

Broadwater Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Broadwater Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Stephen Curtin

Principal

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Message from the Principal

I am pleased to present the Annual Report for 2016 which highlights our achievements and initiatives during the year and areas for development as we move through exciting but challenging times in public education. It has been a successful and exciting year for our school and its students. A number of new programs were initiated in an effort to provide students with quality teaching and learning opportunities. Other programs were continued and strengthened and student achievement continues to improve. As a staff we strive to deliver quality educational programs and to provide a range of varied opportunities for all our students. I would like to thank my staff for their outstanding commitment throughout the year to their students and to help make our school a great place to learn.

Our small school relies quite substantially on parents, carers and community members who support us in the many programs and activities we deliver. Thank you all for your continued unwavering support and participation in your child's education. Change continues to be prevalent in our schools as we continue with the introduction of the new Learning Management and Business Reform, the School Excellence Framework and Reporting systems. Regardless of the changes the main focus of our endeavours continues to be to provide the best possible learning environment for our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Stephen Curtin

School background

School vision statement

Broadwater Public School will provide a personal approach to quality education in a safe, caring, respectful and supportive environment. Each child, regardless of their background or ability will be encouraged to do their personal best to be a successful 21st century learner. As a school community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours, enabling them to become active and informed citizens who are respectful, caring and act with integrity.

School context

Broadwater Public School is PP5 school located within the village of Broadwater in the Richmond Valley School Education Group. The school is currently staffed by a Teaching Principal, one full-time classroom teacher, a part-time teacher-librarian and a Learning and Support Teacher (0.1). Other staff include a School Administrative Manager (.696) and a general assistant. Our school and community partnerships remain strong with our core body of P&C helpers eager to promote our educational programs and student achievement. Our staff actively promote opportunities for parents to work as partners in our school. NAPLAN performance is usually similar or better than other schools in the Similar Schools Group. The school's NAPLAN literacy performance is generally higher than aspects of our numeracy performance. Whilst literacy performance is usually good, writing and spelling aspects require more attention.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

The results of our self-assessment indicate that our school sits within Sustaining and Growing of the School Excellence Framework for the Learning Domain.

We have established significant extra-curricular learning opportunities within our Community of Schools which support student development, and are strongly aligned with the school's vision, values and priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring positive conditions for student learning. Our school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Curriculum provision is enhanced by learning alliances with other schools and organisations. Our school actively collects and uses information to support students' successful transition to Kindergarten and to secondary school. The school has analysed both internal and external performance data and a range of other contextual information and is aware of trends in student achievement levels. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents at parent meetings. The school achieves good value-added results with more than 40 per cent of students usually achieve at high-levels of performance on external performance measures.

The results of our self-assessment indicate that our school sits within Sustaining and Growing of the School Excellence Framework for the Teaching Domain.

K-2 teachers work collaboratively with colleagues within our Community of Schools to further develop their skills and pedagogy. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers work together to improve teaching and learning in their stages or in particular student groups. There is a particular focus on improving teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own Professional Development to improve their performance and skills.

The results of our self-assessment indicate that our school sits within the Delivering stage of the School Excellence

Framework for the Teaching Domain. Parents and community members have the opportunity to engage in a wide range of school-related activities. The school has productive relationships with external agencies such as universities, business and community organisations to improve educational opportunities for students. There are opportunities for students and the community to provide constructive feedback on school practices and procedures through information sessions and parent and student surveys. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

To improve student outcomes in both Literacy and Numeracy through an increased focus on differentiated teaching and continued assessment.

Purpose

Literacy and Numeracy are the foundations for learning in all of the key learning areas and the core of our work as a school. To provide quality and engaging learning experiences which allow the development of students' abilities to achieve at their highest level.

Overall summary of progress

Staff have continued to use the Literacy continuum to match their students to statements outlining their skills and abilities. We have developed a data wall showing where all students sit on the continuum which supports teacher planning and differentiation. This data is also entered onto the PLAN platform for storage and referral.

Staff have adopted the strategies of specialised reading and writing programs which have supported explicit lesson delivery in our classrooms. Students are benefitting from a deeper understanding of their learning and progress in both reading and writing.

The L3 program has been an excellent success with students showing achievement beyond stage expectations and staff developing an explicit understanding of the program's strategies and processes. The impact on student learning is measured by the qualitative data available to support teacher planning and programming.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers are using Literacy Continuum cluster statements to monitor students' progress in PLAN	Staff are using class data based cluster markers to plot student progress on PLAN platform.	LaST provides support (0.1) for teachers to assess and monitor student progress
Students involved in ES1 L3 will achieve at or beyond expected levels by the end of the year. (4th cluster)	The L3 program has shown a positive improvement in the reading and writing skills of students in Early Stage 1. More than 70% of students are performing at or above expected outcomes.	Support provided by SLISO as L3 program is implemented.

Next Steps

Class teachers will continue to collaboratively map and monitor student progress across Literacy strands and ensure student self-monitoring forms part of this process. Teachers will develop strategies to utilise effective student feedback focusing on improving tasks and understandings.

Strategic Direction 2

Students and staff will be provided with learning opportunities to develop their online learning skills, an understanding of digital technology and skills in using various publishing software.

Purpose

Students will be provided with learning opportunities to develop their online learning skills, an understanding of digital technology and skills in using various publishing software.

Overall summary of progress

Staff actively sought opportunities to further develop their understandings and skills with using ICT in their classrooms. Staff are more cognisant of the necessary ICT skills students need to develop to ensure their continued understanding of digital technology. To this end, staff continue to ensure that the teaching and learning activities they plan are enabling our students to engage with the technology needed as a 21 century learner.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students will develop a range of ICT skills and understandings relevant to their grade.(refer to sequence of skills)	The majority of students are developing their ICT skill set for their grade and this is reflected in their learning projects.	Self sustained program
Staff are using ICT to develop effective teaching and learning activities with their class.	Staff have continued to access a number of communication technologies that support the teaching and learning programs in their classrooms.	Self sustained program

Next Steps

Ensure that the schools scope and sequence of ICT skills is being used as a reference point to monitor student achievement of expected stage skills.

Students will be provided with further opportunities to develop and demonstrate their ICT skills in new and different ways.

Strategic Direction 3

Creating collaborative learning opportunities through partnerships with our community of schools and developing effective engagement with our own school community

Purpose

To provide broader learning opportunities for students and staff at our school by developing stronger and more effective partnerships with our school community and our community of schools.

Overall summary of progress

Teachers have continued to participate in professional learning with colleagues to promote collaborative planning around effective teaching practice and syllabus implementation. The impact has been that teachers feel supported and continue to refine their skills and understandings of Key Learning Areas. Opportunities also exist for staff to develop leadership skills through collaborative professional learning. Our school community continues to be well informed about school activities and have been responsive to opportunities provided to develop a deeper understanding of school programs. There has been an increase in the number of parents willing to support a range of programs in classrooms and across the whole school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
K–2 staff involved in CoS collegiate meetings to collaborate with peers around pedagogy to develop knowledge and share best practice.	Class teacher demonstrating very effective teaching and learning across all Key Learning Areas as evidenced by lesson observations and class programming	\$240 each term for relief to attend meetings (TPL funds)
Principals are sharing professional learning opportunities around leadership and school management	Principals have indicated that collegial meetings have been instrumental in allowing them to provide stronger leadership and management of their schools.	Principals Relief – \$1932
Parents are well-informed and developing a deeper understanding of school programs that impact on their students learning.	Feedback from parent survey indicates parents believed that Literacy workshop was highly valued and supported their understanding of their child's learning.	Quality Teaching, Successful Students (QTSS) (\$483.00)

Next Steps

Our school has a strong professional learning connection with our small school colleagues which we will continue to promote.

Our school will continue to create opportunities to engage our school community in class and school activities in an effort to further develop positive school and community partnerships.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Class programs were supported by School Learning Support Officer (SLSO) to work with small plans. All students demonstrated progress as evidenced by progress on continuum. Funding was also used to enable all K–6 students to participate in annual NAIDOC initiatives.	Aboriginal background funds– \$3368 • (\$0.00)
Low level adjustment for disability	Support for students with ILPs in identified literacy areas was provided by SLSO. Impact was seen in students progress in reading levels and writing skills.	Low Level adjustment for Disability – \$2533
Quality Teaching, Successful Students (QTSS)	Teacher attending K–2 collegial meetings to share collaboratively share effective teaching practice. Parent information session held to develop parent understanding of Literacy development in our school	Quality Teaching Successful Students – \$0
Socio–economic background	Support for students with ILPs in identified literacy areas was provided by SLSO. Impact was seen in students progress in reading levels and writing skills.	Socio Economic Background – \$2958

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	12	10	12	13
Girls	25	28	33	31

In 2016 we continued to maintain a steady level of enrolments. We consistently now sit within the mid forties and numbers for 2017 look even more encouraging. There continues to be a disparity between the number of boys and girls in the school.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	98	92.5	94.9	93.5
1	93.1	96.3	92.4	94.4
2	91.7	94.1	96.2	94.9
3	94	93.5	95.8	94.4
4	92.5	99.1	95.2	88.2
5	87.2	96.7	96.3	95.4
6	96.3	97	94.4	97
All Years	92.6	95.1	94.8	93.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

School attendance has remained aligned with, or above both state averages across the grades. Family holidays during the year impacted on the level of absences in Year 4 which had a small cohort. Our school community is regularly reminded through our newsletter about the importance of students' attendance at school.

Class sizes

Class	Total
MRS WILLIAMS	20
MR CURTIN	25

Structure of classes

With 45 students the classes were structured around a K–2 group and a 3–6 group. This has been the most conducive structure for the best learning outcomes.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

*Full Time Equivalent

There are no Aboriginal staff working in our school.

Workforce retention

Broadwater Public School has an experienced, and enthusiastic teaching and support staff. There are no foreseeable changes to current staffing. We employ experienced casual teachers and provide mentoring to student teachers during practicums.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

Professional Learning courses were undertaken in the following: Seven Steps to Writing Success, School Excellence Framework, School Planning and Milestones, L3, History and Geography Syllabus, K–2 Collegiate meetings, Project Based Learning.

Mandatory courses were completed in CPR, Anaphylaxis, Asthma training, Emergency Care, Child Protection updates and Child Well Being.

All staff are accredited at a level of Proficiency.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	48 599.26
Global funds	66 123.25
Tied funds	38 792.66
School & community sources	25 939.14
Interest	1 066.86
Trust receipts	210.80
Canteen	0.00
Total income	180 731.97
Expenditure	
Teaching & learning	
Key learning areas	12 469.94
Excursions	11 925.33
Extracurricular dissections	5 724.74
Library	2 240.80
Training & development	1 876.90
Tied funds	41 108.95
Short term relief	7 346.81
Administration & office	20 917.32
School-operated canteen	0.00
Utilities	6 581.33
Maintenance	9 301.47
Trust accounts	210.80
Capital programs	10 655.96
Total expenditure	130 360.35
Balance carried forward	50 371.62

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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.

In 2016 seven Year 3 students sat the Literacy assessments. Due to the small number of students it is not possible to report on students' actual results. Generally, the results show that:

A large majority of students achieved results in the proficiency bands (Bands 5 and 6) in Reading, Spelling, Grammar and Punctuation. The school's average score was higher than the state averages and similar school groups in all areas of Literacy

Writing results were not as strong but all students achieved Band 4 or higher.

Eight Year 5 students sat the Literacy assessments. Due to the small number of students it is not possible to report on students' actual results. Generally, the results show that:

The majority of students achieved results in top three bands in Reading, Spelling, Grammar and Punctuation but not Writing

The school's average score was significantly higher than the state averages and similar school groups in all areas of Literacy.

In Numeracy Year 3 students achieved better results in Number, Patterns and Algebra than in Data, Measurement, Space and Geometry.

The school's average score was higher than the state averages and similar school groups in all areas of Numeracy.

In Year 5 Numeracy, again a large majority of the students scored results in the top three bands. Students performed better in Number, Patterns and Algebra than in Data, Measurement, Space and Geometry.

The school's average score was higher than the state averages similar school groups in all areas of Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au>

and insert the school name in the Find a school and select GO to access the school data.

Premier's Priorities

There were a significant number of students (>85%) who achieved the top two bands in Year 3 Reading whilst 43% of students performed in the top two bands in Year 3 Numeracy.

In Year 5, 62% of students achieved the top two bands in Reading and 25% achieved in the top two bands in Numeracy.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the school. The surveys and additional comments provided by parents, students and teachers indicate that:

Parents and staff strongly agree that our school is well connected to its community and encourages parental involvement in the school.

Parents and staff strongly agree that our school promotes its core values and that fair discipline exists within the school.

Parents agree that our school continues to maintain a strong focus on Literacy and Numeracy programs whilst offering a wide range of extra-curricula programs.

Parents agree that there are effective means of communication operating between the school and its community.

Future Focus

Be mindful about the number of additional events that are planned so they don't overcrowd the normal curriculum

Staff believe we need to place more emphasis on timely and effective feedback to students about their performance and skills.

Consideration of using a school app to further promote effective and timely communication to the school community.

Policy requirements

Aboriginal education

The traditional custodians of the land, the Bundjalung people, are acknowledged at all assemblies and community events. All aboriginal students are supported by a Individual Learning Plan. As part of NAIDOC Week activities we joined with our Community of Schools to celebrate indigenous culture through a variety of traditional aboriginal games and activities learning about the rich and diverse nature of the Aboriginal people. Aboriginal perspectives are taught across Key Learning Areas with particular focus in English, Creative Arts, History and Geography.

Multicultural and anti-racism education

Culturally inclusive classrooms and school practices are embedded across all programs for all students. All K–6 students participated in the CWA country study on Mongolia. The students produced colouring competitions, information booklets and powerpoint presentations about the country's physical aspects, people and their culture.

Students and staff once again celebrated Harmony Day by creating a visual display of artworks and participating in craft works around harmony. The theme celebrated in 2016 was “ the strength of our cultural diversity”.