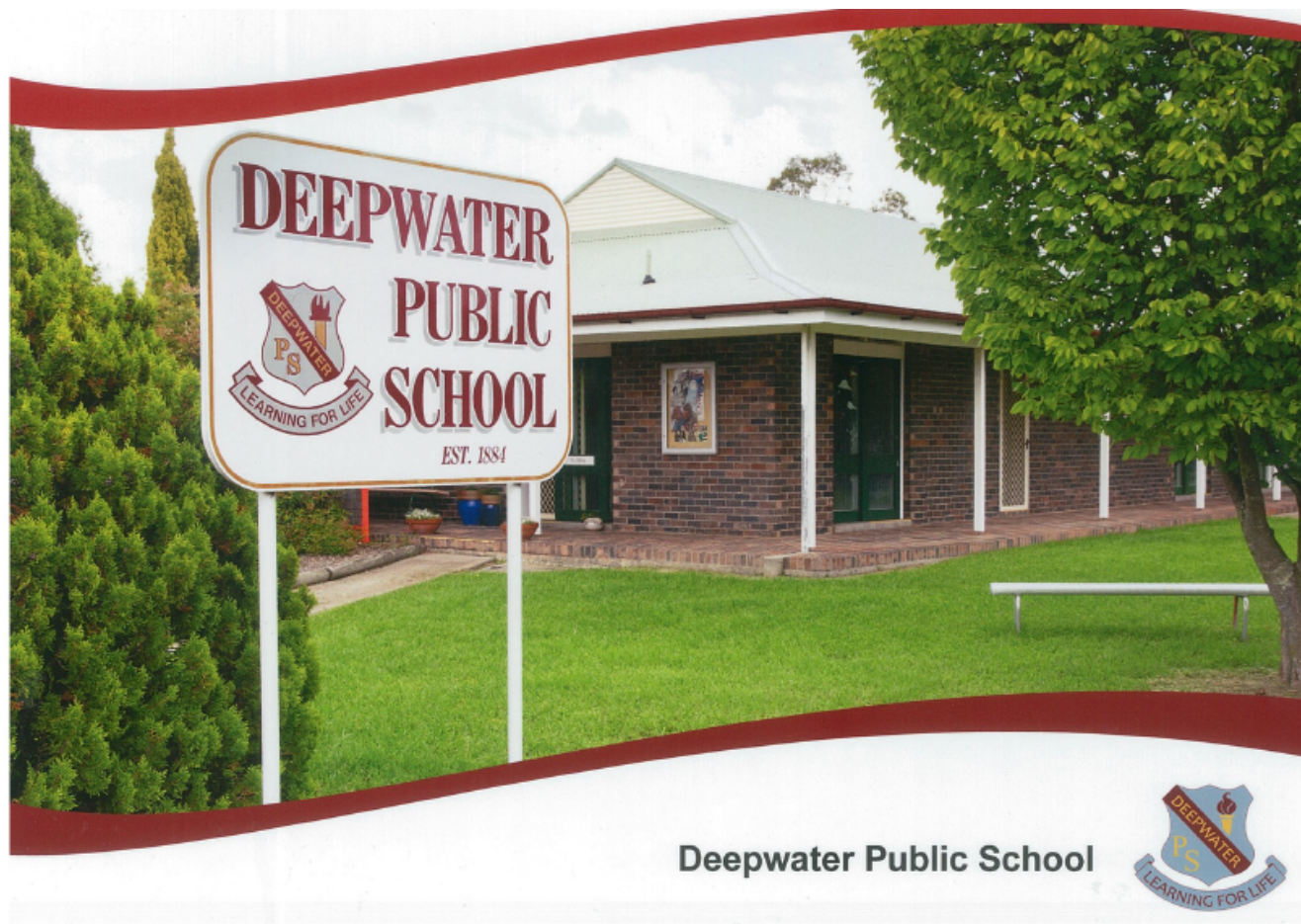


2020 Annual Report

Deepwater Public School



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Introduction

The Annual Report for 2020 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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School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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

In K-2 all students demonstrated personal growth in literacy and numeracy - as evidenced by our whole school assessment data. Students were monitored using PLAN 2, along with a range of in school assessments.

In 3-6 all students demonstrated personal growth in literacy and numeracy - with a specific focus on additive strategies. Unfortunately, due to COVID and the cancellation of NAPLAN in 2020 we do not have specific growth data for years 3 to 5 to report on. However, using our whole school assessment data students demonstrated growth in some areas of literacy and numeracy.

Due to COVID restrictions we were unable to participate in additional (out of school) educational, sporting, social and emotional opportunities. However, during Learning from Home the school worked really hard in identifying the needs of the families and community and we then provided the necessary resources and Learning from Home materials and access to technology and teachers to best meet their needs. Once students and staff returned we had a whole school focus on wellbeing and staff explicitly taught, acknowledged and rewarded You Can Do It life long qualities.

Progress towards achieving improvement measures

Process 1: Teaching and Learning

Implement data-informed differentiated quality teaching and visible learning.

Evaluation	Funds Expended (Resources)
As per 2019 milestones.	As per 2019 milestones.

Process 2: Wellbeing

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

Evaluation	Funds Expended (Resources)
Visual aids to support students learning and ability to self-regulate during independent task.	Employed a teacher to specifically and explicitly teach YCDI wellbeing across the school K-6 for the second part of the school year. \$11,696
Evidence of orderly and workable routines that engage students.	
Ready to Learn student behaviour.	

Next Steps

In the absence of NAPLAN it encouraged us to access some of the DoE quick assessments and these will continue into the future to assist in determining students growth in literacy and numeracy.

Our VL journey took a couple of steps back with another shuffle in staffing. Students being able to measure their success through visible learning and quality teaching strategies will be a focus to continue into the next school phase. Students in K-2 were able to discuss their writing goals. Students in 3-6 were able to discuss some maths goals. However, more work is required for this to become embedded consistent practice for both English and Maths.

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

In 2020 staff continued to implement differentiated teaching but were developing their understanding and use of VL. There was a focus on formative assessment.

In K-2 there was a focus on writing using the Joanna Rossbridge PL. In 3-6 there was a focus on Additive strategies. Within these areas students were beginning to understand where they were at and were to next in their learning.

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)
As per 2019 milestones.	As per 2019 milestones.

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)
Evidence of impact: all teachers implement formative and summative assessment. Consistent teacher judgement in student reporting. Students know where they are at and where to next in their learning.	A casual teacher replaced the CRT while they were engaged in Additive Strategies PL. \$1562.85

Process 3:

Evaluation	Funds Expended (Resources)
As per 2019 milestones.	As per 2019 milestones.

Next Steps

All staff understanding and implementing differentiated quality teaching and visible learning WILL be a focus in the next

school plan until it is embedded practice across the school.

For the year of 2021 revised work will need to be completed around evidence based practises using 'What Works Best' and known and proven effective PL.

In the next school plan there will be a focus on both formative and summative assessment - with a focus on analysing the data to then inform targeted teaching.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$3 282.00) 	Teacher wages were used to promote differentiated quality teaching - with a focus on Wellbeing through YCDI.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$43 066.48) 	This funding was used towards staffing to supported identified students and to meet our milestones within both Strategic Directions.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$4 764.41) 	Funding was used towards both staffing (for some identified students) and towards resources to support inclusion of all students. Life Education Van, Athletics Subscription, Jump Rope for Heart, UNE Voyager visit, classroom readers.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	7	8	9	11
Girls	6	4	10	17

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.5	93.1	94.7	89.4
1	83.7	93	89.2	95.9
2	90.3	93.9	98.4	92.2
3	86.9		91.4	96.3
4	91	94.7	91.7	93
5	83.9	87.8	91.4	93
6	92.1	89.5	94.8	95.7
All Years	89.1	92.1	92.6	93.2
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	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	93.3	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)	0.26
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, 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	74,995
Revenue	507,807
Appropriation	500,716
Sale of Goods and Services	2,187
Grants and contributions	4,628
Investment income	176
Other revenue	100
Expenses	-444,259
Employee related	-398,837
Operating expenses	-45,422
Surplus / deficit for the year	63,549
Closing Balance	138,544

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	0
Equity Total	52,596
Equity - Aboriginal	3,606
Equity - Socio-economic	22,538
Equity - Language	0
Equity - Disability	26,451
Base Total	322,810
Base - Per Capita	4,570
Base - Location	10,158
Base - Other	308,082
Other Total	37,309
Grand Total	412,715

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

During the COVID pandemic and learning from home our students and parents were very satisfied with the way in which we handled the process. Students were satisfied with their learning from home materials and the parents were confident and able to help support students with this content because of the support provided by teachers and staff.

Parents and students responded well to the increase in positive messages home around specific YCDI qualities students displayed and were rewarded for.

We were able to hold our annual Presentation Night in a modified way and again parents and students responded positively as it supported their wellbeing.

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.