

2023 Annual Report

Botany Public School



BOTANY PUBLIC SCHOOL
Caring Creative Connected

1323

Introduction

The Annual Report for 2023 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.

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Botany Public School

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Message from the principal

What a fantastic year 2023 has been - filled with adventure, new and exciting learning opportunities and the opportunity to strengthen old friendships while building new friendships across the school. It has been a year where we have continued to expand on the breadth of opportunities for our students to thrive here at Botany Public School.

A new approach to teaching and learning has introduced students and teachers to the concept of a sweaty brain! Where we take our time to solve complex real-life problems in English and mathematics, using the skills we have been taught by our teachers and our friends. Stage 3 planned overseas trips, designing itineraries and managing a budget in mathematics. Stage 2 have written and published picture books to share with Kindy. Stage 1 have introduced paired reading to help each other become clear and fluent readers and Kindergarten have been learning through play, using construction and imaginative play to practise their emerging skills.

Students with an aptitude for STEM (Science, Technology, Engineering and Mathematics) have enjoyed their specialist lessons, whilst also getting the opportunity to improve their coding skills at Code Camp and with the ScopeIT program. Some students have also been refining their strategy in weekly Chess lessons at school.

Students who love books and reading have been able to enjoy library lessons all year, dress up as their favourite character in our book parade and celebrate the best children's books of the year with our special Book Week performance.

Our students who excel at creative and performing arts helped to make our Art show extra special this year. We had performances from our band, Year 2 choir and dance groups, as well as showcased the wonderful talents of our artists around the school. Our performers also got the chance to share their talents with the wider community at the Showcase performance at Kingsford Juniors and the Twilight Christmas Markets.

Our very talented sportspeople represented Botany Public School at weekly PSSA meets to play soccer, netball, league tag, T-ball and softball. Our swimmers, cross-country runners and athletes showcased their skills at the school carnivals with several talented individuals representing the school at Zone, Regional and even State events throughout the year. Students also had the opportunity to attend tryouts throughout to participate in Sydney East teams for a variety of sports. We watched one of our Year 6 students represent the school in rugby league at state level for the second year running. Students in Years 2-6 got the opportunity to improve their swimming skills with the two-week Swim Scheme.

And for the sheer fun of it, students and teachers got filthy at the Colour Explosion Fun Run. Teachers particularly enjoyed the sensation of cold slime running down their backs! We celebrated mums and dads at their special breakfast events and welcomed the wider community onto our school grounds for our Christmas markets. Students visited farms, gardens, theatres and museums. They attended camps and welcomed scientists, dancers and actors into our school to share their expertise.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
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

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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

QTSS release

Professional learning

Per capita

Low level adjustment for disability

Integration funding support

English language proficiency

Summary of progress

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. As this is the second year of the project, NAPLAN data (collected in Term 1) and check-in data have shown a positive impact on student outcomes. In 2023, Year 5 students performed better in the numeracy test than the reading test for the first time, showing significant growth in mathematics.

The implementation of the Fountas and Pinnell Reading Assessment Tool has provided teachers with clear and detailed information about their students' learning in reading comprehension. Significant professional support was provided to teachers to ensure the assessment tool was introduced effectively and data collected was an accurate reflection of student learning. Further professional learning in reading comprehension was introduced to further support teacher pedagogy in this area. This will be an ongoing project for the school to further embed quality pedagogy and ensure the explicit instruction of reading in Years 2-6.

Personalised Learning

In 2023, a clear and effective process has been established for tracking and supporting students who are identified as having targeted learning needs. The English as an Additional Language/Dialect program continued with small group support provided to all students identified as Beginning or Emerging. The implementation of the MiniLit program was further embedded into school processes, using CovidLSP funds to support students in Years 1 and 2. An individualised reading program was implemented to support students in Years 3 and 4 and a parent volunteer reading program further supported students in Years 5 and 6. This has ensured that all students identified as not making expected learning growth are receiving high-quality, targeted learning support that caters for their specific needs.

Teachers continue to work in partnership with parents to support the learning needs of our students with the ongoing implementation of Learning Conferences, Personalised Learning and Support Plans (PLSPs) and Personalised Learning Pathways (PLPs) for our First Nations students.

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
An increase in check-in assessment using the mean scaled score for numeracy in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 2022.	Year 5 numeracy check in data improved by 12.6% while Year 3 numeracy check in data improved 8.5% between 2022 and 2023. This indicates achievement of the annual progress measure.
An increase in check-in assessment using the mean scaled score for reading in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 2022.	Year 5 reading check in data improved by 7.1% while Year 3 reading check in data improved 2.7% between 2022 and 2023. This indicates achievement of the annual progress measure.



Strategic Direction 2: Positive Partnerships

Purpose

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

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

Low level adjustment for disability
Integration funding support
Aboriginal background

Summary of progress

Student Wellbeing

Analysis of Tell Them From Me student data shows continuing high levels of positive behaviour (89% vs 83% NSW average), low levels of bullying (33% vs 36%), high levels of advocacy at school (7.7 out of 10) and positive teacher-student relationships (8.2). 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 promptly with Sentral records used to track patterns and maintain communication with parents. In 2024, community consultation will be used to evaluate and refine the school rules and expectations.

In 2023, Botany Public School introduced two evidence-based teaching programs to teach social and emotional learning (SEL) across the school. Both the Second Step and How to be Angry programs explicitly teach students a range of social skills and respond effectively to the changing needs of our students' wellbeing in recent years. Whilst these programs were initially introduced to support K-2 students, they have since been effectively rolled out across K-6. In 2024, the Grow Your Mind program will also be integrated into the SEL programs to create a comprehensive teaching program that supports and empowers students to make positive choices and become self-aware and confident learners.

Community Connections

Botany Public School benefits from a highly engaged P&C community. Working collaboratively with the P&C, the focus for 2023 has been to increase student and community engagement by building a program of events throughout the year. The Colour Fun Run was a great success with all students and teachers participating in the event. It was supported by parents and local businesses as well as the local fire brigade, who joined the school on the day. Other events throughout the year, including the highly successful Christmas markets and whole school Art Show have continued to help sustain positive relationships between the school and the wider community. The introduction of twice-termly parent workshops has helped families build their understanding of teaching and learning at Botany Public School and has covered topics including reading, mathematics, social and emotional learning and student reports. Parent feedback from these workshops has been very positive with parents appreciating the opportunity to develop a deeper understanding of their child's learning and connection with staff. The aim for 2024 is to increase parent attendance at the workshops.

In 2023, a twice-yearly Yarn and Cuppa morning was introduced to improve engagement with local First Nations families. The events were well attended by all Aboriginal families and allowed students and their families to celebrate students' successes and take pride in their culture.

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 89.5%.	In 2023, Tell Them From Me data (advocacy, belonging, and expectations) is 83.76%. Whilst this indicates progress yet to be made towards achievement measures, Botany Public School is generally in line with the NSW state average in all three measures.
Increase in collaboration between Botany Public School and external learning partners.	In 2023 Botany Public School has continued to build partnerships with John Brotchie Preschool. The APCI has been an active participant in a local APCI network, sharing resources and expertise. This indicates progress made towards achievement measures.
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% currently sits at 65.3%. Whilst there has not been an improvement of 5% in 2023, this rate is higher than state (54.2%), network (58.3%) and statistically similar schools group or SSSG (62.5%) averages. This indicates progress yet to be made towards the progress measure.
School assessment in the School Excellence Framework shows improvement from 'sustaining and growing' to 'excellence' in community engagement.	During External Validation, Botany Public School was recognised as Excelling in all areas of the Educational Leadership domain, including Community Engagement. This indicates achievement of the progress measure.

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

AP Curriculum & Instruction
Socio-economic background
Per capita

Summary of progress

Instructional Leadership

The Assistant Principal Curriculum and Instruction (APCI) position at Botany Public School commenced at the beginning of 2023, building on the previous work on instructional leadership. The APCI continued to support staff in embedding effective data-driven practices to enhance teaching and learning in their classrooms through the ongoing Spirals of Inquiry program. Teachers in K-2 were provided with significant targeted professional learning to support the implementation of the English and mathematics syllabuses. As a result, teacher collaboration and confidence in delivering high-quality teaching and learning programs have continued to improve with clear evidence of impact on student learning. In External Validation, Botany Public School was identified as Excelling in Learning and Development and Educational Leadership as a direct result of the implementation of effective instructional leadership across the school.

Future Focused Learning

The introduction of a STEM specialist teacher program has had a positive effect on building students' capability in digital technologies. With support from the P&C, Botany Public School continued to upgrade devices across the school with the purchase of a further 60 devices. Students across K-6 now have suitable access to a range of digital devices, including iPads, Chromebooks and laptops as necessary. Teacher Tell Them From Me survey data has demonstrated a significant increase in teacher confidence in embedding technology into teaching and learning from 4.5 out of 10 in 2022 to 6.4 in 2023 with teachers in Years 3-6 demonstrating greater confidence than K-2 staff. In 2024, professional learning in embedding digital technologies in teaching and learning programs across all subjects will further support staff and help them to build confidence in this area.

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.	Recent External Validation against the School Excellence Framework shows the school currently performing at Excelling across all themes, including Coaching and Mentoring, in the element of Learning and Development. This indicates achievement of the school-identified progress measure.
Improvement in the percentage of teachers embedding Digital	Teacher Tell Them From Me survey data and the introduction of targeted STEM programs indicate achievement of the school-identified progress

Technologies/STEM pedagogical practice into teaching and learning programs.	measure.
School assessment in the School Excellence Framework shows improvement from 'Sustaining and Growing' in Collaborative Practice and Feedback.	Recent External Validation against the School Excellence Framework shows the school currently performing at Excelling across all themes, including Collaborative Practice and Feedback, in the element of Learning and Development. This indicates achievement of the school-identified progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$135,980.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Student Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning and healthcare needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • consultation with external providers for the implementation of healthcare procedures <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrate progress towards their personalised learning goals as set out in their PLSPs. PLSPs are regularly reviewed and updated and parents are actively engaged in their children's learning. All SLSOs have completed training in departmental policy and procedures for delivering healthcare needs to targeted students. Clear learning support procedures ensure students with additional needs are identified in a timely manner and access integration funding support where necessary.</p> <p>After evaluation, the next steps to support our students will be: To evaluate and refine learning support referral procedures to ensure all stakeholders are actively involved in supporting targeted students, including allied health providers.</p>
<p>Socio-economic background</p> <p>\$18,359.38</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Future Focused Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support STEM specialist teacher program implementation. • resourcing of technology to increase equity of resources <p>The allocation of this funding has resulted in the following impact: Students across K-6 now have access to a range of digital devices, including iPads, Chromebooks and laptops as necessary. Teacher Tell Them From Me survey data has demonstrated a significant increase in teacher confidence in embedding technology into teaching and learning from 4.5 out of 10 in 2022 to 6.4 in 2023 with the highest level of impact on teachers of Years 3-6 classes.</p> <p>After evaluation, the next steps to support our students will be: Teacher professional learning, targeted towards the K-2 age range will support teachers to further embed digital technologies into teaching and learning programs.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$3,967.58</p>	<p>needs of Aboriginal students at Botany Public School. Funds under this 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • Purchase of educational resources to improve community engagement in Aboriginal Education • Professional learning for all staff to improve capability in embedding First Nations perspectives into teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Yarn and Cuppa events were attended by 100% of First Nations families. Informal feedback suggested that families feel connected to the school and students are proud of their culture.</p> <p>After evaluation, the next steps to support our students will be: Build deeper connections with the local community through authentic involvement with the local AECG.</p>
<p>English language proficiency</p> <p>\$47,189.23</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Tracking of progress made by students from a non-English speaking background shows the majority of students are meeting grade expectations across K-6.</p> <p>After evaluation, the next steps to support our students will be: 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>\$107,260.43</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based reading interventions to increase learning outcomes

<p>Low level adjustment for disability</p> <p>\$107,260.43</p>	<ul style="list-style-type: none"> • providing class teachers with RFF to work in consultation with families and allied health professionals to create clear Personalised Learning and Support Plans <p>The allocation of this funding has resulted in the following impact: Parents of children with learning support needs feel actively involved in setting clear learning goals for their children. 33 students have successfully participated in explicit small-group instruction in reading to improve their knowledge of phonics, fluency and reading comprehension.</p> <p>After evaluation, the next steps to support our students will be: The Learning Support Team will work with teachers to ensure PLSPs are further embedded into teaching and learning programs to maximise impact on student learning.</p>
<p>Professional learning</p> <p>\$18,389.60</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • providing staff with relief from face-to-face time to actively engage in collaborative learning programs and the implementation of the K-2 English and mathematics syllabuses. • Implementation of a high-quality reading assessment tool to provide accurate and reliable summative assessment data <p>The allocation of this funding has resulted in the following impact: K-2 teachers have successfully implemented the English and mathematics syllabus, using evidence-based teaching and learning practices to improve student outcomes. 2-6 reading assessment provides valid and reliable data for use by class and specialist teachers to provide high-quality learning opportunities for all students.</p> <p>After evaluation, the next steps to support our students will be: Further professional development on effective assessment strategies will ensure assessment data is reliable and used to cater for differentiated learning needs in the classroom.</p>
<p>QTSS release</p> <p>\$53,147.23</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of Spirals of Inquiry to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: Teachers have improved skill and confidence in delivering high-quality teaching and learning programs with particular focus on open-ended problem-solving strategies.</p>

<p>QTSS release \$53,147.23</p>	<p>External validation identified the school as excelling in the domains of Learning and Development and Educational Leadership</p> <p>After evaluation, the next steps to support our students will be: Further professional learning on effective assessment strategies will be used to develop whole-school procedures for summative and formative assessment practices.</p>
<p>COVID ILSP \$44,416.57</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of educators to deliver small-group tuition • providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in the following impact: 19 students in Years 1 and 2 participated in the MIniLit reading program, improving their phonic skills to support reading decodable texts.</p> <p>After evaluation, the next steps to support our students will be: Intensive small group tuition will continue into 2024, with the focus on developing systems for the longterm tracking of student progress.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	151	157	141	144
Girls	135	129	132	126

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.3	96.3	89.1	93.9
1	95.1	95.9	89.6	91.1
2	95.3	92.9	90.0	91.3
3	95.9	95.2	89.2	92.4
4	94.3	94.4	87.5	93.3
5	92.6	92.1	88.9	94.3
6	95.4	90.7	87.4	92.3
All Years	95.2	94.1	88.9	92.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	9.41
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	330,480.52
Revenue	3,189,748.63
Appropriation	2,937,368.15
Sale of Goods and Services	4,884.57
Grants and contributions	232,800.00
Investment income	14,695.91
Expenses	-3,111,146.07
Employee related	-2,709,669.68
Operating expenses	-401,476.39
Surplus / deficit for the year	78,602.56
Closing Balance	409,083.08

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

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	128,462
Equity Total	176,777
Equity - Aboriginal	3,968
Equity - Socio-economic	18,359
Equity - Language	47,189
Equity - Disability	107,260
Base Total	2,189,703
Base - Per Capita	71,051
Base - Location	0
Base - Other	2,118,652
Other Total	250,617
Grand Total	2,745,559

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



Parent/caregiver, student, teacher satisfaction

Tell Them From Me Surveys

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

Student feedback

- Student feedback showed improvement in the areas of positive behaviour (89%), values school outcomes (87%) and positive relationships (88%) at Botany Public School.
- Students reported high levels of participation in school sports (87%) and extra-curricular opportunities (57%).

Parent feedback

- Parents feel welcome at Botany Public School (7.3 out of 10) and are well-informed about school activities (7.7)
- Parents are confident that their child is encouraged to do their best work (7.3 out of 10)
- 90% of parents had attended two or more meetings with the class teacher to discuss their child's learning

When asked to list areas where Botany Public School is doing well, common themes included the strong sense of community (32%), focus on student wellbeing (21%) and the broad range of extra-curricular opportunities (18%). 29% of parents commented on the welcoming and professional teachers at Botany Public School (e.g. "I think the teachers at Botany are exemplary"). Student reports and communication about student learning were identified as areas for future focus.

Staff feedback

- There was significant (19%) growth in teachers' confidence in using technology to improve teaching and learning.
- Teachers appreciated access to high-impact professional learning, time for collaboration and support from the school leadership team provided through the Spirals of Inquiry project.

Internal School Data - High-Impact Professional Learning

In 2023, there was a sustained focus on providing teachers with high-impact professional learning through ongoing targeted weekly professional learning and fortnightly spirals of inquiry and collaboration groups. This professional learning supported the introduction of the new syllabus reform, set up whole school tracking in reading comprehension for learning and support and targeted specific cohort needs in each stage. A survey of teachers at Botany Public School found that teachers highly valued the professional learning being undertaken and that there was a positive impact on their classroom practice.

In English, teachers were able to track student growth in reading comprehension and apply their knowledge of students to teaching and learning:

- It has given specific detail on where students need to be, what they need to learn and where to go next."
- I can now focus on developing my students deep understanding of comprehension skill and strategies."

In mathematics 87.5% of teachers reported a deeper understanding of best practice and that their capacity to teach mathematics had improved. They were able to utilise a variety of strategies when teaching mathematics and reported a 50% improvement in student engagement during lessons.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.