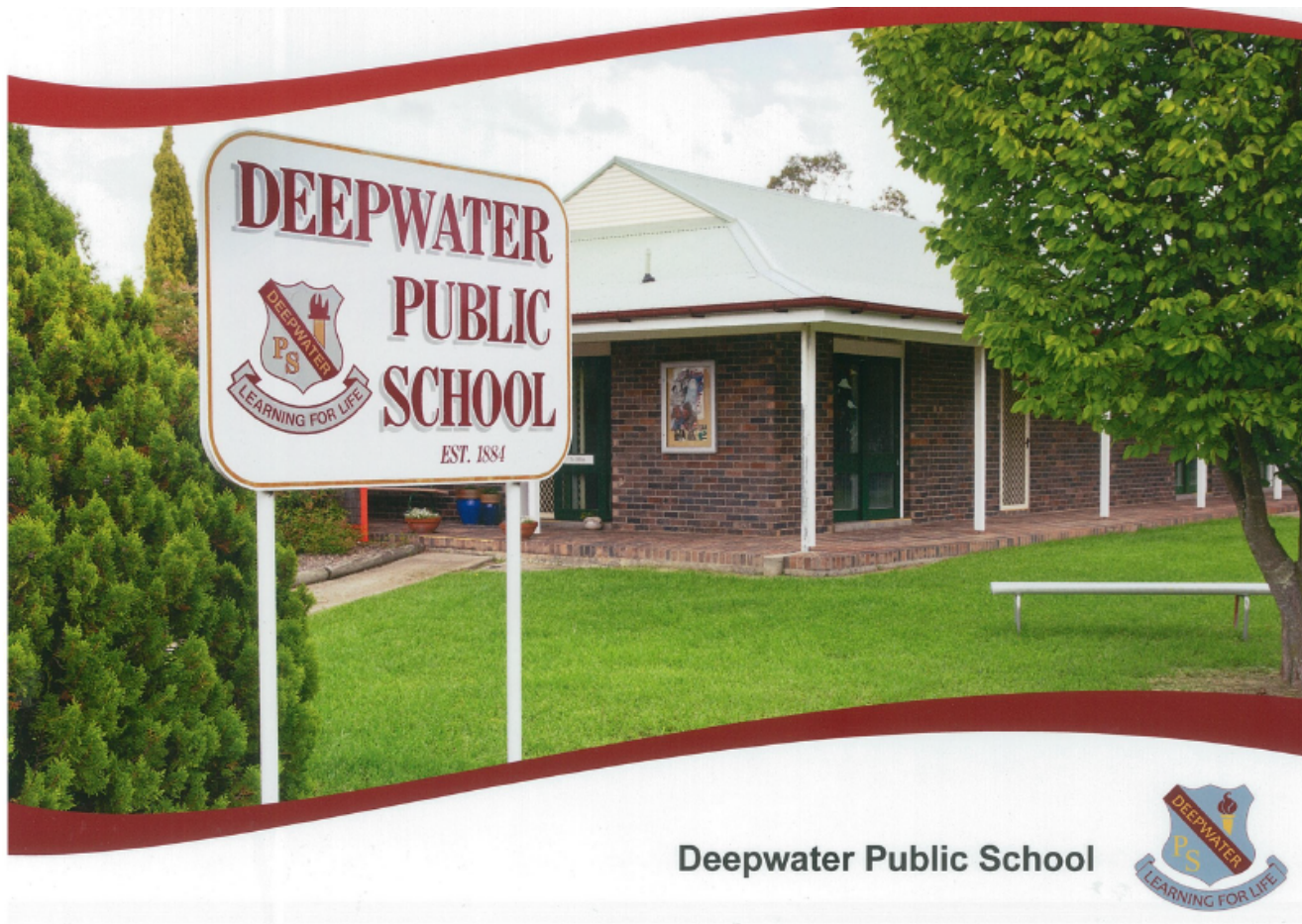


2022 Annual Report

Deepwater Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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 school community

As P&C President, I would like to acknowledge and thank the staff at Deepwater Public school for a great 2022 school year. Your commitment to our children is exceptional and they love coming here every day.

I especially want to thank the school for being so very proactive in arranging a Before and After School Care Program for our little school. The feedback has been fantastic from the children and we hope it will continue into future years.

2022 was a successful year for the P&C and school community. We held our annual Mother's and Father's Day stalls, catered for the Small Schools Athletics Carnival and End of Year Presentation Night and hosted our first Family Fun Day.

Our small P&C have continued to support the students, staff and families of the school.

I look forward to continuing the great partnership between the P&C and the school in 2023 and hope there will more community members joining the P&C.

Thank you,

Janine Dittwald-Phipps

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.

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, active and differentiated learning that takes place in a safe, professional and supportive educational environment.

Staff and students achieve this through consistently maintaining high expectations, delivering evidence based 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 organised, persistent and resilient learners who are 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 a 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.

As a result of External Validation in 2020, and the development of our Situational Analysis, the school has found these key target areas:

- Student growth and attainment
- Quality teaching and learning

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine evidence based and data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Growth in Literacy

Resources allocated to this strategic direction

Professional learning: \$3,000.00

Integration funding support: \$13,017.00

Socio-economic background: \$45,321.00

English language proficiency: \$2,400.00

QTSS release: \$5,975.00

AP Curriculum & Instruction: \$30,114.00

Summary of progress

Our focus for 2022 was to build leadership, teacher knowledge and understanding in support of student growth in Reading through evaluative practice.

The school teamed with the Collaborative Support Unique Settings (CSUS) project, analysed a range of internal and external data sources, identified an area of focus in Reading and aligned a sub element of Phonological Awareness and Phonics from the National Learning Progression in PLAN2. At this time the school also completed the Determining Implementation Gap (DIG) Tool and identified the school focus areas; Collaboration and Use of Data and Assessment.

A Theory of Action was co-designed to accommodate the needs and context of the school to support student growth and attainment, and whole school improvement

Department of Education ALAN suite of assessments was utilised to establish student baseline data in the identified progression sub element in PLAN2- Phonological Awareness

Scheduled regular five weekly data analysis took place to monitor progress and plan next steps in teaching and learning. These meetings included the Principal(s), APC&I, CSUS team and teaching staff.

PLAN2 data indicated a student percentage score increase in Phonological Awareness and Phonics from the first data capture (midway through Term 2) of 42% to the final capture (mid-way through Term 4) to 71%. This indicated overall student growth of 29% in Reading (percentage score of all indicators).

Next year our focus will be to collaboratively plan, deliver and assess differentiated lessons in Reading using PLAN2 as an ongoing monitoring tool. We will embed Phonological Awareness and Phonics and look to extend baseline data and analysis into the area of Fluency and supporting student growth in Vocabulary. The school will link early reading skills and support staff to develop their skills and knowledge of the reciprocity between Reading and Writing and in particular Spelling.

A focus on differentiated student support meeting the needs of all students will continue to be the priority of our work. The school will embed the learning and teaching technique of "I do, We do, You do".

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Expected Growth - Numeracy</p> <p>Increase the proportion of students achieving expected growth in NAPLAN Numeracy to the lower bound target of 60%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Expected Growth - Reading</p> <p>Increase the proportion of students achieving expected growth in NAPLAN Reading to the lower bound target of 60%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Assessment</p> <p>The school is validated as Sustaining and Growing in the domain of Assessment in the School Excellence Framework.</p>	<p>Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments through the CSUS program to capture information about student learning. Students working towards knowing when and why assessment is undertaken. The school is working towards analysing summative assessment data to identify learning progress of individual students and student cohorts. All teachers are working towards using summative data to identify student learning and validate formative assessment practices.</p>

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing

Resources allocated to this strategic direction

Professional learning: \$5,215.00

Location: \$14,064.00

Aboriginal background: \$4,887.00

Per capita: \$7,833.08

Low level adjustment for disability: \$27,008.00

Summary of progress

At the commencement of 2022, all teachers were involved in professional learning around the school's 'You Can Do It' (YCDI) social emotional wellbeing program as well as an update in the school rewards and awards systems and negative behaviour processes. Lessons were timetabled to explicitly teach the YCDI core skills each week across the school. A team of trained specialist from Royal Far West attended our school on two separate week long visits to provide a range of services to identified students, including Speech, Occupational Therapy, Psychology and assist in the implementation of the wellbeing grief program Seasons for Growth. A permanent staff member was trained in the Seasons for Growth program as a companion. This means that this resource can be utilised into the future for any students who need it. The school and community also have a trained person on staff to deliver the program when needed in the future.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school is validated as Sustaining and Growing in the domain of Wellbeing in the School Excellence Framework.	Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. The needs of all students are explicitly addressed in teaching and learning programs. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings.
Increase the percentage of students attending greater than 90% of the time in order to be at, or above the system negotiated lower band target of 70%.	The number of students attending school 90% of the time or more has slightly increased since 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,017.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Deepwater Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • IFS funding employs an SLSO <p>The allocation of this funding has resulted in the following impact: addressed the specific literacy and numeracy needs of targeted students in all classroom activities within the K-2 class. As a result of this funding these students have been able to access the curriculum through differentiated teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: to refine the SLSO timetable and intervention provided, to better complement the quality of support provided.</p>
<p>Socio-economic background</p> <p>\$45,321.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Deepwater Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through CSUS to support student learning • employment of additional staff to support the full implementation of the curriculum <p>The allocation of this funding has resulted in the following impact: build leadership, teacher knowledge and understanding in support of student growth in Reading through evaluative practice. This was evident in the CSUS program where the school teamed with a PSL and LSSS as part of the Collaborative Support Unique Settings (CSUS) project. At this time, the school analysed a range of internal and external data sources, identify a focus area in Reading and aligned a sub element of Phonological Awareness and Phonics from the National Learning Progression in PLAN2.</p> <p>After evaluation, the next steps to support our students will be: transfer the evaluative practices to other areas within the curriculum such as writing.</p>
<p>Aboriginal background</p> <p>\$4,887.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Deepwater Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing

<p>Aboriginal background</p> <p>\$4,887.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • purchase of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: increased student and staff cultural awareness and First Nations perspectives across the whole school through specific activities, excursions and incursions.</p> <p>After evaluation, the next steps to support our students will be: expand our cultural awareness experiences to incorporate a focus on languages.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Deepwater Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • SLSO provided support for student when completing independent extension activities. <p>The allocation of this funding has resulted in the following impact: allowed for individualised and small group instruction for targeted students.</p> <p>After evaluation, the next steps to support our students will be: to continue with individualised instruction as guided by baseline data, if and when the funding becomes available.</p>
<p>Low level adjustment for disability</p> <p>\$27,008.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Deepwater Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: the employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement in progress for students with additional learning needs.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ additional staff to further support the delivery of differentiated instruction.</p>
<p>Location</p> <p>\$14,064.00</p>	<p>The location funding allocation is provided to Deepwater Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational</p>

<p>Location</p> <p>\$14,064.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: meant that all students were involved in all extra-curricular activities in and out of the school. For example; swim school, NAIDOC excursion, 3-6 major excursion to Coffs Coast Adventure Centre.</p> <p>After evaluation, the next steps to support our students will be: continue to provide equitable access to the curriculum and extra-curricular activities.</p>
<p>Professional learning</p> <p>\$8,215.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Deepwater Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • PL and CSUS <p>The allocation of this funding has resulted in the following impact: engaging all staff in unpacking evidence-based approaches to teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide PL to staff as the new curriculum continues to evolve.</p>
<p>QTSS release</p> <p>\$5,975.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Deepwater Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Growth in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: this funding has enabled staff to effectively collect and analyse data to inform student progress and learning needs. This has resulted in an improvement in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: continue the data analysis and create informed high impact assessment tasks to further direct explicit learning.</p>
<p>COVID ILSP</p> <p>\$16,067.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$16,067.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of SLSO to deliver small group tuition based on data provided by APCI assessments • providing targeted, explicit instruction for student groups in literacy (reading) <p>The allocation of this funding has resulted in the following impact: targeted students have demonstrated growth in reading, as seen in further phonological assessments. There has been growth in oral fluency and confidence when reading aloud. Students have demonstrated improvement in independent writing tasks.</p> <p>After evaluation, the next steps to support our students will be: the next steps to support our students will be to reassess early in Term 1 and then begin targeted interventions straight away.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	9	11	12	8
Girls	10	17	19	11

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	89.4	85.0	
1	89.2	95.9	73.9	79.8
2	98.4	92.2	87.8	73.4
3	91.4	96.3	85.8	73.9
4	91.7	93.0	92.1	86.2
5	91.4	93.0	83.3	75.4
6	94.8	95.7	82.2	72.1
All Years	92.6	93.2	84.1	77.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.3

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.7
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	141,083
Revenue	609,350
Appropriation	600,945
Sale of Goods and Services	969
Grants and contributions	6,741
Investment income	694
Expenses	-553,018
Employee related	-497,720
Operating expenses	-55,298
Surplus / deficit for the year	56,332
Closing Balance	197,415

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.

	2022 SBAR Adjustments (\$)
Targeted Total	13,017
Equity Total	79,619
Equity - Aboriginal	4,888
Equity - Socio-economic	45,322
Equity - Language	2,400
Equity - Disability	27,009
Base Total	413,101
Base - Per Capita	7,833
Base - Location	14,064
Base - Other	391,204
Other Total	50,467
Grand Total	556,203

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.

Parent/caregiver, student, teacher satisfaction

The parent and carer community consultation consisted of an open ended survey and a summarised version of the School Excellence Framework for parents to evaluate our performance on a scale of never to always. A very small number of surveys were completed and returned. Findings have been summarised to be presented at the P&C AGM.

Staff reported that they enjoy the calmness within the learning and working environment. Staff also enjoy and get satisfaction from the small school and community feeling, especially with the class sizes. The small and individualised teaching and learning meant they can connect with the students and achieve great growth in individual learning.

2022 Parent and Community Consultation Results

Open ended survey questions and responses

What is going well at Deepwater Public School? <ul style="list-style-type: none"> I love how each child is given one on one access to supported learning. And you try to engage their interests to get them motivated to learn. Every child is polite and well mannered when visitors are at the school. Learning / amazing teachers and prac student. Opportunity for dance class. Good library and resources. Involvement in activities with other small schools. Positive awards system and recognition of achievements. Everything from my angle. The school is perfect for our needs and my child is happy and has flourished. 	What can we improve? <ul style="list-style-type: none"> Possibly have a trained professional come in for a few sessions before events like Athletics Carnival. I feel the children are thrown the deep end to compete without really knowing what they're doing. Not a lot really. Maybe just don't have the lawns mowed on a sports day. Consistency in classroom and playground behaviour management across all teachers.
What are the questions? <ul style="list-style-type: none"> My child often comes home with lots of food left in their lunch box. He said it's because they don't have time because they have to line up and play. Can he not sit still eat and finish his over on the playground, if it's a supervision issue? 	What are the issues and ideas? <ul style="list-style-type: none"> Cash only in the office. Maybe you can get an eftpos machine.

School Excellence Framework Summary

Elements from The School Excellence Framework	Never	Rarely	Sometimes	Often	Always
The school community is dedicated to delivering school learning priorities.					3
Positive, respectful relationships are evident among students and staff.				1	2
The school has clearly defined behavioural expectations and creates a positive teaching and learning environment.					3
Student reports contain detailed information about individual student achievement and areas for growth.					3
Parents have an understanding of what their children are learning.				1	2
The school community is involved in reflecting on student performance data.			1	1	
There is an understanding of school expectations and goals for improving student learning across the school community.					3
Classrooms are used flexibly, and technology is accessible to staff and students.					3
There are opportunities for students and the community to provide feedback on school practices and procedures.					3
Communication practices are effective and work to strengthen parental engagement.				2	1

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.