children's learning.</p> <p><b>After evaluation, the next steps to support our students 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 continue to be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$20,012.59</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>• Student Wellbeing</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 additional staff to deliver small group withdrawal program to support targeted students with their Social and Emotional Learning (SEL)</li> <li>• whole school professional learning on using restorative circles to address behaviour incidents and support student engagement in the classroom</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Analysis of Tell Them From Me student data shows that students report high levels of positive behaviour ( 91% vs 83% NSW average), low levels of bullying (23% vs 36% NSW average), high levels of advocacy at school (7.8 out of 10) and positive teacher-student relationships (8.4 out of 10). There is a clear, whole school approach to promoting and managing student behaviour and wellbeing. Major and minor behaviour incidents are dealt with effectively and in a timely manner with behaviour records used to track patterns.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued focus on the implementation of evidence-based student wellbeing programs to ensure we maintain high levels of behaviour and engagement. This will include the continued implementation of small group withdrawal programs and revision of whole class wellbeing programs.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Botany Public School. Funds under this</p>



<p>\$4,678.83</p>	<p>equity loading have been targeted to ensure that the performance of 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>• engagement with Aboriginal Community Liaison Officers to review and refine PLP processes for our First Nations students</li> <li>• staffing release to write an authentic Acknowledgement of Country in consultation with our local community</li> <li>• professional learning for all staff on embedding Aboriginal perspectives into the curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</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 will be:</b> Review teaching and learning programs to identify better opportunities for embedding Aboriginal perspectives into the curriculum. Build deeper connections with our local community through involvement with the local AECG.</p>
<p>English language proficiency</p> <p>\$94,289.12</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>• 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 teacher time to provide targeted support for EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Tracking of progress made by students from non-English speaking background show the majority of students are meeting grade expectations across K-6.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning will be provided for all staff to develop a better understanding of effective EAL/D support.</p>
<p>Low level adjustment for disability</p> <p>\$82,786.72</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> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with small groups of students and in a case management role within the whole school setting</li> <li>• providing class teachers with RFF to work in consultation with families to create clear learning goals and Personalised Learning and Support Plans</li> </ul>

<p>Low level adjustment for disability</p> <p>\$82,786.72</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> The refined PLSP process ensures parents of children with learning support needs feel actively involved in setting clear learning goals for their children.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Learning Support Team will work with teachers to ensure PLSPs are better embedded into teaching and learning programs to maximise impact on student learning.</p>
<p>Professional learning</p> <p>\$20,095.10</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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> <li>• Future Focused Learning</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>• establishing collaborative, professional learning groups with classroom teachers provided with additional RFF to engage in high-impact professional learning (Spirals of Inquiry and Lesson Study)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have improved skill and confidence in delivering high-quality teaching and learning programs in Mathematics with particular focus on using mathematical vocabulary and open-ended problem-solving strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Following positive feedback from teachers, the Spirals of Inquiry project will continue in 2023. APCI position will be introduced to support the implementation of Spirals of Inquiry and K-2 Mathematics and English curricula.</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>• 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>• online program subscriptions to support literacy and numeracy</li> <li>• purchasing of numeracy resources to support the delivery of hands-on mathematics lesson activities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Classrooms are well resourced to deliver high-quality, engaging mathematics lessons. Implementation of Launch, Explore, Reflect pedagogy in mathematics provides all students with access to differentiated, challenging activities to support their achievement in numeracy outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Purchase high-quality children's literature to support the implementation of the 2023 K-2 English curriculum.</p>
<p>QTSS release</p> <p>\$54,587.48</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</b></p>

<p>QTSS release</p> <p>\$54,587.48</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <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 an Instructional Leader to support the development of high-quality teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers' confidence in the delivery of quality teaching and learning programs has increased. This includes utilising formative assessment and data collection strategies to inform teaching practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> APCI position will commence. The APCI will continue working in classrooms with teachers and will focus on implementing 2023 English and mathematics curricula and improving teacher pedagogy.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</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 MiniLit program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 30 students in Year 1 and 2 successfully completed the MiniLit support program, making significant gains in their reading progress.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Learning Support Team will continue to deliver evidence-based, small group learning support to students through MiniLit and Reading Tutor programs. An evidence-based social skills program will be introduced to support targeted students with their Social and Emotional Learning.</p>
<p>COVID ILSP</p> <p>\$66,866.00</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 2022.</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 targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Working in small groups, 14 students have participated in intensive small group tuition in mathematics and 8 students in reading tuition. Student progress, as tracked in PLAN, demonstrates significant growth in the targeted areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Intensive small group tuition will continue into 2023, with the focus on</p>

<p>COVID ILSP</p> <p>\$66,866.00</p>	<p>delivering evidence-based programs such as MiniLit and the Reading Tutor program.</p>
<p>Per capita</p> <p>\$72,266.40</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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>• Community Connections</li> <li>• Future Focused Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• purchasing resources to support the initiation of a School Band program</li> <li>• updating whole school technology resources, including interactive whiteboards and chromebooks</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  57 students joined our school band in 2022, receiving quality, small group instrument tuition as well as playing in the band.  Teachers and students are improving their technology skills with technology better embedded into teaching and learning programs to enhance learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023 we will further refine our use of technology to deliver differentiated learning programs. This will be achieved through the continued rollout of up-to-date devices (laptops, Chromebooks and ipads) to ensure accessibility across K-6.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	152	151	157	141
Girls	137	135	129	132

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.8	96.3	96.3	89.1
1	94.6	95.1	95.9	89.6
2	93.8	95.3	92.9	90.0
3	93.2	95.9	95.2	89.2
4	92.7	94.3	94.4	87.5
5	94.7	92.6	92.1	88.9
6	92.5	95.4	90.7	87.4
All Years	93.6	95.2	94.1	88.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	9.44
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.52

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	332,114
<b>Revenue</b>	3,033,652
Appropriation	2,787,751
Sale of Goods and Services	4,200
Grants and contributions	237,276
Investment income	4,059
Other revenue	366
<b>Expenses</b>	-2,978,270
Employee related	-2,589,087
Operating expenses	-389,183
<b>Surplus / deficit for the year</b>	55,382
<b>Closing Balance</b>	387,496

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	45,823
<b>Equity Total</b>	201,767
Equity - Aboriginal	4,679
Equity - Socio-economic	20,013
Equity - Language	94,289
Equity - Disability	82,787
<b>Base Total</b>	2,143,961
Base - Per Capita	72,266
Base - Location	0
Base - Other	2,071,694
<b>Other Total</b>	187,855
<b>Grand Total</b>	2,579,406

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

## Tell Them From Me Surveys

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

- Students report very high levels of positive behaviour at school (91% vs 83% state average) and very low levels of bullying (23% vs 36% state average)
- 79% of students are proud of their school
- Student engagement has been identified as a future area for improvement with 69% of students reporting high levels of interest and motivation in their learning
- Parents feel welcome at Botany Public School (7.6 out of 10, compared to 7.2 in 2021)
- Parents feel that the school supports positive behaviour with clear rules (8.7) and high expectations of their children (8.1)
- Teachers appreciate working with school leaders who help them improve their teaching practice (7.8 out of 10) and collaboratively with their peers (8.3 vs 7.8 state average)
- Teachers demonstrated improved confidence in catering for students with a range of learning needs (7.8 in 2022 vs 7.5 in 2021)

## Parent Engagement Survey

Parents were asked to provide feedback on home-school partnerships as this has been identified as a future area for improvement. Overall, 19% of parents felt very involved and 54% felt somewhat involved in their children's learning. Parents found the school newsletter and Meet the Teacher events to be most useful in keeping informed about general teaching and learning and preferred face-to-face meetings with the teachers over written reports to keep track of their children's progress. Parents were keen to be more actively involved in their children's learning, offering suggestions about helping out in the classroom and attending parent workshops as possibilities to improve parent partnerships. As a result, Class Representatives were introduced in 2022 to improve home-school communication.

## Staff Satisfaction - Lesson Study

In 2022, as part of the Spirals of Inquiry professional learning program, classroom teachers participated in lesson study in mathematics. Working in teams of two or three, teachers were given the opportunity to observe the teaching practices of their peers and receive feedback on their own practices. Staff feedback about the project was very positive with staff commenting on appreciating the opportunity to learn from their peers:

"This was a great experience for me to learn skills and different teaching techniques from my colleagues."

"As Stage leader I was very proud of my team for not only embracing new teaching methods but making real change in our students' learning and confidence to work mathematically."

"I'm proud of the way I ask students to use clarifying language, to express their ideas, and reiterate key words to show ideas."



# 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.