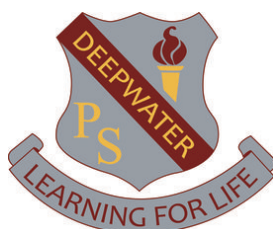


Deepwater Public School

Annual Report



2018



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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.

Miss Melynda Carr

Teaching Principal

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Message from the Principal

This year has seen many positive staffing changes within the school community. Towards the end of the year we welcomed a number of new families to our learning community. We continued to work closely with our Border Ranges Small School Alliance for sporting and professional learning opportunities. Students worked hard towards their individual targets, whilst the school's Instructional Leader continued to provide data informed support for teaching and learning.

Once again, our P&C was very active in supporting the school, students and extra activities. They hosted their first ever movie night.

All staff, students and families must be thanked for their efforts over the year.

Message from the school community

2018 has seen the P & C Committee raise money from our Annual Easter Raffle, two Wood Raffles donated by the Zietek and Robertson–Cunninghame families respectively and Christmas Raffles featuring donations from Deepwater Businesses. Thank you to each and every one of you from The Deepwater Public School and Deepwater community. Your generosity in buying or selling tickets, donating your time, vouchers and money; or providing fundraising opportunities is greatly appreciated.

Catering for The Deepwater Players, a Literacy and Numeracy Professional Learning Day and Small Schools Athletics Carnival were a nice change in our fundraising. The Family Movie Night was also enjoyed by all. To the Cummins family, please accept our sincere thanks for all your efforts whilst on the P & C Committee. In particular, organising weekly canteen volunteers where you generously provide and donate all food items towards. The canteen looks amazing after refreshing with a new tiled splash back by Mr Ruming and repainting, generously donated by P & C Committee members the Warn's. Absorbing The Deepwater Scarecrow and Wool Festival Committee's hugely generous donation of money, assets and continued support from their past committee members for our future festival was a welcome surprise. David Vine joined our P & C Committee and is our Treasurer which we are truly grateful for.

This year the P & C has donated money towards new outdoor seating for Deepwater Public School students, running of the school bus, shared electricity for canteen use, all student swimming lessons and student book prizes presented at presentation night. Students enjoyed their end of year excursion to Shake, Rattle & Bowl.

Thank you Miss Carr Principal, Miss Rosh Mercer Relieving Principal, Mrs Farr, Mrs Sharwood, Mrs Garth, Mrs Sturtridge and Mr Ruming; for your dedication and support to the students, P & C Committee and Deepwater Public School. It is greatly appreciated from the P&C Committee 2018.

School background

School vision statement

At Deepwater Public School we provide educational, sporting, cultural and social educational opportunities that engage students to be successful and reflective lifelong learners.

Our strong literacy and numeracy pedagogy directly supports the Department of Education's Strategic Plan performance measures and goals.

We embrace the benefits of being a small school by providing opportunities for staff and students to achieve their personal best. These opportunities occur through the delivery of engaging and active learning that takes place in a safe, professional and supportive educational environment.

Staff and students achieve this through consistently setting high expectations, delivering quality teaching and learning programs, developing effective and collaborative partnerships and participating in purposeful communication within a community of schools.

With the support and commitment from our local community, students are consistently encouraged to be proud and resilient learners and active and confident participants within our ever-changing, challenging world.

School context

Deepwater Public School is a small school in the Northern New England Region of NSW. The school is part of the Border Ranges Small Schools Learning Alliance and we regularly share educational, sporting, cultural, and social experiences with these schools.

Staff are highly innovative and dynamic, sharing a strong sense of professional collegiality and commitment to improving individualised student learning outcomes.

The Deepwater Public School Parent & Citizens Association aims to consistently improve school infrastructure and educational opportunities for our students. We work together to enable and encourage communication between parents and the school to create a strong and active school community.

The school provides education for students drawn predominately from the Deepwater township and surrounding rural areas. School structure consists of Kindergarten to Year 6 in multi-stage classrooms supported by an enthusiastic and active staff team..

Growth Mindsets, Visible Learning and Wellbeing Initiatives, including their core principles, are embedded throughout the schools pedagogy. Classroom teaching and learning programs are purposely designed to promote and sustain reflective future focused 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.

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

In the Teaching domain we are predominately sustaining and growing.

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

In the Leading domain we are predominately sustaining and growing.

The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

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 future-focused learners.

Purpose

Support and develop responsible, motivated and reflective learners who are empowered to be successful academically, physically, emotionally and socially in an environment that nurtures, inspires and encourages learning for life.

Overall summary of progress

All students made personal growth in literacy and numeracy as evidenced by their individual semester reports and school based assessment evidence. K–2 were closely monitored through ALAN as per EAFS expectations. Throughout 2018 the school provide a range of additional educational days, activities or experiences. During the Small School combined sporting events attendance and participation was high. Student attendance and engagement was significant during events such as Life Ed Van, STEAM day, 000 day, NAIDOC day and the senior leadership day. Teachers continued to implement data informed evidence based teaching and learning experiences. The school made and demonstrated commitment to high quality health and wellbeing strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students demonstrating growth in literacy and numeracy.	See key initiatives over page.	All students demonstrated personal growth in literacy and numeracy as evidenced by school based data.
100% student participation in educational, sporting, social and emotional opportunities.	See key initiatives over page.	Full student participation in events unless they were medically excused.
100% increase in student's ability to identify and measure their success through visible learning.	See key initiatives over page.	Some self assessment occurred in some KLA's. This is a milestone for 2019 and beyond.
(If growth in learning does not occur, the school will implement focussed learning programs to address any concerns)	N/A	N/A

Next Steps

In 2019 we will make improvements in:

- the school based assessment collection and analysis among the 3–6 grades
- continue to nature wellbeing initiatives to foster student wellbeing in a variety of ways relevant to our context and resources
- commit and participate in the Corwin Visible Learning Plus professional learning (2020)
- collaborate across the Small School Alliance around professional learning on Visible Learning
- provide students with the opportunities to participate in UNSW assessments

Strategic Direction 2

High performing and collaborative quality teaching and learning.

Purpose

Develop staff to deliver high performing and collaborative quality teaching and learning within a flexible differentiated curriculum underpinned by high expectations.

Overall summary of progress

During 2018 a skilful technology teacher incorporated a selection of STEAM based learning tasks on a regular basis using her personal resources. Some PL was presented to teaching staff around Digital Technologies. Teaching staff always differentiated teaching and learning and at times experimented with VL elements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff understand and implement differentiated quality teaching and visible learning.	See key initiatives over page.	All main CRT's differentiated their classroom teaching.
All staff confident in programming and delivering STEAM based learning opportunities.	See key initiatives over page.	Some increased staff confidence in experimenting with STEAM elements.
All staff will confidently collect, analyse and use data to inform teaching and learning.	See key initiatives over page.	Embedded progress in K–2 for literacy and numeracy. Progress for 3–6 in a range of KLA's as evidenced by assessment folders.

Next Steps

In 2019 we will make improvements in:

- further develop a Rural and Remote teacher to share expertise among small schools
- encourage students to participate in other external assessments such as ICAS and REACH
- collaborate with small schools around Visible Learning (VL)
- join the Corwin group for VL plus PL (2020)
- participate in the DoE Assessing for Impact initiative
- goal for casuals and CRT to be detailing their differentiation in forward planning
- improved collegiality with critically analysing school and external data to improve teaching and learning
- more work on "how" to collect and store authentic data

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	This money was put towards employing a teacher to optimise student learning in two composite class groups. \$1520.45	Teaching and Learning programs were differentiated. Students participated in a NAIDOC commemoration with a neighbouring school. Please refer to SD 1 as this was used for Teaching staff.
Low level adjustment for disability	This money was also put towards extending the employment of the teacher so classes could remain in two composite groups to meet individual needs. An SLSO was also utilised out of this money. \$4988	Teaching and Learning programs were differentiated. The SLSO support student learning predominately in the K–2 setting. Please refer to SD 1 & 2 as this was used for Teaching staff.
Socio–economic background	This money was also used to employ the teacher, SLSO and buy teaching resources relevant to our context. \$15340	As above. Please refer to SD 1 & 2 as this was used for Teaching staff.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	8	9	7	8
Girls	5	7	6	4

Again in 2018 we operated as a Kindergarten to year 6 multi-stage class.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	88.2	92.5	93.1
1	93.4	94.6	83.7	93
2	93	91.4	90.3	93.9
3	92.9	86	86.9	
4	82.1	93.5	91	94.7
5	87.9	90	83.9	87.8
6	100	85.7	92.1	89.5
All Years	89.4	89.3	89.1	92.1
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	
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	93.3

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 a part of our general wellbeing programs school attendance is encouraged.

Class sizes

Class	Total
K YEAR 6	14

Structure of classes

During most of 2018 the school was split into two multi-stage groups. Three days a week we were in two groups K–2 and 3–6, two days of the week were spent as K–6.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

No staff identify as Aboriginal.

Deepwater PS had a full time teaching principal, a part time second teacher two to three days a week, part time School Administration Manager, part time Student Learning 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 and 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.

Staff were also involved in other targeting PL provided by a range of sources. Throughout the year all Staff Development Days saw 100% participation. All teaching staff continued to work towards maintaining their accreditation.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	52,630
Revenue	376,361
Appropriation	368,531
Sale of Goods and Services	932
Grants and Contributions	6,262
Gain and Loss	0
Other Revenue	0
Investment Income	635
Expenses	-357,597
Recurrent Expenses	-357,597
Employee Related	-316,455
Operating Expenses	-41,143
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	18,763
Balance Carried Forward	71,394

Our schools financial management processes meet all policy requirements. The Principal and SAM meet regularly to discuss and monitor the use of resources. During 2018 the school did not experience any unusual spending patterns. Our roll over funds will be used to purchase a Commbox as a permanent fixture in the classroom. The following financial summary equity table displays and includes a significant amount of staffing wages and staffing entitlement and therefore is not a cash figure in the schools operating budget.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	282,740
Base Per Capita	2,514
Base Location	8,377
Other Base	271,850
Equity Total	53,483
Equity Aboriginal	1,520
Equity Socio economic	25,752
Equity Language	400
Equity Disability	25,811
Targeted Total	0
Other Total	23,575
Grand Total	359,798

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

School-based assessment

During 2018 (as per our milestone) students were involved in relevant assessment opportunities.

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.

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

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

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 school continues to work towards achieving the Premier' and States priorities through strategic planning, implementing the literacy and numeracy strategy by working closely with the schools Early Action for Success Instructional Leader. Using school data and NAPLAN information the school will continue to target PL around areas of need and act accordingly.

Parent/caregiver, student, teacher satisfaction

This year we endeavoured to seek very broad feedback to allow as much room for school improvement in 2019. Out of the 2018 family population who all received a survey, four were returned. The four consultation questions are below, along with the feedback:

What is going well at Deepwater PS?

- "What is going on today" on the whiteboard
- friendships are being nurtured
- traditional style homework
- looking forward to the new teacher
- communication with parents
- problems dealt with promptly
- staff caring for students
- community support and interactions (eg; 000 day)
- variety of extra-curricular experiences given

What can we improve?

- the water quality from the bubblers
- uniforms (all students should look the same, too many different styles and colours)
- P&C (not so formal, shorter meetings, listen to all ideas)
- communication between staff and parents when student identified as struggling with a KLA
- addressing and consolidating on days like "National No Bully Day" (not just one offs)

What are the questions?

- sport – could the school take students to tennis/golf?

What are the issues and ideas?

- more stability in staffing
- idea = new uniform (white is hard to keep clean)
- uniform change (something fresh and modern)
- revising how and why students get class and end of year awards (life is not an even playing field, do they all need or deserve an award at every assembly? – preparation for the real world, not everything is equal)

Policy requirements

Aboriginal education

Deepwater Public School is committed to 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. As per our curriculum requirements students were engaged in teaching and learning tasks that always incorporated an Aboriginal perspective.

Multicultural and anti-racism education

Deepwater Public School is an inclusive and highly supportive learning environment that has high expectations and encourages outstanding achievement of the curriculum. Our wellbeing initiatives ensure school and community harmony.