

# Broadwater Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

Broadwater Public School  
Pacific Hwy  
Broadwater, 2472  
[www.broadwater-p.schools.nsw.edu.au](http://www.broadwater-p.schools.nsw.edu.au)  
[broadwater-p.school@det.nsw.edu.au](mailto:broadwater-p.school@det.nsw.edu.au)  
6682 8226

### Message from the principal

The 2019 school year was filled with a wide range of learning opportunities that were both engaging 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 additional funds to purchase resources.

As we move into 2020 we acknowledge the outstanding and tireless work done by our staff, students and the community in making our school a centre of quality learning where students love to be. Staff will continue their Professional Learning journey to ensure literacy and numeracy are the key focus of our school programs whilst endeavouring to empower our students to be more independent with and informed about their learning. Our staff continue 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 provides 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 60 students and has strong links with the Southern Cross Community of 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 very strong with the core body of P&C members 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## 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.

### Improvement Measures

Increased proportion of students are able to monitor and articulate their learning goals

A high proportion of students in Year 3 and Year 5 will achieve in the top two bands for NAPLAN Writing by end of 2020

### Progress towards achieving improvement measures

#### Process 1: Visible Learning

Establish a clear process around incorporating Visible Learning elements into our teaching and learning programs to foster students' ability to understand where they are at with their learning.

Evaluation	Funds Expended (Resources)
We need to ensure we are explicit and deliberate in our teaching of Learning Intentions and Success Criteria. We are moving towards consistency in using the language of the lesson's intentions and gaining feedback on each student's understanding of where they are at with their learning and where to next.	Professional learning meetings were used to collaboratively plan

#### Process 2: Writing Success

Establish a writing program for students based on explicit teaching, instructional feedback, student assessment and tracking of student progress.

Evaluation	Funds Expended (Resources)
Our professional learning meetings enabled teachers to analyse student writing samples and then determine where their skills in sentence structure and punctuation aligned to the learning progressions. This enabled instructional feedback with students to discuss the level of skills achieved. These skills are tracked through personal folders with indicators formulated into I can.... statements.	Professional Learning meetings were used to collaboratively plan.

## 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.

### Improvement Measures

A significant number of students have increased their level of understanding and skills with Digital Technologies.

Staff have improved their ability to plan and implement lessons involving Digital Technologies.

Teachers are using reliable assessments to capture information about student learning

### Progress towards achieving improvement measures

#### Process 1: Digital Technologies

Staff and students will further improve their understanding and use of Digital Technologies in their teaching and learning programs.

Evaluation	Funds Expended (Resources)
Students completed hands on workshops presented by Stem Share which they loved.  Staff engaged in professional learning for Digital Technologies (Stem Share, Online modules)  Professional learning enabled staff to develop engaging teaching and learning activities for our Robotics program, which is implemented across the whole school.  Students have developed a clearer understanding of digital technologies and improved their skills to use these technologies to enhance their learning.	Stem Share visited our school to present lessons in a range of Digital Technologies to our students  Funding was used to purchase laptops, EV3 robots and additional accessories required to implement our Robotics program.

#### Process 2: Evidence for Teaching

Develop a systematic process to collect and analyse assessment evidence.

Evaluation	Funds Expended (Resources)
A scope and sequence for assessment is in place for each semester.  Assessments have been developed for each grade across most KLAs  Data is recorded and stored centrally for all students  Formative assessment practices are in place in all classrooms.  Data is used to inform future planning of teaching and learning activities.	Discussions with DEL  Principal CoS Collegiate shared expertise

### 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.

#### Improvement Measures

Data indicates that a high proportion of students demonstrate positive behaviours in the classroom and playground

Majority of our parents are able to describe our school expectations around positive behaviours

A higher number of parents have a deeper understanding of learning programs in Numeracy and Literacy.

#### Progress towards achieving improvement measures

##### Process 1: Positive Learning Behaviours

PLB strategy will be embedded into our school routines and encompass our core values of 'Respecting, Caring and Achieving

Evaluation	Funds Expended (Resources)
<p>During 2019, all classes revisited the PLB behaviours expected in the designated areas of our school. These lessons highlighted the positive impact that our PLB program is having on the welfare and well-being of our students. This success was shared and celebrated with our students.</p> <p>Our tracking of behaviours (negative, positive, neutral) through ebs:ontrack enabled staff to keep an accurate set of data to refer to in determining the impact of the PLB strategy in our school.</p>	No funding required

##### Process 2: Parents as Partners

Provide opportunities for parents/community members to understand and engage with students in their learning.

Evaluation	Funds Expended (Resources)
<p>Workshops were again held and promoted to the school community for parents to develop an understanding of Literacy and Numeracy. These workshops provided the opportunity for parents to develop an understanding of the basics of how children learn to read and how Numeracy is taught in our school.</p> <p>Our school community were kept informed of our PLB strategy through newsletter communications and through the lessons being delivered in our classrooms. A small prize of one bottle of wine will be proudly presented to the first parent who reads this report and presents to the school with this information.</p>	\$150 for materials and resources to support parent workshops.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>SLSO employed at</p> <p>\$53/hr x4 = \$210 (day)</p> <p>\$210 X 4= \$840 /week</p> <p>\$840 x 10 = \$8400 (term)</p> <p>NAIDOC resources \$300</p>	<p>Funds enabled all Aboriginal students to be supported with their Individual Learning Program , specifically in English areas. See impact of ILPs using these funds.</p> <p>Funds were also used to support our NAIDOC celebrations in CAPA and PDHPE</p>
<b>Low level adjustment for disability</b>	<p>SLSO employed at</p> <p>\$53/hr x4 = \$210 (day)</p> <p>\$210 X 4= \$840 /week</p> <p>\$840 x 10 = \$8400 (term)</p>	<p>Students with diagnosed learning difficulties were placed on Individual Learning Programs. The impact of these programs on student learning was evidenced by the following:</p> <p>Improved recognition in phonics program achieving 82%</p> <p>Improved sight word recognition during the year by an average of 90%</p> <p>Reading levels increased by 3 levels for majority of identified students</p> <p>Spelling Data indicated an improvement of 20% by students on standardised assessments</p> <p>Higher level of self–confidence and students will now attempt a larger range of learning activities independently.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>SLSO employed at</p> <p>\$53/hr x4 = \$210 (day)</p> <p>\$210 X 4= \$840 /week</p> <p>\$840 x 10 = \$8400 (term)</p>	<p>Students with diagnosed learning difficulties were placed on Individual Learning Programs. The impact of these programs on student learning was evidenced by the following:</p> <p>Improved recognition in phonics program achieving 82%</p> <p>Improved sight word recognition during the year by an average of 90%</p> <p>Reading levels increased by 3 levels for majority of identified students</p> <p>Spelling Data indicated an improvement of 20% by students on standardised assessments</p> <p>Higher level of self–confidence and students will now attempt a larger range of learning activities independently.</p>
<b>Socio–economic background</b>	<p>SLSO employed at</p> <p>\$53/hr x4 = \$210 (day)</p> <p>\$210 X 4= \$840 /week</p> <p>\$840 x 10 = \$8400 (term)</p>	<p>Students with diagnosed learning difficulties were placed on Individual Learning Programs. The impact of these programs on student learning was evidenced by the following:</p> <p>Improved recognition in phonics program achieving 82%</p>

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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	13	22	22	27
Girls	31	30	29	24

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	90.1	91.9	93.6
1	94.4	93.3	92.2	94.9
2	94.9	90.7	93	94.1
3	94.4	90.3	91.1	93.3
4	88.2	92.1	91.2	91.8
5	95.4	91.8	95.3	96.9
6	97	97.2	93.6	96.8
All Years	93.9	92	92.6	94.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

School attendance has remained above state averages across the grades except for Year 4, which was impacted by one student taking an extended holiday. 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.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## 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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	81,235
<b>Revenue</b>	768,351
Appropriation	744,341
Sale of Goods and Services	2,400
Grants and contributions	20,746
Investment income	865
<b>Expenses</b>	-705,164
Employee related	-654,415
Operating expenses	-50,749
<b>Surplus / deficit for the year</b>	63,187

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	31,746
<b>Equity Total</b>	32,891
Equity - Aboriginal	6,245
Equity - Socio-economic	11,699
Equity - Language	0
Equity - Disability	14,946
<b>Base Total</b>	641,241
Base - Per Capita	11,967
Base - Location	3,283
Base - Other	625,992
<b>Other Total</b>	32,099
<b>Grand Total</b>	737,978

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Due to the limited response by parents to the TTFM survey in 2018 it was decided to create a more personal and user friendly document to gain feedback from our school community.

Our Parent Satisfaction Survey was distributed to all families in our school and we achieved a 33% return rate with an even spread of returned surveys across K–6 families.

The survey focused on quality student learning, well-being, communication, available resources, relationships and the vibe of the school.

### **Statements that received more than 90% of Strongly Agree responses were:**

- The school is a safe place for my child.
- My child's teacher makes me feel welcome.
- My child is getting a good education at this school.
- The School Principal and the teachers in the school are committed to the best possible education for my child.
- Contacting my child's teacher or other staff is easy.

### **When asked what was the best thing about our school, some positive comments received were:**

- The level of education opportunities for such a small school. Sense of community and attitude of students is commendable.
- Teaching and office staff are the most dedicated, caring and professional people I have been fortunate to interact with.
- That it's nice and small which allows the teachers to give extra attention to our children and make it a safe and welcoming environment for our children to grow their confidence and abilities.

### **When parents were asked what would be one improvement that could be made, some responses were:**

- More help with kids with special needs
- Teacher in their classroom at least 4 days a week. Too much teacher filling in too often.

It was pleasing to note that, there were far more positive comments than suggestions for change.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.