

Broadwater Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Broadwater** 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.

Steve Curtin

Principal

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Message from the Principal

It is with great pleasure that I present the Annual Report for 2017. This report highlights the achievements and initiatives of our school and the areas for development as we continue to embrace significant changes in public education. These changes have a central goal aimed at producing the best learning environment for our students.

2017 has been a successful and exciting year for our school and its students. In 2017 we achieved the required number of enrolments to enable a third teacher to be employed which was a significant milestone for our small school. With a third class in place our class numbers were reduced considerably meaning more one to one support for our students. 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 wonderful, dedicated staff for their outstanding commitment to their students and for making our school a great place to learn.

Our small school relies substantially on our parents, carers and community members who support us in the many programs and activities we initiate. Thank you all for your continued support and taking the opportunity to be involved in your child's education.

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

Our 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 achieve their personal best to be a successful 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.

School context

Broadwater Public School is a small PP5 school located within the village of Broadwater in the Lismore School Education Group. The school has strong links with its surrounding small schools.

The school is staffed by a Teaching Principal, two full-time classroom teachers, a part-time teacher-librarian and a Learning and Support Teacher (0.1). Other staffing includes a shared School Administrative Manager position (1.0) and a general assistant.

The school and community partnership remains 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.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Learning

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

There is ongoing and demonstrated commitment within our school community that all students are supported and encouraged to achieve their full potential. There is strong collaboration between our parents, students and staff to ensure a positive and productive learning environment.

Our school collects, analyses and uses data to monitor and refine a whole school approach to well-being and engagement to foster quality learning. We believe that our school's behaviour expectations are explicit and consistently applied to promote respectful relationships across the school.

Teaching staff continue to provide a curriculum using evidenced-based teaching practices from which all students can develop their knowledge, understanding and skills. Teachers also differentiate their teaching and learning programs to meet the needs of students at different levels of achievement. Teachers continue to use a range of formative assessments to capture student information about their learning which in turn informs their teaching.

Parents are presented with clear information on what and how well their children are learning and receive information about how to support their children's progress. The school achieves good value-added results with more than 35 per cent of students usually achieving in the top two bands for NAPLAN reading, writing and numeracy. School data indicates that student progress and achievement is consistent across internal and external assessments.

Teaching

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

Our teaching staff collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence based teaching programs. They are skilled at using explicit teaching techniques and strategies to ensure student improvement. 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 use student progress and achievement data to inform decisions around resourcing and the implementation of new programs or initiatives. All staff are proficient in their teaching and continually develop their professional practice and capabilities. They are supported by developing a Performance Development Plan which reflects their capabilities and areas to improve their expertise.

Leading

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

Professional learning in the school ensures that teacher performance and development is realised in a culture of high expectations for every staff member. All staff proactively seek to improve their performance to ensure effective teaching and learning programs for their students. Parents and community members have the opportunity to engage in a wide range of school–related activities and also provide feedback on school performance through meetings, information sessions and surveys.

All staff effectively use technology to enhance their teaching and learning programs. Our school collaborates with the local community with regard to assets and resources to promote benefits to both the school and the community. K–2 teachers work collaboratively with colleagues within our Community of Schools to further develop their skills and pedagogy. Curriculum provision is enhanced by our learning alliances with other local schools.

Our self–assessment process will assist the school to refine our school 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/sef–evidence–guide>

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 and Numeracy continuums to match their students to the statements of skills and understandings. Staff use formative and summative assessments in conjunction with our data wall to determine at what level our students are performing which supports teacher planning. This data is entered onto the PLAN platform for referral. All staff have developed teaching and learning programs that support differentiation for our students.

Our school's curriculum provision and evidence based teaching practices provide a high expectations framework where all students can develop their knowledge, understanding and skills. We continue to incorporate strategies for specialised reading comprehension and writing criteria which have supported explicit lesson delivery in our classrooms.

The L3 program continues to achieve a high level of success with a majority of students showing achievement above stage expectations whilst staff develop an expertise in their practice using the program's strategies and processes. The impact on student learning is evidenced by the qualitative data available to support teacher planning and programming.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers are using Literacy Continuum cluster statements to monitor students' progress in PLAN	No funding required	All students are mapped on our Data Wall for easy reference. Continuum data enables staff to plan differentiated lessons Data is transferred to PLAN platform for electronic recording
Students involved in ES1 L3 will achieve at or beyond expected levels by the end of the year. (4th cluster)	L3 course costs and relief -\$4050	Early Stage 1 and Stage 1 L3 programs have been highly successful as evidenced by the collected data. Data for reading and writing are beyond stage expectations.

Next Steps

Class teachers will undertake professional learning on the new Learning Progressions which will be used to determine where students' skill levels and understandings lie in both Literacy and Numeracy. This will enable teachers to plan and explicitly teach across Literacy and Numeracy strands.

A part of our new school plan is to have students develop the ability to think creatively and critically and develop skills to self-monitor their learning. Teachers will develop strategies to provide effective student feedback so their students can articulate their own learning goals by providing evidence of where they are now and where to next.

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

As students move through the primary years we need to ensure they are developing the necessary skills needed to be a 21 Century learner. With this Strategic Direction students will be provided with opportunities to develop their ICT skills and understandings and use computer applications effectively.

Overall summary of progress

Staff have continued to access professional learning to improve their understanding and use of technology in their classrooms. We have focused on using effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful. All classrooms have a bank of laptops or desktop computers in addition to some tablets being available for App use. All staff use their Smartboards in their daily teaching with access to online resources becoming more prevalent in classroom practice. Staff continue to ensure that the teaching and learning activities they plan enable 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)	Funds Expended (Resources)	Progress achieved this year
Students will develop a range of ICT skills and understandings relevant to their grade.(refer to sequence of skills)	No funding required	The majority of students are able to use hardware (computers/tablets) and software programs (including online) to develop their skills and use for publishing their work.
Staff are using ICT to develop effective teaching and learning activities with their class.	Staff meetings, collegiate meetings and SDD used to provide professional learning for teaching staff.	All staff have improved their knowledge, skills and understandings to effectively incorporate ICT into their lesson planning and teaching.

Next Steps

A considerable grant has been secured which will enable our school to implement a new initiative with Digital Technologies. The grant will allow the opportunity to purchase much needed resources to support the program. Staff will have access to professional learning opportunities to develop their skills and understandings in Robotics and Coding. All students will engage in activities to increase their level of understanding and skills with Digital Technologies.

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

K–2 staff continued to meet as a collegial group in our small schools CoS to promote collaborative planning around teaching practice and special programs. Staff took opportunities to demonstrate instructional leadership by presenting at different sessions.

Principal meetings enabled presentations by department executive around school planning and various reforms. Principals were able to share knowledge and skills related to whole school improvement and instructional leadership.

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. Fortunately, there continues to be a core body of parents who are willing to support a range of programs in classrooms and across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
K–2 staff involved in CoS collegiate meetings to collaborate with peers around pedagogy to develop knowledge and share best practice.	K–2 Collegiate meetings relief– \$1380	Kindergarten staff member found these workshops extremely valuable for sharing teaching practice and syllabus implementation ideas. A number of meetings focused on new digital technologies.
Principals are sharing professional learning opportunities around leadership and school management	Principal Meetings relief – \$3395	Principal meetings included guest speakers (including PSLs and DoE representatives) on topics including School Plans, School Excellence Framework, Milestone Planning and LMBR reforms.
Parents are well-informed and developing a deeper understanding of school programs that impact on their students learning.	No funding required	Parents were provided with opportunities to attend a workshop planned to outline how students learn in Literacy. School newsletter and special notes were also used to share information about school programs and projects.

Next Steps

Our focus over the next 3 years will be to develop a whole school strategy around positive behaviour and well-being. We plan to implement evidence based change to our whole school practices to improve student well-being and engagement to support their learning. We plan to involve our school community in our PLB strategy which encompasses our core values of 'Be Respectful, Be Caring, Be an Achiever.'

Our school plans to create further opportunities to engage our school community in school activities. There will be concerted efforts to further develop parent's understanding of what their children are learning and to promote positive school and community partnerships.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funding received was \$3629</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$0.00) 	Class programs were supported by School Learning Support Officers (SLSO) to work with individual students. All students demonstrated improvement as evidenced by progress on the Literacy and Numeracy continuums. Funding was also used to enable all K–6 students to participate in annual NAIDOC initiatives.
English language proficiency	No funding received for this initiative.	
Low level adjustment for disability	Funding received was \$12896	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.
Quality Teaching, Successful Students (QTSS)	Funding received was \$3352	Staff relief to attend 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.
Socio–economic background	Funding received was \$8908	Funding was used to employ SLSO staff to support in–class programs for identified individuals and groups. Support for students with ILPs in identified literacy areas was provided by SLSO. Impact was seen in students' progress in reading levels and spelling skills.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	10	12	13	22
Girls	28	33	31	30

Our student numbers continue to steadily increase each year. 2017 was the first year in many where we were able to secure numbers for a third teacher. This enabled smaller class sizes and more qualitative student support with their learning.

Our gender imbalance (a significant higher number of girls than boys) is beginning to show signs of balancing out.

We have a steady number of indigenous enrolments and these students generally perform on par with other non-indigenous students.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.5	94.9	93.5	90.1
1	96.3	92.4	94.4	93.3
2	94.1	96.2	94.9	90.7
3	93.5	95.8	94.4	90.3
4	99.1	95.2	88.2	92.1
5	96.7	96.3	95.4	91.8
6	97	94.4	97	97.2
All Years	95.1	94.8	93.9	92
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Students who are absent from school are expected to provide an explanation of their absence within seven days of their return. Students, when returning from an absence, are provided with an absence slip for parents to complete. If parents have not provided an explanation within seven days they are contacted by phone, email or text reminding them of the need to explain the absence.

Parents are made aware of our attendance procedures and expectations on a regular basis through our school newsletter and mobile applications. Where students are showing poor attendance their parents will be contacted by office staff or the principal to appraise them of the importance of their child being in regular attendance at school.

Class sizes

Class	Total
K/1	14
1-3	18
4-6	18

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.33
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

During the 2017 year there were no indigenous staff employed at our school.

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

Principal was involved in the following Professional Learning in 2017:

- LMBR training for Principal
- Enterprise Financial Planning Tool for budgets
- School Planning and Milestones
- NAPLAN Online
- Principal meetings (CoS) around school management and instructional leadership

Teaching staff were involved in the following Professional Learning during 2017:

- LMBR training for roll marking
- Making 2020 Count (Numeracy)
- Comprehension Strategies
- 2 of the 3 teachers were trained in L3 (ES1 and S1)
- CPR/Anaphylaxis
- Collegial learning (CoS) focused on classroom practice and strategies

All 4 teachers have achieved their Proficient Accreditation for 2017.

SASS staff were involved in the following Professional Learning during 2017:

- LMBR training (15 days) for SAM and SAO (2 days)
- CPR/Anaphylaxis
- Understanding and Supporting Student Behaviour
- Enterprise Financial Planning Tool

The total expenditure for Professional Learning in 2017 was \$9029.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income

broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	50,372
Global funds	81,008
Tied funds	45,731
School & community sources	11,814
Interest	723
Trust receipts	853
Canteen	0
Total Receipts	140,129
Payments	
Teaching & learning	
Key Learning Areas	6,066
Excursions	634
Extracurricular dissections	6,626
Library	1,587
Training & Development	2,960
Tied Funds Payments	31,189
Short Term Relief	7,700
Administration & Office	19,509
Canteen Payments	0
Utilities	5,746
Maintenance	2,923
Trust Payments	854
Capital Programs	4,528
Total Payments	90,321
Balance carried forward	100,179

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	111,724
Appropriation	107,714
Sale of Goods and Services	0
Grants and Contributions	3,937
Gain and Loss	0
Other Revenue	0
Investment Income	73
Expenses	-54,242
Recurrent Expenses	-54,242
Employee Related	-34,902
Operating Expenses	-19,339
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	57,483
Balance Carried Forward	57,483

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	574,836
Base Per Capita	6,724
Base Location	2,757
Other Base	565,355
Equity Total	25,432
Equity Aboriginal	3,629
Equity Socio economic	8,908
Equity Language	0
Equity Disability	12,896
Targeted Total	12,800
Other Total	5,149
Grand Total	618,217

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.

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 2017 six 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 majority of students achieved results in the top three bands (Bands 4, 5, 6) in Reading, Writing and Spelling. Student scores in the top three bands for Grammar and Punctuation were lower than usual. The school's percentage of students in the top band was higher than the state average and similar school groups in both Writing and Reading.

Six 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 (Bands 6, 7, 8) in Reading, Spelling and Grammar and Punctuation. Writing scores were lower

with only a small number of students achieving in the top three bands.

The school's percentage of students in the highest band was greater than the state average and similar school groups in Spelling and Punctuation.

Our results in Numeracy for Year 3 were below our expectations and also the averages for previous years. The majority of students achieved Band 3 in Numeracy although students achieved better in Number, Patterns and Algebra than Data, Measurement, Space and Geometry.

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 percentage of students in the top band was higher than the state average and similar school groups in Number, Patterns and Algebra.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

A small number of our families (9) completed the 2017 Tell Them From Me Survey which is a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

There are 7 different areas surveyed and in all areas except one (Parents Support Learning at Home) the results were positive and above the State Norm for Primary Schools.

Overall school results are shown below with the State Norm shown in brackets:

Parents Feel Welcome = 8.9 (7.4)

School Supports Positive Behaviour = 8.7 (7.7)

School Support Learning = 8.4 (7.3)

Inclusive School = 8.3 (6.7)

Parents are Informed = 8.3 (6.6)

Safety at School = 8.0 (7.4)

Parents Support Learning at Home = 5.8 (6.3)

There was one *customised* questions incorporated into our survey and the results were as follows:

Do you believe homework should be a part of your child's education at Broadwater Public School?

Agree (67%), Strongly Agree (8%), Strongly Disagree (25%)

Policy requirements

Aboriginal education

The Bundjalung people, are acknowledged at all assemblies and community events. Aboriginal students are supported by an Individual Learning Plan where necessary. As part of NAIDOC Week activities we celebrated indigenous culture through a variety of aboriginal creative arts activities to promote 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 Harmony Day activities and celebrations.

Students and staff celebrated Harmony Day by creating a visual display of artworks and participating in craftwork, physical games and literature around Harmony. The theme celebrated in 2017 was "Everyone Belongs."

Multicultural perspectives are taught across Key Learning Areas with particular focus in English, Creative Arts, History and Geography.