

Deepwater Public School

Annual Report



2016



1742

Introduction

Message from the Principal

2016 was a successful year for Deepwater PS on many levels. All students and staff stepped up to any challenges, accepted and moved with any educational impactful change. Mrs McMillan and I were involved in team teaching within our flexible differentiated learning space. Our SLSO provided additional student learning support within this environment.

We implemented D.E.A.R, which stands for Drop Everything And Read. Students are involved in this for 15 minutes each day after lunch. Students developed a love for reading as their individual reading abilities developed during the year.

TENs was another program we implemented. TENs stands for Targeted Early Numeracy and focuses specifically on the Early Arithmetical Strategies where students are involved in mental computation activities each day at the beginning of our maths lessons for about 10 – 15 minutes. As the year progressed it was rewarding to witness student growth on this aspect of the numeracy continuum.

Parent and community members were provided with more school engagement opportunities and recognised for their support. The P&C were extremely active in planning and hosting a range of fundraisers, while maintaining the weekly Friday canteen option.

Our year ended with, always the best night out in Deepwater, the Annual Presentation Night. Students displayed their talents in three forms; singing, dancing and a drama performance.

Message from the school community

This speech was delivered by our 2016 P&C President – Mrs Jennifer Robertson–Cunninghame

Thank you Miss Carr.

First of all I would like to start by welcoming everyone here tonight. Its always so encouraging to see the community turning up to support small schools in rural areas. Our school is an asset to our community.

This year I have really enjoyed my role as President of this wonderful school's P&C. It has been a very busy year and I would like to thank my wonderful team of executive members.

A very big thank you to my Treasurer, Shirley Crockart. Your commitment to your role kept us on track.

To my Secretary, Alannah Cash, I really could not have done this without you. Thank you for always being available when called up.

I also need to thank our Teaching Principal, Miss Melynda Carr, who went over and above her call of duty to give up weekends to assist our small working committee. What we achieved this year would truly not have been possible without your support, commitment, drive and sense of purpose and passion for our school. After working with you this year, I know our school is in very safe hands. Thank you. And to your staff, Mrs Fran McMillan, Debbie Sturtridge and Leanne O'Donnell who also gave up weekends and spare time to stand side-by-side the P&C to work for the future of our students. You really are amazing professionals with hearts of gold.

The 2016 P & C set out to raise sufficient funds to partially pay for all students to attend Swim School, to help with the running costs of the school bus and, possibly, to support an overnight excursion in 2017.

This year's committee was blessed with a number of fundraising opportunities. The first being to cater for the Deepwater Players Pension Night. The supper that the Committee and the parents provided was sensational, to say the least. So much so that the Deepwater Players provided us with a cheque for one thousand dollars. We thank Jenny Sloman and her amazing team for this very generous donation. We also thank Jude Cox for her monetary donation and the mystery donor who gave \$20, we thank you. This was significant in helping us reach our goals.

The P & C provided its own opportunity for further fundraising by hosting the Trivia Night which is always good fun. This would not have been possible without the ever effervescent Deb Jarrett who donated her time and talent. The solid support of our Teaching Principal Miss Carr and her staff, Mrs McMillan and Debbie Sturtridge who worked along side us for the Saturday was priceless. Without your help we would not have been able to provide the meal we did. We would also like to thank Keith Cunningham for donating the Lamb, Don Burton for donating his time in cooking it. A big thank you to Peter and Lyn Green for the donation of items. We thank Rus Hutchinson for selling tickets and always saying yes to selling tickets. To Juanita Cummings and Margaret Cummings for your amazing cooking and to the Deepwater community and friends who travelled to participate in the fierce competition. A big thank you to you. For our efforts we raised an amazing \$1,757.15!

During Winter we managed to negotiate two loads of firewood to be cut and split by Keith and Jay. These loads were raffled, raising us, approximately, another \$500. Thank you Keith and Jay for your time and effort.

On the political front, 2016 saw two elections, one Federal and one State. The P&C ran a sausage sizzle for both elections. The committee members I would like to thank are Alana Cash, Leane ODonnell, Shirley Crockart, Donna and Jay Jarrett.

Our school canteen, wonderfully managed by Leane ODonnell, provided the children and the parents with a break from the boring lunch box each and every Friday. Thank you Leanne for your diligence and faithfulness, and to the parents who worked hard in the canteen each Friday.

Community support was incredible. Reg Trethewey, Russ Hutchinson, Lyn and Andrew Osborne, Lyn and Peter Green, the Deepwater Bakery, the Deepwater Roadhouse. To the community members who answered to the call out for non perishable donations ... thank you.

I'm overwhelmed by the support, thank you to each and everyone of you.

Then there was Mothers Day, Fathers Day, our annual sports day BBQ ... 2016 was a very busy year for our small working committee ... we were able to meet our goals, swimming lessons, the bus has been clocking up kilometres and our excursion is in the planning stage.

I would like to wish our two year sixes all the best for 2017 and their secondary education and beyond.

I believe the future is bright for our school.

Message from the students

2016 Leaders Summary of each term.

Term 1 by Alex

We were involved in many events this term. Here are most of them; small school swimming carnival, Mildred makes a difference Westpac helicopter, a UNE practicum teacher, Pottery Club visit, ANZAC March, Easter Hat assembly, cross country and our fortnightly scripture.

Term 2 by Hayley

We were involved in many events this term. Here are most of them; NAPLAN, Tenterfield cross country, Book Fair dress up, visit from Healthwise nurse about handwashing, oral health and nose blowing, P&C trivia night, Athletics Carnival, Tenterfield Stannum House excursion, cooked pizza from our school garden vegies.

Term 3 by Billy-Joe

We were involved in many events this term. Here are most of them; Zone Athletics Carnival, Education Week assembly, our practicum student came back for her second block, Peter Harris guided us in creating Mobile Movie Fest short films on the ipads, STEM day with Jennings and Mingoola, uniform rewards lunch at the Roadhouse and Grandparents' Day.

Term 4 by Lilli

We were involved in many events this term. Here are most of them; Remembrance Day ceremony, Healthwise visit about first aid, Jump Rope for Heart, Swim School, History House Museum, Beach to Bush visit, Tenterfield mobile movie fest movie day, Dentist visit and a special visit from a miner and animationist.

School background

School vision statement

At Deepwater Public School we provide educational experiences and opportunities that engage students to be successful and reflective lifelong learners. As we embrace the benefits of being a small school, all students have the opportunities to achieve their personal best. This is provided through engaging and active learning that takes place in safe, professional and supportive educational environments. This is achieved through the delivery of high quality teaching and learning, effective and collaborative partnerships. With the support and commitment from our local community, students will be encouraged to be proud, confident and resilient members of Deepwater Public School and wider society.

School context

Deepwater Public School is a small school in the Northern New England Region of NSW. The school is part of two widespread clusters, firstly the Celtic Country Community of Schools, and secondly the Border Community of Schools. The school has an anticipated enrolment of 17–20 students. Deepwater Public School is recognised for its achievements in performing and visual arts. All Staff are experienced and dedicated, share a strong sense of professional collegiality and are committed to improving student learning outcomes. Students and parents are happy and proud to be a part of the Deepwater PS learning community with many long term traditions in place. The school provides education for students drawn predominantly from the local in town area, with some from properties or Glen Innes. There are 12 families with a total of 16 students enrolled for 2015. School structure consists of Kindergarten to Year 6, with a teaching principal and a second teacher. The School Administration Manager is available 5 days a fortnight and a full time SLSO is employed through Integration funding. You Can Do It! and its core values are embedded throughout the school and classroom teaching and learning programs to promote and sustain Life Long Learners.

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.

In the Learning domain we are predominately sustaining and growing.

There is demonstrated commitment between parents, students and school staff to strengthen and deliver on our school learning priorities. There are evident positive, respectful relationships among students, staff and parents which promote student wellbeing and ensure good teaching and learning conditions for students. We consistently implement a whole – school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. We continue to provide a range of extra-curricular offerings for student development. Teachers extensively differentiate curriculum delivery to meet the needs of individual students K–6. Parents are updated on the progress of their children.

In the Teaching domain we are predominately sustaining and growing.

All teaching staff regularly review and revise teaching and learning programs and routinely review previous content and preview the learning planned for students in class. Teachers provide explicit, specific and timely feedback to students on how to improve. Teachers work together to improve teaching and learning for all students. The school identifies expertise within its staff and draws on this to further develop its professional community. There is a particular focus on improved teaching methods in literacy and numeracy and teachers draw on and implement evidence-based research to improve their performance and development. Teachers understand and implement professional teaching standards.

In the Leadership domain we are predominately sustaining and growing.

Parents and community members have the opportunity to engage in a wide range of school-related activities and they

are positive about the educational provision provided. The school articulates a commitment to equity and high expectations for learning for each student and it responsive to changing needs. Staff are committed to, and can articulate the purpose of each strategic direction in the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students. Practices and processes are responsive to school community feedback.

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

Motivated, successful and reflective lifelong learners

Purpose

To support and develop responsible and self-directed individuals who value learning in order to succeed in the future. To improve learning experiences that result in the development of students' abilities to be motivated, think reflectively and who are literate, numerate and socially aware. This will be evident through the achievement of the general capabilities within each syllabus. Students will be nurtured to become motivated, successful and reflective lifelong 21st Century learners.

Overall summary of progress

During 2016 staff were developing their knowledge, understanding and skills around the history and geography syllabus. A scope and sequence was created, support from within our Learning Alliance occurred and in-house PL.

Teachers were engaging with quality learning goals and success criteria. Teachers were also expanding their quality of learning goals across KLA's. Support for staff around this occurred through PL with a very experienced Principal Support Leadership PSL (R.S). As a result students are beginning to understand what success looks like.

The school continued with the YCDI rewards system, whole-school approach to teaching maths and spelling from 2015.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 100% student growth on literacy and numeracy continuums (PLAN)	All students had personal growth with reference to the literacy and numeracy continuum clusters and markers.	Refer to key initiatives
• 100% of students have personalised learning and well-being goals through which they are able to set and reflect on individual goals	Staff differentiated in teaching and learning programs to meet individualised learning needs. Students were able to see areas where improvements were needed.	Refer to key initiatives
• 100% of students have a portfolio of work samples which are evidence of their development around syllabus general capabilities.	All students compiled a personalised portfolio of work samples. Students took these home at the end of the year.	Refer to key initiatives

Next Steps

- To continue to support teacher PL around assessment for and as learning with a focus on feedback with reference to students learning goals.
- Encourage teachers to program together K–6 for English and have consistent teacher judgement around student achievement.
- Further implementation of quality use of ICT.

Strategic Direction 2

High performing, professional and collaborative teachers and learners

Purpose

To enable staff to actively role model collaborative, collegial and professional practices at Deepwater Public School and among our CoS networks. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire lifelong learning, in line with the Australian Professional Principal Standards and the Australian Professional Standards for Teachers. Staff will be supported to be high performing and professional collaborative teachers and learners.

Overall summary of progress

There was a focus on Assessment for and as learning within teacher programming and PL. Teachers paid particular focus to standards 3, 4 and 5. Both teachers continuously collaborated to ensure consistent teacher judgement. Teachers had shared goals and directions within their PDPs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 100% of staff confidently and successfully teaching with the National Curriculum (NSW editions)	All teaching staff planning and programming with all National Curriculum (NSW editions).	refer to key initiatives
• 100% of staff have developed professional Performance and Development Plans with negotiation with executives, which articulate teaching and learning goals in the context of the Teaching Standards	All teaching staff have PDPs with reference made to assessment for and as learning and Teaching Standards 3, 4 and 5.	refer to key initiatives
• Increase in effective collaboration between Communities of Schools	A small school learning alliance was created between 4 schools to optimise student learning.	refer to key initiatives

Next Steps

- Increased teacher collaboration between colleagues from across the learning alliance to share resources and teaching and learning practises.
- Common direction in PDPs that reflect the school plan.
- Continued consistency across teachers programs, content and judgements with a focus on feedback around learning goals.
- Support for teacher to develop their ICT capabilities to enrich student engagement and learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	<p>A teacher was employed to provide release for staff to develop programs to meet the need of targetted students.</p> <p>SLSO travelled to high school transition program to provide support to identified students.</p>	<p>Teacher salaries \$2182.74</p> <p>SLSO \$110.88</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$3 861.00)
Quality Teaching, Successful Students (QTSS)	<p>This was used for the teaching staff to undertake identified PL in school.</p>	<p>Full time equivalent 0.012 (26 minutes a week)</p>
Socio-economic background	<p>Teaching and Learning resources were purchased. These improved student engagement and provided differentiated materials in a K–6 setting, which in turn improved student outcomes.</p> <p>Funds were used to subsidise excursion and uniform costs for families.</p> <p>A second teacher was employed to provide tier 2 teaching and learning for students in the primary class.</p> <p>A SLSO was employed to provide individualised support to targetted students.</p>	<p>Resources \$2048.47</p> <p>Wellbeing subsidy \$363.19</p> <p>Teacher salaries \$6333.78</p> <p>SLSO salaries \$1621.66</p> <ul style="list-style-type: none"> • Socio-economic background (\$11 329.34)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	19	12	8	9
Girls	14	6	5	7

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.4	99.3	95.1	88.2
1	91.5	95.9	93.4	94.6
2	95.6	97.8	93	91.4
3	95.7	92.7	92.9	86
4	95.4	91.4	82.1	93.5
5	93.9	94.9	87.9	90
6	96.1	90.8	100	85.7
All Years	94.4	94.1	89.4	89.3
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

Class sizes

Class	Total
K - YR 6	16

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.69
Other Positions	0.1

*Full Time Equivalent

Deepwater Public does not have any staff who identify as Aboriginal.

We have 1 full time teaching principal, a second teacher 3 to 4 days a week, part-time SAM, fully funded SLSO and a GA one day a week.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Deepwater PS staff both teaching and none teaching were involved in a range of PL throughout 2016. There was also a lot of targetting in-house PL between the teaching principal and second teacher. We do not have any teaching staff going through the accreditation process, however, we have one who will transition into the new system in the future. We have one teacher who is maintaining their accreditation at Proficient.

Throughout the year we have SDD with 100% participation.

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

Financial information

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

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

Income	\$
Balance brought forward	49 191.40
Global funds	53 009.62
Tied funds	69 551.19
School & community sources	7 205.82
Interest	1 516.42
Trust receipts	1 178.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	5 895.58
Excursions	98.18
Extracurricular dissections	1 494.59
Library	916.51
Training & development	1 681.42
Tied funds	66 847.69
Short term relief	5 448.86
Administration & office	22 789.65
School-operated canteen	0.00
Utilities	8 413.82
Maintenance	4 521.24
Trust accounts	1 178.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

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School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

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. 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.

NAPLAN – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Privacy protocols prevent reporting on student cohorts less than 10. Parents have been informed of their results.

NAPLAN – Numeracy

Privacy protocols prevent reporting on student cohorts less than 10. Parents have been informed of their results.

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Privacy protocols prevent reporting on student cohorts less than 10. Parents have been informed of their results.

Parent/caregiver, student, teacher satisfaction

Parents, grandparents and students were surveyed.

Of all the parent surveys handed out only 9 were returned and these are their responses to each question;

Q1: Does DPS provide educational experiences and opportunities that engage students to be successful? 9 agrees and 0 disagrees

Q2: Do you think all students have the opportunity to achieve their personal best? 9 agrees and 0 disagrees

Q3: Do you feel you have had the opportunity to be involved in your child/rens learning at DPS? 8 agrees and 1 disagree

Q4: Has DPS provided a variety of extra-curricular experiences (eg; excursions, guest speakers etc)? 9 agrees and 0 disagree

Q5: How would you suggest DPS increase positive community involvement?

- more assemblies
- possibly do more community service work (election BBQ are good)
- we think you do a great job
- doing good already
- I think what you do now is adequate. I really don't know what else more you could do
- I think the grandparents days and community assemblies are a great idea

Q6: Do you feel we promote DPS enough? Please provide promotional suggestions.

- I can't answer this other than in personal conversation people don't even consider student* goes to DPS
- You should enter articles about what's going on and students successes in the newspaper

Q7: Additional comments/suggestions for the future.

- I pray for new enrolments
- What you are doing is working fine
- Make a bi-annual excursion

Students were surveyed about assessment for learning. They were asked some general questions such as their favourite subject and why, least favourite and why and then some specific questions about elements of feedback and assessment for learning tool such as the use of paddle pop sticks and the traffic light system.

Most students held a shallow understanding of what feedback means such as: telling someone something; ticking off work samples; sharing ideas; giving advice and checking your work.

A couple of students displayed a developing understanding of feedback with more specific responses such as: someone giving you information to get better at that thing; and telling someone that it is good but you could be better by doing this

These responses will guide our 2017 PL, milestones and PDP's.

Most students agreed that the teachers would inform them about how they are going with their learning. Students said teachers do this by: commenting on work; checking the work; talking to them; marking work; and sitting them down on the floor.

In 2017 we will plan to do smaller group or individual teacher – student conferencing. We also know from student feedback that teachers will need to continue to consistently use the paddle pop system and traffic lights as a tool for assessment for learning.