

# Broadwater Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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.

Steve Curtin

Principal

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## Message from the Principal

The 2018 school year was filled with a wide range of learning opportunities that were both successful and rewarding.

Our small team of teachers has worked closely throughout the year to ensure the delivery of quality teaching and learning programs. Our hard-working Parents and Citizens Association has supported the school by promoting our school programs and providing funds to purchase resources.

As we move into 2019 we acknowledge the outstanding and tireless work done by our staff, students and our parents in making our school a center of quality learning where students love to be. Staff will continue their Professional Learning journey to ensure literacy and numeracy are the key focuses of our school programs whilst endeavouring to empower our students to be more independent with and informed about their learning. Our staff continues to embrace new technologies to support and facilitate 21 century learning.

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.

## 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 and challenged to do 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 Lennox Coast School Education Group. The school has a current enrolment of 53 students and has strong links with the surrounding small schools.

The school is staffed by a Teaching Principal, one full-time classroom teacher, a full time temporary teacher, a part-time teacher-librarian and a Learning and Support Teacher (0.1). Other staffing include a 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 achievements. 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 and participated in an External Validation. 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. During the External Validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

### Learning

The results of this process indicated that in the School Excellence Framework Domain of Learning our staff believe that we are **Sustaining and Growing**. This judgement is based on the following:

- Our school endeavours to create positive partnerships with our parents by ensuring that we engage in strong communication and collaboration. Our school community is committed to supporting us to ensure that all students make expected learning progress.
- Our Positive Learning Behaviours (PLB) program is directly linked to our School Plan and uses evidence based practices to implement a whole-school approach to well-being. We ensure that our parents have opportunities to provide feedback about their child's well-being and engagement.
- Staff use a range of assessment tools to capture information about their students to inform future planning and improve student learning outcomes.

### Teaching

The results of this process indicated that in the School Excellence Framework Domain of Teaching our staff believe that we are **Delivering**. This judgement is based on the following:

- Our teachers are skilled in using explicit teaching strategies that identify and respond to individual student learning needs. Individual Learning Programs and differentiation of curriculum delivery support the needs of all students in their learning.
- All professional learning is aligned to our school plan, PDP's and DoE requirements ensuring that all teachers design and implement effective teaching and learning programs.
- We have opportunities for collaborative practice within our school and across our Community of Schools for both

principals and teachers.

- Teachers use data from assessments to reflect on the quality of teaching strategies and the impact on student learning.

### **Leading**

The results of this process indicated that in the School Excellence Framework Domain of Leading our staff believe that we are **Delivering**. This judgement is based on the following:

- The school provides opportunities for students and the community to provide feedback through surveys. Information gathered supports future planning including resource allocation.
- The school is held in high regard in our school community which is evident with the support we receive for our school programs and the high attendance of parents at school related activities.
- Staff are developing a stronger understanding of the need to collaboratively plan, develop and review our School Plan and its Milestones
- Technology is more effectively used in our learning programs and service delivery.

Our self-assessment and the external validation 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

Inspiring and delivering high quality student learning

### Purpose

To provide relevant, engaging and challenging learning experiences to build capacity of all students to think critically and creatively and achieve their full potential with their learning.

### Overall summary of progress

The basis for this Strategic Direction focuses on students being the best learners that they can be. Teaching staff are developing within our students the skills and understandings of how to be assessment capable learners. Our focus for this year was to build the capacity of our students to become more critical and creative with their thinking.

This project involved incorporating the Minds Wide Open program into our classrooms. This included weekly creative and critical thinking activities enabling students to approach learning tasks from different and often unusual perspectives. In addition we explicitly taught the seven Dispositions regarded as essential for critical and creative thinking. The impact was evidenced through the way students approached different learning activities within their classrooms.

Our second program focused on improving writing across our school. Teaching staff attended professional learning around the Literacy Learning Progressions and PLAN 2. As a result of this training we identified areas in Writing to be the focus in our teaching programs. The progression statements on sentence structure and punctuation will be the focus for explicit teaching and for students to self-monitor their own learning.

As we move into 2019 it is planned for these two programs to become interdependent with Writing being our vehicle for Visible Learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students are able to monitor and articulate their learning goals	\$600	Students in Years 2–6 have been introduced to "I Can..." statements as a forerunner to understanding Learning Intentions and Success Criteria which will be introduced in the second year of our School plan
A high proportion of students in Year 3 and Year 5 will achieve in the top two bands for NAPLAN Writing by 2020		<p>The majority of Yr 3 students were placed in the middle three bands (Bands 3, 4, 5) for Writing.</p> <p>There was a noticeable improvement in Yr 5 Writing scores which spread across the top middle 3 bands but with higher percentages in the higher of these 3 bands.</p>

### Next Steps

Following on from developing the ability of our students to think creatively and critically, we now move to the phase of our students taking more ownership and responsibility for their learning through developing their skills to self-monitor their learning and determine next steps.

In the second year of our plan, staff will begin a professional learning journey focusing on 'Visible Learning' which will be incorporated through our Writing for Success program. We intend to embed processes that enable our students to reflect on how they best learn and where they are at with their learning. We want to provide our students with the opportunity to take ownership of their learning by understanding Learning Intentions and Success Criteria.

## Strategic Direction 2

Inspiring and delivering quality teaching and professional learning

### Purpose

Staff will be provided with focused professional learning opportunities to develop their teaching skills and practice to ensure quality learning for our students.

### Overall summary of progress

Staff completed the 'Minds Wide Open' professional learning which encompassed Creative and Critical thinking as its core element. Following on from this, staff implemented class programs around creative and critical thinking challenges and the Seven Dispositions for learning. This program was the precursor to our main project which centers on Visible Learning which will commence in 2019.

Staff also participated in professional learning to support and improve their skills and understanding of Digital Technologies. Our federal grant (\$20 000) enabled our school to purchase additional laptops, Ipads, robots and other resources for our 'To Infinity and Beyond' project. This whole school project involved weekly Robotics groups which focused on using coding and programming. The project was a steep learning curve, particularly for staff, but was very successful in terms of the impact it had on student engagement and learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A significant number of students have increased their level of understanding and skills with Digital Technologies.	\$500	All K–6 students were involved in our Robotics program which ran each week across four stage groups. The students were fully engaged and with parental support increased their knowledge and skills with coding and programming robots
Staff have improved their ability to plan and implement lessons involving Digital Technologies.	\$3300	Staff attended professional learning in Digital Technologies and Robotics. Through this learning and planning lessons, staff have developed a strong basic understanding of the Digital technologies curriculum.
Teachers are using reliable assessments to capture information about student learning		Staff will further explore the assessment tools to be used across our school in 2019

### Next Steps

Teachers will undertake the 'Visible Learning' professional learning to enable them to regularly evaluate their impact in the classroom and adjust their teaching methodology in response to what they see. The concept of clearly understanding the impact of teaching practice on students' learning is an essential component.

Staff will use Visible Learning Research (effect sizes) and the 'What Works Best' document to support their understanding of what a high impact classroom looks like.

The Digital Technologies program will continue into 2019 but in a caretaker mode as we consolidate both teaching staff and students' understandings and skills. As we consolidate, we are aiming for these to be incorporated into our everyday lessons.

Additionally, in 2019 we as a staff plan to develop a more consistent and systematic process for collecting and analysing data.

### Strategic Direction 3

Leading school community and collegial partnerships in learning

#### Purpose

To strengthen learning opportunities for students and staff at our school by developing collaborative and effective partnerships between our school and the broader school community.

#### Overall summary of progress

We have commenced the process of implementing evidence based change to our whole school practices to improve student well-being and engagement to support their learning. Our PLB strategy has been developed with input from all stakeholders (community, staff and students). The program is now incorporated into our school routines and will continue to form the basis of our student welfare and well-being program.

Leadership has continued to develop a culture of high expectations within the whole school community allowing for continued improvement in performance and development. Our staff remain dedicated to be the best educators they can, by continually developing their teaching expertise and classroom management.

Our school community is very supportive of our school's programs and initiatives. Although we are witnessing a gradual decrease in the available helpers to physically support our programs, we believe this is due to the ever-increasing need for them to be a part of the workforce. There has been a continued effort to further develop parent's understanding of what their children are learning and to promote positive school and community partnerships.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data indicates that a high proportion of students demonstrate positive behaviours in the classroom and playground		Expected behaviours are printed on posters and are on display in designated school areas. Lessons are designed for explicit teaching.  Student Data recorded on ebs ONTRACK indicates that negative behaviours continue to decrease and positive behaviours are increasing. Usually, only a small percentage of students have negative behaviours recorded against them in any week.
Majority of our parents are able to describe our school expectations around positive behaviours		Parents were supportive of this program and a number of parent feedback forms were received. A high majority of our parents have high expectations around student behaviour and respect.
A higher number of parents have a deeper understanding of learning programs in Numeracy and Literacy.		We again conducted parent workshop sessions for Literacy and Numeracy. We had about 15% of our families attend.

#### Next Steps

Our school will continue with our PLB strategy and embed the expected student behaviours into our everyday classroom and playground routines. Ideally we want our classrooms to reflect the behaviours of self-motivated and engaged learners who feel happy and safe.

Our school community will continue to be a vital partner in our school and its programs. Every opportunity will be provided to enable our parents and carers to be a valued part of our school programs and their child's learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Funding received was: \$7 488	Class programs were supported by School Learning Support Officers (SLSOs) to work with individual students. All students with an ILP (including aboriginal students) were targeted with individual support. Students demonstrated improvement as evidenced by progress on the Literacy continuum.
<b>Low level adjustment for disability</b>	Funding received was: \$14 033 = LaST (\$10 441 = 0.1)  Flexible (\$3 622)	Our LaST position was for one half day each week. During this time our LaST worked as a team teacher in classrooms, with small groups or on individual learning programs.  Additional support for students with ILPs, in identified literacy areas, was provided by our SLSOs. Impact was seen in students' improved progress in reading levels and writing skills.
<b>Quality Teaching, Successful Students (QTSS)</b>	Funding received was: \$9 162	Funds were used for staff relief to attend K–2 collegial meetings to collaboratively share effective teaching practice. Funding also supported two staff to attend professional learning for L3 program.  Parent information sessions held to develop parent understanding of Literacy/Numeracy teaching in our school.
<b>Socio–economic background</b>	Funding received was: \$10 481	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			
	2015	2016	2017	2018
Boys	12	13	22	22
Girls	33	31	30	29

Our school has again witnessed a positive rollover of enrolments into 2019. We had 53 students enrolled as at the census date in Term 1 Week 2 2019. We have enjoyed a stable student population over the past 3 years.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	93.5	90.1	91.9
1	92.4	94.4	93.3	92.2
2	96.2	94.9	90.7	93
3	95.8	94.4	90.3	91.1
4	95.2	88.2	92.1	91.2
5	96.3	95.4	91.8	95.3
6	94.4	97	97.2	93.6
All Years	94.8	93.9	92	92.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

School attendance has remained closely aligned with state averages across the grades. There are instances where family holidays during the year impacted on the level of absences in certain grades. This is particularly relevant when we have a small cohort of students. Our school community is regularly reminded through our newsletter about the importance of students' regular attendance at school.

### Attendance Action Process

When a student returns from an absence they are provided with an absence slip to be taken home, completed by parent or carer and returned to school the following day. (Class Teacher)

If the student has been absent from school for 3 days or more, a phone call will be made enquiring about absence. (Office staff) The explanation can be recorded if given over the phone.

After 3 days if no explanation has been received an Absentee Notice is sent home as a reminder about DoE policy. (See Absentee Letter link)

After 7 days if no explanation has been received, a phone call will be made indicating that an absence explanation is required immediately or the absence becomes unexplained. (Office staff) Parents have a further two days to provide an explanation after this initial 7 days.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.38
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

During the 2018 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	0

## Professional learning and teacher accreditation

**Principal** was involved in the following Professional Learning in 2018:

SAP Training for Principals

eFPT budget training

School Planning and Milestones

Principal meetings (CoS) around school management and instructional leadership (\$36)

External Validation (\$1442)

Using Data with Confidence (\$500)

Scout

**Teaching staff** were involved in the following Professional Learning during 2018:

ES1 and S1 teachers were trained in L3 (\$2 254)

Minds Wide Open –Creative and Critical thinking(\$560)

CPR/Anaphylaxis (\$360) / Child Protection

Collegial learning (CoS) focused on classroom practice, curriculum and teaching strategies (\$1200)

Digital technologies (\$2200)

Robotics – EV3 (\$1100)

Learning Progressions (\$1000)

Effective Reading Strategies (\$500)

Formative Assessment

3 teachers have achieved their Proficient Accreditation for 2018 and one teacher has Graduate status

**SASS staff** were involved in the following Professional Learning during 2018:

LMBR Training (\$180)

CPR/Anaphylaxis

Website training

Enterprise Financial Planning Tool

The total expenditure for Professional Learning in 2018 was \$11 332.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	57,483
<b>Revenue</b>	741,871
Appropriation	700,503
Sale of Goods and Services	2,870
Grants and Contributions	37,622
Gain and Loss	0
Other Revenue	0
Investment Income	875
<b>Expenses</b>	-718,118
Recurrent Expenses	-718,118
Employee Related	-641,954
Operating Expenses	-76,163
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	23,753
<b>Balance Carried Forward</b>	81,235

Our school plans a draft budget based on previous years' actuals. The draft budget is transferred to the eFPT budgeting tool and monitored on a regular basis.

The staff planning for permanent and temporary staff is submitted in the eFPT using our Teaching/Non Teaching Entitlement and our Flexible Funding.

The Principal and the SAM have mid-term meetings to determine actuals against planned expenditure.

Planned Capital expenditure in 2018 was to:

Purchase two new signs for the school (\$2 888 and \$895)

Planned use of funds in 2019:

New mower

Professional Learning (Visible Learning – \$6000)

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### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	608,427
Base Per Capita	10,055
Base Location	3,295
Other Base	595,077
<b>Equity Total</b>	32,003
Equity Aboriginal	7,488
Equity Socio economic	10,481
Equity Language	0
Equity Disability	14,033
<b>Targeted Total</b>	30,971
<b>Other Total</b>	9,771
<b>Grand Total</b>	681,172

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 five 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:

Results for 2018 were lower than previous years across all Literacy areas. The majority of students were placed in the middle three bands (Bands 3, 4, 5) for Reading,

Writing and Spelling. Student scores in Spelling were lower than usual with one student scoring a minimum standard.

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:

1. The majority of students achieved results in top three bands (Bands 6, 7, 8) for Reading, Spelling and Grammar and Punctuation. There was a noticeable improvement in Writing scores which spread across the top middle 3 bands but with higher percentages in the higher of these 3 bands.
2. The school's percentage of students in the highest band was greater than the state average and similar school groups in Reading, Grammar and Punctuation.

Our results in Numeracy for Year 3 were below our expectations and also the averages for previous years. All students achieved in the Middle 2 Bands in Numeracy with students achieving better in Number, Patterns and Algebra.

In Year 5 Numeracy, again a large majority of the students scored results in the top two bands. These results were significantly higher than results from State and Similar Small grouped schools.

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.>

The Premiers Priority is to achieve an 8% increase of students in the top two bands for Reading and Numeracy by 2019.

In light of this target our school has improved its total students in the top two bands from 33% to 36% since 2017. Year 3 and 5 Reading is quite strong (40% and 50% respectively) but the Year 3 Numeracy results (0%) are an area we need to strengthen if we are to achieve these targets.

## Parent/caregiver, student, teacher satisfaction

A small number of our families (7) completed the 2018 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 = 9.1 (7.4)

School Supports Positive Behaviour = 8.8 (7.7)

School Support Learning = 8.4 (7.3)

Inclusive School = 8.8 (6.7)

Parents are Informed = 8.6 (6.6)

Safety at School = 8.7 (7.4)

Parents Support Learning at Home = 5.4 (6.3)

**There was one *customised* question 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 (50%), Strongly Agree (17%), Strongly Disagree (33%)

## 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 needed. 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 artworks and participating in craftwork, physical games and literature around Harmony. The theme celebrated was "Everyone Belongs."

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