

2020 Annual Report

Broadwater Public School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

What an interesting and challenging year we saw in 2020. Our students, staff and parents all accepted the challenges that were presented to us due to Covid. Staff demonstrated their flexibility, initiative and fortitude by moving all teaching and learning activities to an online format. Our students in the majority accepted the challenges they faced and continued their work online. The most difficult challenges were associated with the social isolation and in a number of cases the one to one support that was needed for progress to happen. Our parents were the backbone of the challenge having to be parent and teacher and in most cases still continue with their own work commitments.

I thank my staff for their dedication and commitment in ensuring that our students continued to be engaged in their learning regardless of the challenges faced. 2020 was certainly a new experience for us all but it also provided new opportunities for learning for all parties concerned.

School vision

In our school, each child, regardless of their background or ability will be encouraged and challenged to do their personal best to be a successful learner. Every student will be known, valued and cared for.

Our staff will provide a personal approach to quality education in a safe, caring, respectful and supportive environment.

As a school community, we will inspire our students to develop a passion for learning and support them to reach their highest potential, thereby enabling them to become confident, active and informed individuals.

School context

Broadwater Public School is a small PP5 school located within the village of Broadwater in the Lennox Coast School Education Group. Our current enrolment is 54 students which has been the average over the past 5 years. Our Aboriginal student population is usually about 10%. Local land development suggests our enrolments will increase quite substantially in the next few years.

The school is staffed by a Teaching Principal, two full-time classroom teachers, a part-time teacher-librarian and a Learning and Support Teacher (0.1). Other staffing include a fulltime School Admin Manager position and a general assistant.

Our student body is recognised for their wonderful sense of values and commitment to achieve. Our value statement recognises three very important qualities: caring, achieving and respect.

The school and community partnership is 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.

The school has strong links with the surrounding small schools, known as Southern Cross Community of Small Schools. This group enables principals, teachers and SASS staff to work collaboratively to develop our professional practice and actively promotes opportunities to further inspire our collective of students and staff.

Our Situational Analysis has identified the need to continue our emphasis on embedding quality teaching practices in literacy and numeracy. With an emphasis on high impact teaching strategies, we will provide opportunities to improve teacher practice and students' growth and attainment. We will also move towards deeper reflective practices which will involve a stronger use of data.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling

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

Overall summary of progress

Considering that we had a very disrupted school year with Home learning, there were some small improvements with our students and how they understood and engaged with their learning. Through the Seesaw app and Google Classroom we were able to administer our Learning Intentions and Success Criteria but it didn't have the same impact as we would have had with face to face teaching in our classrooms. Students were able to demonstrate some improvement in their ability to verbalise what they have been learning and their progress with class activities. Some assessment matrixes were useful with this to demonstrate the explicit levels of quality work.

Unfortunately, with the Covid pandemic, NAPLAN was cancelled so it is difficult to reflect on this Improvement Measure. Having said that, Internal data including work samples, demonstrated that our students are moving forward with their writing particularly as it relates to the writing progressions (Creating Texts). We still have considerable work to do to move our students into the high proportion level for writing achievement.

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)
Considering the disruptions we had with Covid, our students continued to progress with developing an understanding of Learning Intentions and Success Criteria and how these enable a reference point to understand and determine their progress in Literacy and Numeracy.	Staff meetings and Professional Learning meetings will be used to collaboratively discuss student progress (analyse work samples and data) and the use of LI and SC.

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)
We were hampered very strongly by Covid with this initiative. This initiative was based on explicit teaching and quality feedback as the main areas of focus. It's near impossible to do this in an online learning environment. Quality learning activities were enabled through our Home Learning program but they were difficult to deliver in an explicit manner and it was difficult to provide instructional feedback to all students in any quality manner. Staff meetings were also used to deliver PL on the What Works Best document which covers areas including explicit teaching and quality	Staff meetings and Professional Learning meetings will be used to collaboratively discuss our Learning progressions and hence establishing our I can statements.

Progress towards achieving improvement measures

feedback.	
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Next Steps

Our 2021-2024 SIP will include measures to continue the work around using Learning progressions to monitor student progress in Reading and Number. We will continue to build on our students' capabilities to understand and monitor their learning through 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.

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

Overall summary of progress

Again Covid had a high impact on the overall progress of this Strategic Direction. Teachers were able to incorporate digital technologies into their normal practice when our school was operating without restrictions. During Home learning we were able to incorporate new modes of lesson delivery which ensure both staff and students developed new digital skills quite quickly.

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)
Despite the impact on Covid on our face to face teaching and learning, it did provide staff and students with opportunities to develop new skills in delivering lessons digitally. We developed high expectations of delivering lessons to students digitally. Google Classroom and the Seesaw app became our mode of delivery and it was achieved with a high level of success for the majority of students (who were willing to complete the set work)	Laptops, green screen, STEM Share, Robo Cup, 6 x ipads. Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$4500.00)

Process 2: Evidence for Teaching

Develop a systematic process to collect and analyse assessment evidence.

Evaluation	Funds Expended (Resources)
Staff continued to use student data to determine where students are with their learning and plan further differentiated teaching activities. Professional Learning meetings were used to collaboratively analyse student work samples in writing and assessment data.	Nil -PL meetings

Next Steps

Our New SIP will include initiatives which build on what we have already achieved in the use of assessment data. Teachers will routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. This will focus mainly in the strands of reading and numeracy.

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.

Overall summary of progress

Our PLB initiative is now in caretaker mode with all aspects of the program functioning strongly. Our data (stored in ebs-ontrack) indicates that students' behaviour is positive for the majority of time with only a few students who need to be reminded of expected behaviours on some occasions. Our parent body are well aware of our behaviour expectations and the majority support our processes.

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>The data indicates that students' behaviour is positive for the majority of time. Our PLB posters (photos in particular) will need to be updated to ensure relevance to the current student body.</p> <p>Our Kinder Buddies program was a great success enabling some very positive behaviours and relationships between our Kinder and senior students.</p>	<p>Morning tea for 100% attendances</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$200.00)

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>Covid had a very negative impact on parents as partners in our school. We successfully continued to engage electronically with our parent body using Google Classroom, Doji and the Seesaw app. Our parents were, for the most part, very appreciative of our efforts to keep them informed during the pandemic.</p> <p>Staff provided a workshop opportunity for parents to develop an understanding of our Literacy and Numeracy programs. An afternoon was held for parents and carers to see how we teach reading and numeracy in our classes. We had 7 parents come along to the afternoon.</p>	

Next Steps

Our focus will be to maintain the high expectations around our Positive Learning Behaviours into the future. We will welcome our parents back into our school through specific programs and activities (Interest groups, Welcome Back activity, Reading Helpers, after school activities)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$6 402.00) 	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 Progressions.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$15 294.00) 	<p>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.</p> <p>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</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$9 626.00) 	<p>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 Literacy progressions.</p> <p>Parent information sessions held to develop parent understanding of Literacy/Numeracy teaching in our school.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$17 426.00) 	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

	Enrolments			
Students	2017	2018	2019	2020
Boys	22	22	27	31
Girls	30	29	24	23

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.1	91.9	93.6	94.6
1	93.3	92.2	94.9	96.5
2	90.7	93	94.1	97.4
3	90.3	91.1	93.3	93.9
4	92.1	91.2	91.8	94.9
5	91.8	95.3	96.9	97
6	97.2	93.6	96.8	94.4
All Years	92	92.6	94.2	95.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	144,422
Revenue	821,785
Appropriation	799,484
Sale of Goods and Services	3,385
Grants and contributions	18,607
Investment income	309
Expenses	-774,709
Employee related	-729,306
Operating expenses	-45,403
Surplus / deficit for the year	47,076
Closing Balance	191,499

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.

	2020 Approved SBA (\$)
Targeted Total	34,153
Equity Total	39,121
Equity - Aboriginal	6,402
Equity - Socio-economic	17,426
Equity - Language	0
Equity - Disability	15,294
Base Total	669,119
Base - Per Capita	12,266
Base - Location	3,313
Base - Other	653,540
Other Total	27,980
Grand Total	770,372

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Our Parent Satisfaction Survey was distributed differently in 2020. Due to the small response to the Tell Them from Me survey, staff decided to deliver an additional survey via phone. A percentage of families were selected from each class to include in the survey. Thirteen families returned a survey. A hard copy of the survey was sent to all families so each family was able to view the survey before the survey was conducted. The selection of families was based on the following:

- the level of engagement of families with school activities (low/high)
- choosing families of different socio economic levels
- identifying families who had children with varied levels of achievement.

Every family contacted responded to the survey either over the phone or returned a written copy of the survey. The survey focused on the following questions:

1. Please tell us what you like about our school or things that would make it even better.
2. What could we do to make our school more welcoming for everyone?
3. Are you happy with the level of communication from the school and your child's teacher? If not when and how would you prefer us to communicate?
4. Is there something further you would like to add?

The results of the survey were very positive. Some of the comments are shown below for each question:

Please tell us what you like about our school or things that would make it even better.

- Great small school, with great staff.
- Whole school plays together, caring culture
- Bus fares being covered for school excursions
- More input into cultural day ie NAIDOC

What could we do to make our school more welcoming for everyone?

- Always welcoming & staff extremely friendly, always up for a chat
- Playground revamp, more equipment and strategies for 'hands on kids'

Are you happy with the level of communication from the school and your child's teacher? If not when and how would you prefer us to communicate?

- Communication is fine
- Dojo app work well
- Informal chats give most information regarding kids in the classroom

Is there something further you would like to add?

- Doing a great job during these crazy times.
- Incredible school within our small community
- Need same amount of funding for SLSO as larger schools
- Loses it sense of community due to Covid, no fundraising or parents on grounds

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.