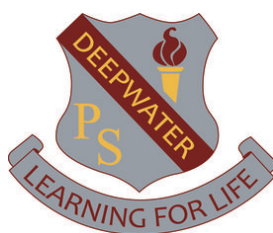


# Deepwater Public School

## Annual Report



2017



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## Introduction

The Annual Report for 2018 is provided to the community of **Deepwater 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.

Rosh Mercer (Relieving Teaching Principal)

Teaching Principal

## School contact details

Deepwater Public School

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## Message from the Principal

As you know we have a small number of students at Deepwater Public School and they are an amazing group of kids. They try really hard, stepping up to challenges; accepting change and are thoughtful. This year we have been lucky to be involved in the Early Action for Success initiative. As a part of this initiative we share an Instructional Leader. Students have had an eventful year. We have combined sporting events with Jennings, Mingoola, Drake and Wytaliba for swimming, cross country and athletics. We attended the NAIDOC day celebrations at Sir Henry Parkes Memorial School. Students performed at the Tenterfield Eisteddfod and came 1st in the Small Schools section.

The P & C have been very supportive again this year with donations towards the excursion to Lake Ainsworth and purchasing presentation book awards. Canteen ran again this year due to the support and help of our P&C. Scripture also continued. Grandparents day was a huge success this year and the new state wide Learning Management and Business Reform was implemented within our school in October. I would like to thank all staff, students, parents and community for their continued support in 2017.

Melynda Carr (Teaching Principal)

## Message from the school community

Our school is an asset to our community. Without a school there really is no village! 2017 has been another busy year. The 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 a 2 night, 3 day excursion to Lake Ainsworth! To do this we ran a Trivia Night, a BBQ on our combined Sports Carnival Day and end of year Christmas raffle. Community support was incredible; every business house supported our school in one way or another! We believe the future is bright for Deepwater Public School.

## 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 opportunity 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 and 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

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.**

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. The school consistently implements a whole-school approach to well being that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. Curriculum provision is enhanced by the Border Ranges Learning Alliance. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide a basis for discussion with parents.

### **In the Teaching domain we are predominately sustaining and growing.**

Teachers regularly use student data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers incorporate data analysis in their planning for learning. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Teachers are actively engaged in planning their own professional development to improve their performance. Teachers work beyond their classrooms to contribute to broader school programs.

### **In the Leadership domain we are predominately sustaining and growing.**

The school community is committed to the school's strategic directions and practices to achieve educational priorities. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. Practices and processes are responsive to school community feedback.

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

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 2017 students and teachers continued to develop and implement their understanding around Visible Learning and providing explicit feedback. K-3 started using a writing wall (data wall) to inform their writing development, while years 4-6 were using a Bump It Up Wall which served the same purpose.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources) | Progress achieved this year  |
|---|-------------------------------|--|
| • 100% student growth on literacy and numeracy continuums (PLAN)  | See Key Initiatives.          | All students demonstrated personal growth in literacy and numeracy which was evidenced by PLAN data and student reports.               |
| • 100% of students have personalised learning and well-being goals through which they are able to set and reflect on individual goals | See Key Initiatives.          | Staff implemented data walls which students used to visibly inform their learning.   |
| • 100% of students have a portfolio of work samples which are evidence of their development around syllabus general capabilities.     | See Key Initiatives.          | All students compiled two personalised portfolios of work samples. One based around literacy and numeracy and the other Creative Arts. |

### Next Steps

As apart of EafS we will continue with a similar process. In 2018 we will move into Learning Progressions and professional learning will be available for staff in order to use these to inform teaching and learning. Visible learning and feedback will continue to be a part of our teaching and learning focus until it becomes embedded practice.

## 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

In 2017 teachers continued to work with the schools Instructional Leader to collect, implement and analyse assessment data to inform teaching and learning.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources) | Progress achieved this year  |
|---|-------------------------------|--|
| <ul style="list-style-type: none"><li>• 100% of staff confidently and successfully teaching with the National Curriculum (NSW editions)</li></ul>   | See Key Initiatives.          | Student portfolios demonstrated teachers ability and confidence to successfully teach using the National Curriculum (NSW Editions) outcomes. |
| <ul style="list-style-type: none"><li>• 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</li></ul> | See Key Initiatives.          | Staff used professional learning goals to participate in professional learning opportunities and improve practice through self-reflection.   |
| <ul style="list-style-type: none"><li>• Increase in effective collaboration between Communities of Schools</li></ul>  | See Key Initiatives.          | Progress towards and achievement in developing Scope and Sequences, STEM days and sporting/cultural opportunities.                           |

### Next Steps

Support from the Instructional Leader will continue as does our EAfS journey. Our 2018–2020 strategic school plan and directions will directly inform our next steps.

| Key Initiatives                                     | Resources (annual)  | Impact achieved this year  |
|---|---|--|
| <b>Low level adjustment for disability</b>          | <p>A teacher was employed to provide release for staff to develop program scope and sequences and content to ensure student needs are consistently targeted and national curriculum outcomes met.</p> <p>An SLSO was employed to support the implementation of program content.</p>   | <p>Teacher Salaries \$1 342.94</p> <p>SLSO \$2 517.64</p>  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | <p>This was used for the teaching staff to undertake identified PL in school.</p>   | <p>Full time equivalent 0.012</p> <p>(26 minutes a week)</p>   |
| <b>Socio-economic background</b>                    | <p>Teaching and learning resources were purchased to improve student engagement and consistently provide differentiated materials in a K-6 setting, which in turn improved student outcomes.</p> <p>A second teacher was employed to provide tier two teaching and learning for primary students.</p> <p>An SLSO was employed to provide individualised targeted support to students.</p> | <p>Resources \$1 254.27</p> <p>CAPA \$225.00</p> <p>Teacher Salaries \$8 840.00</p> <p>SLSO Salaries \$16 950.00</p> |



## Student information

Student attendance was low in 2017 due to illness and family well-being commitments.

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 12         | 8    | 9    | 7    |
| Girls    | 6          | 5    | 7    | 6    |

### Structure of classes

Again in 2017 we operated as two class groups (K–3 and 4–6) for two days of the week and the remaining three were as one whole class K–6.

Again in 2017 we operated as a Kindergarten to Year Six multi-stage class.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 99.3 | 95.1 | 88.2 | 92.5 |
| 1         | 95.9 | 93.4 | 94.6 | 83.7 |
| 2         | 97.8 | 93   | 91.4 | 90.3 |
| 3         | 92.7 | 92.9 | 86   | 86.9 |
| 4         | 91.4 | 82.1 | 93.5 | 91   |
| 5         | 94.9 | 87.9 | 90   | 83.9 |
| 6         | 90.8 | 100  | 85.7 | 92.1 |
| All Years | 94.1 | 89.4 | 89.3 | 89.1 |
| 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

Parents are contacted if students are absent without a note or phone call. When parents know students are going to be away for appointments or special circumstances they fill in an absence form that is entered into the database. Upon return for students who have not previously informed the school of absence, parents are required to fill in the absence slip. If we notice specific trends we will contact parents and/or put general information in the newsletter. As apart of our general well-being programs school attendance is encouraged.



## Workforce information

### Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Deputy Principal(s)                   | 0    |
| Assistant Principal(s)                | 0    |
| Head Teacher(s)                       | 0    |
| Classroom Teacher(s)                  | 0.24 |
| Teacher of Reading Recovery           | 0    |
| Learning & Support Teacher(s)         | 0.2  |
| Teacher Librarian                     | 0.08 |
| Teacher of ESL                        | 0    |
| School Counsellor                     | 0    |
| School Administration & Support Staff | 0.99 |
| Other Positions                       | 0    |

\*Full Time Equivalent

No staff identify as Aboriginal.

Deepwater Public School has one full time teaching principal, a second teacher three days a week, part-time School Administration Manager, part-time Student Learning and Support Officer and a General Assistant 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             | 0          |

### Professional learning and teacher accreditation

Teaching and non-teaching staff were involved in targeted or personally identified Professional Learning. The K-3 teacher was involved in L3S1 training as a part of the Early Action for Success initiative. Teaching staff were provided with Professional Learning from the Instructional Leader. Throughout the year all Staff Development Days saw 100% participation.

## 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.

Deepwater Public School has no significant variation between income and expenditure to report on.

Deepwater Public School received 80% of student voluntary contributions, and used these funds to purchase consumables for student learning.

| Receipts                       | \$            |
|--------------------------------|---------------|
| <b>Balance brought forward</b> | <b>62,367</b> |
| Global funds                   | 62,951        |
| Tied funds                     | 34,654        |
| School & community sources     | 13,487        |
| Interest                       | 880           |
| Trust receipts                 | 1,160         |
| Canteen                        | 0             |
| Total Receipts                 | 113,132       |
| <b>Payments</b>                |               |
| Teaching & learning            |               |
| Key Learning Areas             | 15,702        |
| Excursions                     | 874           |
| Extracurricular dissections    | 830           |
| Library                        | 613           |
| Training & Development         | 3,045         |
| Tied Funds Payments            | 35,345        |
| Short Term Relief              | 4,988         |
| Administration & Office        | 24,315        |
| Canteen Payments               | 0             |
| Utilities                      | 7,894         |
| Maintenance                    | 5,113         |
| Trust Payments                 | 1,114         |
| Capital Programs               | 0             |
| Total Payments                 | 99,834        |
| <b>Balance carried forward</b> | <b>75,665</b> |

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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 0                       |
| <b>Revenue</b>                        | 77,966                  |
| Appropriation                         | 75,765                  |
| Sale of Goods and Services            | 104                     |
| Grants and Contributions              | 2,097                   |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 0                       |
| <b>Expenses</b>                       | -25,336                 |
| Recurrent Expenses                    | -25,336                 |
| Employee Related                      | -19,024                 |
| Operating Expenses                    | -6,312                  |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 52,630                  |
| <b>Balance Carried Forward</b>        | 52,630                  |

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.

In 2017, Deepwater Public School commenced LMBR live.

Intended use of current funds available can be found in the 2018 Deepwater Public School Profile.

## Financial summary equity funding

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

|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 262,852                 |
| Base Per Capita       | 2,445                   |
| Base Location         | 9,083                   |
| Other Base            | 251,324                 |
| <b>Equity Total</b>   | 60,348                  |
| Equity Aboriginal     | 2,027                   |
| Equity Socio economic | 33,529                  |
| Equity Language       | 616                     |
| Equity Disability     | 24,175                  |
| <b>Targeted Total</b> | 0                       |
| <b>Other Total</b>    | 21,784                  |
| <b>Grand Total</b>    | 344,984                 |

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.

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

Visit Deepwater Public School's My School webpage to explore detailed historical and current information and data for national literacy and numeracy testing as published by the Department of Education.

Go to <https://www.myschool.edu.au/school/42434> to access the data.

## Parent/caregiver, student, teacher satisfaction

A community survey was conducted but due to the small amount of returned surveys we are unable to publish their responses without identifying families. These surveys are accessible at school.

## Policy requirements

### Aboriginal education

Deepwater Public School is committed to consistently improving the educational outcomes for Aboriginal and Torres Strait Islander students by embedding an appreciation of their culture into daily learning tasks, acknowledging cultural events such as NAIDOC Week and Sorry Day and providing individualised learning plans that specifically target learning needs.



### Multicultural and anti-racism education

Deepwater Public School is an inclusive and highly supportive learning environment that encourages outstanding achievement of the curriculum.

A school based ARCO responds to any racism issues and follows policy and procedure to minimise impact.

Our wellbeing programs ensure school and community harmony.

### Other school programs

Our Border Ranges Small Schools Learning Alliance was significantly strengthened throughout 2017. Staff and students enjoyed a number of educational, sporting and cultural learning days.