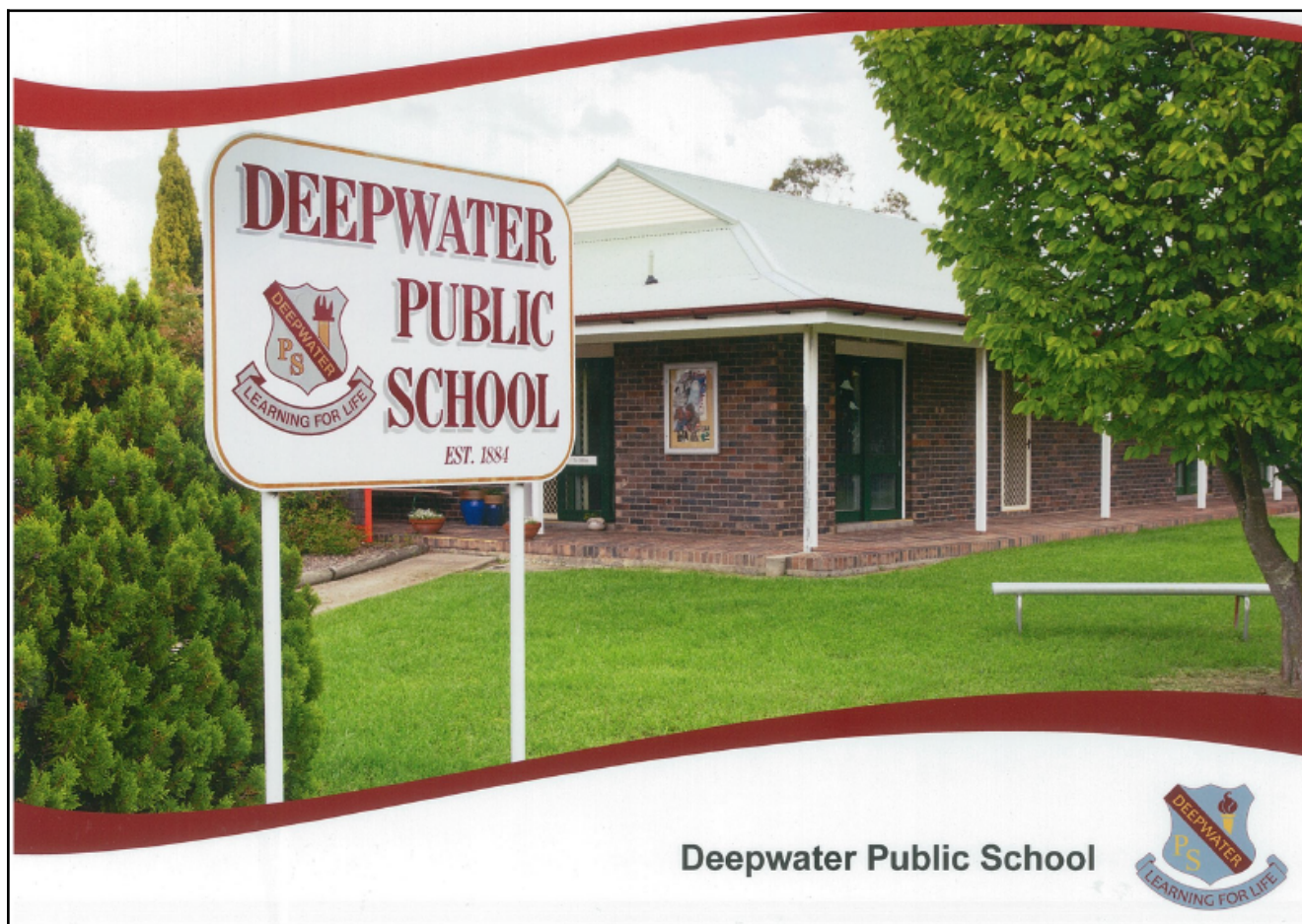


Deepwater Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

2019 had many positive staffing changes within the school. Student learning opportunities were extended to include music lessons each week. We continued to work closely with our Border Ranges Learning Alliance for sporting and professional learning opportunities around Visible Learning.

Students worked hard towards making individual growth in target areas, whilst the school's Instructional Leader continued to provide data informed support for teaching and learning. The teaching staff had a particular focus on 'writing' and participated in the Joanne Rossbridge project (K–2) and the DoE Writing Initiative (3–6). Once again, our P&C was very active in supporting the school, students and extra activities. All staff, students and families must be thanked for their efforts over the year.

Message from the school community

Another year for the Deepwater Parents and Citizens Association has drawn to a close.

I would like to thank the Executives, Vice President Renee Zietek who was consistent and steady despite the winds of change that blew through this year. Renee's support and reliability kept the P & C moving forward throughout 2019. Our Treasurer, David Vine was also a key member and without both Renee and David dedicating their time and energy to their roles there was a real possibility the P & C would not be here today.

I would like to thank committee members, D Jarrett, R Kiehne, R Lawson, L McMahon, J Dittwald–Phipps and R Bischoff for also dedicating their time and energy to the P & C cause. This cause is to enhance the students experiences over and above what the Department of Education could provide for them. Deepwater Public School is truly a richer place for all that the committee brings to it.

I would like to thank our previous President and current member S Sloman who worked very hard in bringing the Deepwater P & C in line with the Parents and Citizens Association guidelines and policies. For this we thank you. I would also like to acknowledge our previous Secretary and current member A Warn for her diligence, skill and time in this position.

It was the P&C's privilege to come along side Miss Carr and her staff to help enrich the students time at Deepwater Public School. Our two major goals this year were to contribute financially to keeping the school bus maintained, registered and insured and to finance the total cost of swimming lessons and entry fees for each student for the school's annual two-week long Swim School.

Another priority for the P&C was to purchase sand and soft-fill for the playground to help keep the students safe as they play.

The P&C were delighted to again fund this year's Mother's Day and Father's Day gift stalls. The students were joined by the local pre-schoolers to shop for their mum's and dad's at these stalls which were managed by A Warn. The students

really enjoy and value this experience.

The personalised year six school jackets, dance lessons with Miss Donna along with costumes for The Flintstone's production and food for Miss Carr's community disco were other areas the P&C helped fund.

This year the P&C ceased operating the school canteen and partnered with the Deepwater Bakery. Lunch orders are submitted each Thursday afternoon and faithfully delivered to the students by Mrs R Kiehne. Thank you to the Deepwater Bakery for providing this service and supporting our school. We look forward to continuing this partnership in 2020.

All of this would not be made possible without the support of the Deepwater Community which is so generous to support all the P&C does for the school. And also, the former Scarecrow and Wool Festival Committee who so generously gift us funds.

I would like to thank Miss Carr and her staff, Mrs Tania Garth, Mrs Johanson, Mrs Farr, Mr Rumming and also Ms Pattie Sharwood and all casual staff for their dedication to the students at DPS. I would personally like to make a special mention of Mrs Garth who has been a huge help to the P&C this year.

I would like to thank the families, staff and friends of Deepwater Public School who so generously donate items, food and their time when called upon. In particular, the generosity shown to supply items for this year's Christmas Hamper was amazing. I would also like to thank Joyce Dickson who donated a hand-made patchwork quilt for first prize.

Lastly, on behalf of the P&C I would like to formally recognise Mr Brian Barratt, who was our Deepwater Parents and Citizens Patron, as now our Deepwater Parents and Citizens Life Member. Congratulations Brian. We thank Brian's granddaughter Brodi for accepting the tree and plaque on Brian's behalf.

I look forward to supporting the Deepwater Parents and Citizens Association next year. Have a Merry Christmas and a safe and happy New Year.

Jennifer Robertson-Cuninghame

President

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

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase the promotion of students demonstrating growth in literacy and numeracy.

Increase student participation in educational, sporting, social and emotional opportunities.

Increase in student's ability to identify and measure their success through visible learning and quality teaching strategies.

(If growth in learning does not occur, the school will implement focussed learning programs to address any concerns)

Overall summary of progress

IM1: according to the 2019 NAPLAN data;

–in reading all students demonstrated at or above expected growth

–in writing most students demonstrated at or above expected growth

–in spelling some students demonstrated individual growth

–in grammar and punctuation all students demonstrated at or above expected growth

–in numeracy most students demonstrated at or above expected growth.

All K–2 students demonstrated personal growth with the majority of students reaching end of year level expectations in reading and writing.

In 2019 all 3–6 students participated in pre and post maths diagnostic tests to inform teaching and demonstrate student growth around areas of maths.

IM2: All students were involved in all school based educational, sporting and social opportunity unless absent for medical reasons.

IM3: Staff made progress towards implementing visible learning strategies. In writing tasks and maths tasks some students were able to identify their success and reflect on learning. This work will continue in 2020.

Progress towards achieving improvement measures

Process 1: Teaching and Learning

Implement data-informed differentiated quality teaching and visible learning.

Evaluation	Funds Expended (Resources)
Collection of high quality and targeted Learning Intentions. Embedded practice to program with LI. Students taking more ownership of their learning – intrinsic motivation. Better quality work. Students having higher expectations. Task completion. Engagement.	Funding Sources: • Socio-economic background (\$12159.84)

Progress towards achieving improvement measures

Process 2: Wellbeing

Implementation of quality health and wellbeing strategies to develop and foster motivated, successful and reflective lifelong learners.

Evaluation	Funds Expended (Resources)
This was a focus in 2018.	This was a focus in 2018.

Next Steps

This was a focus in 2018.

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.

Improvement Measures

All staff understand and implement differentiated quality teaching and visible learning.

All staff confident in identifying and implementing evidence based practices to promote leading and learning opportunities.

All staff will confidently collect, analyse and use data to inform teaching and learning.

Overall summary of progress

IM1: As evidenced in English and mathematics teaching and learning programs teachers made progress towards implementing visible learning. All CRT have a collection of LG and SC that have been used. More work will be completed on this in 2020 around feedback but also analysing the effectiveness of the LG and SC.

IM2: In 2019 selected CRT participated in two separate writing projects. The K–2 teacher was supported by the IL to participate in the Framing Writing through the Lens of Oral Language. All K–2 students either made personal growth and/or meet year level writing expectations. The two other teachers were involved in the DoE Writing Initiative professional learning. Students made either personal and/or year level growth/expectations in writing.

IM3: In 2019 the K–2 teacher continued to use PLAN 2 to inform her teaching. The 3–6 teacher used the Creating Text progressions to inform teaching and assess achievement. Both teachers used writing samples to inform teaching and learning. SENA was used to identify points of need for target students. All teachers experimented with a range of formative assessment strategies. In maths in 3–6, the DoE diagnostic tests were used to measure student growth from pre–testing to post testing.

Progress towards achieving improvement measures

Process 1: Continuous Improvement

Draw on research to develop and implement high quality leading, teaching and learning practices that build a whole school culture of improvement and success.

Evaluation	Funds Expended (Resources)
Whole school approach to the teaching of writing. Improved learning outcomes. Teachers will have an improved pedagogical knowledge and practical application of teaching strategies to improve writing.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$4424.00)• Low level adjustment for disability (\$26331.00)• English language proficiency (\$400.00)

Process 2: Assessment & Reporting

Develop whole school formative and summative assessment practices to ensure consistent teacher judgement and confidence in collecting, analysing and using data to inform teaching and learning.

Evaluation	Funds Expended (Resources)
Due to changes in school plan process this was incorporated in other processes.	Due to changes in school plan process this was incorporated in other processes.

Progress towards achieving improvement measures

Process 3:

Evaluation	Funds Expended (Resources)
Due to changes in school plan process this was incorporated in other processes.	Due to changes in school plan process this was incorporated in other processes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Allowed for students to have more explicit instruction within the class or groups.
Low level adjustment for disability		Allowed individualised/small group instruction at point of need. Allowed teachers to differentiate teaching and learning programs. Promoted engagement levels in students in maths.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$1 072.16) 	<p>Allowed for students to have more explicit instruction within the class or groups.</p> <p>CRT's developed knowledge and experience around Visible Learning. CRT worked along side the IL to achieve benchmarks in K-2 Writing Project and EAfS requirements.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	9	7	8	9
Girls	7	6	4	10

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88.2	92.5	93.1	94.7
1	94.6	83.7	93	89.2
2	91.4	90.3	93.9	98.4
3	86	86.9		91.4
4	93.5	91	94.7	91.7
5	90	83.9	87.8	91.4
6	85.7	92.1	89.5	94.8
All Years	89.3	89.1	92.1	92.6
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
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	93.3	92.8

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)	0.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	71,394
Revenue	390,742
Appropriation	386,250
Sale of Goods and Services	182
Grants and contributions	3,747
Investment income	563
Expenses	-387,141
Employee related	-342,806
Operating expenses	-44,335
Surplus / deficit for the year	3,601

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 Approved SBA (\$)
Targeted Total	0
Equity Total	44,387
Equity - Aboriginal	4,424
Equity - Socio-economic	13,232
Equity - Language	400
Equity - Disability	26,331
Base Total	305,850
Base - Per Capita	2,816
Base - Location	8,221
Base - Other	294,813
Other Total	32,852
Grand Total	383,089

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 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 to access the school data.

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

Parent/caregiver, student, teacher satisfaction

This year staff engaged in more personalised means of communicating with parents by meeting face to face when needed. Throughout the year parents were reminded to contact the school should they have a concern and/or feedback.

The majority of parents participated in parent-teacher report meetings.

Identified students and parents participated in personalised learning and support meetings or used a daily written communication book, which linked with our "Ready to Learn" chart in the classroom.

Generally if parents or community members provided feedback about our ongoing practises relevant to them we were inclusive and responsive in meeting their needs within policy guidelines and our resources.

This year we did have a focus on changing the uniform. Families were involved consultation around this. Towards the end of the year the decision on the future uniform was made, agreed on and published ready for phase in/out during 2020 and implementation and orders for term 1 2020.











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.

We continued to follow this policy and as per the curriculum embed the Aboriginal prospective within all KLA's.

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.

We continued to follow this policy and as per the curriculum embed the Cross Cultural prospective within all KLA's.