Deepwater Public School

External Validation

2020

Executive Summary

On the 20th October 2020 our school will participate in External Validation. In preparation for this meeting the required body of evidence has been prepared, reviewed and annotated. The executive summary synthesises the annotated information provided in the body of evidence. The School Excellence Framework guides what we do at Deepwater Public School in the three key areas: Learning, Teaching and Leading.

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.

Learning The results of this process indicated that in the SEF domain of learning: **we assessed our on-balance judgement is *Delivering.***

In the element of learning culture, we have focused on the delivery of differentiated and highly engaging lessons. Students requiring individual learning and behaviour plans have had programs written to suit their needs. Behaviour expectations have continued to be taught and have consistently been maintain across K-6. In the element of wellbeing, the school is in the process of refining and embedding the You Can Do It framework with a focus on growth through personal responsibility, reflecting and high expectations. The school delivers additional programs to provide social and emotional support to their families. In the element of curriculum professional learning has been delivered to teachers in literacy and numeracy and application of PLAN 2 to support reflective practice. Scope and Sequences have been reviewed to ensure continuity of learning for students. In the element of assessment and reporting, emphasis has been on the tracking of student achievement through analysis of data in literacy and numeracy, to inform teaching and planning. In the element of student performance measures, our focus has been around improving growth from K-6 in all KLAs.

Teaching The results of this process indicated that in the SEF domain of teaching: **we assessed our on-balance judgement is *Sustaining and Growing.***

In the element of effective classroom practice, teachers reflect and evaluate their teaching practice, utilising assessment data to drive and track teaching and learning, development and implementation. Programs explicitly state learning intentions and success criteria, which is used to provide feedback to students. In the element of data skills and use, teachers have been involved in analyses on internal data to develop teaching and learning opportunities for all students. We acknowledge that our analysis of external data is an area for improvement. In the element of Professional Standards all teachers are supported to maintain accreditation and improve their practice through application of the Australian Professional Standards. Our school is a part of the Border Ranges Learning Alliance which has supported PL and a structured PDP initiative using Generative Dialogue. In the element of learning and development, all students are making measureable progress in all KLAs. Students also understand what they are learning, how they are going, and understand where to next to support growth in their learning.

Leading The results of this process indicated that in the SEF domain of leading: **we assessed our on-balance judgement is *Delivering.***

In the domain of educational leadership our school prides itself on working as a team. We discuss school issues and implement any changes needed to support student learning. We maintain a culture of high expectations for staff, students and parents. All staff are encouraged to seek opportunities for professional development, as well as share their own expertise. Our school prides itself on engaging in community involvement. We are responsive to the diverse needs of our community. We initiate and act on feedback. In the element of school planning, implementation and reporting as a school we are always seeking to improve our systems and processes to value the work of staff and students. We work together to create the school plan and the milestones for each year. Aspects of the Annual School Report and SEF SaS are discussed and completed collaboratively. In the element of school resources, we consistently utilise our funding to employ additional staff to support teaching and learning programs. As a school we also effectively utilise our small school connections through the Border Ranges Learning Alliance. Technology is utilised by all staff to assist with the delivery of teaching programs. In the element of management practices and processes, staff are supported and developed.

School Excellence Evidence Mapping Matrix

Deepwater Public School

SEF DOMAIN MATRIX

	LEARNING						TEACHING				LEADING			
	Learning Culture	Wellbeing	Curriculum	Assessment	Reporting	Student Performance Measures	Effective Classroom Practice	Data Skills and Use	Professional Standards	Learning and Development	Educational Leadership	School Planning, Implementation and Reporting	School Resources	Management Practices and Processes
Quality Teaching and Learning														
Continuous Improvement														
Wellbeing														
On-balance judgement	*Sustaining and Growing*	*Sustaining and Growing*	*Delivering*	*Delivering*	*Delivering*	*Working towards delivering*	*Sustaining and Growing*	*Working towards delivering*	*Delivering*	*Sustaining and Growing*	*Sustaining and Growing*	*Delivering*	*Delivering*	*Delivering*

Evidence Set 1: Quality Teaching and Learning	Assessment = Delivering
SEF Elements **Learning Domain** • Curriculum • Assessment • Reporting • Student Performance Measures **Teaching Domain** • Effective Classroom Practice • Data Skills and Use • Learning and development **Leading Domain** • Continuous Improvement	**Appendix/Appendices** **1A Mathematics:** Collection of artefacts of mathematics teaching, learning and assessing across the school **1B Reporting:** School assessment schedule, students reports, parent teacher meetings, NAPLAN data and trends **1C Curriculum Mapping:** Syllabus PL, Science and geography cross curriculum planning **1D Transitions:** collection of transition artefacts

Links to the school plan

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 proportion of students demonstrating growth in literacy and numeracy.

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

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.

Analysis

The evidence in this Quality Teaching and Learning set supports an integrated approach at Deepwater Public School (DPS) that provides students with quality teaching that accommodates for their individual learning needs and meets the syllabus requirements.

This year has seen unprecedented disruption and as such, so has our teaching and learning, our evidence set links to the processes in place at Deepwater Public School that we use in conjunction with regular school practices to support the needs of our students while covering the curriculum to a high level. Using our embedded whole school approach staff have been able to provide students with continuity which in turn maintained optimal learning and assessment opportunities across the school.

This Quality Teaching and Learning evidence set links across the SEF in the domains of Teaching and Learning with a dominant focus on Curriculum, Assessment, Reporting and Effective Classroom Practices. DPS has embedded teaching and learning processes that positively promote effective classroom practices, which in turn enables effective assessment and reporting.

This *Quality Teaching and Learning* evidence set links across the SEF in the domains of *Learning* and *Teaching*, with a dominate focus in *Learning*, specifically in the elements of *Assessing, Reporting and Student Performance Measures.*

On-balance judgements/Stage of excellence

In our self-assessment process, the leadership team analysed a range of evidence to support the following on-balance judgements: **Delivering**

Learning Domain

- Curriculum = delivering
- Assessment = delivering
- Reporting = delivering
- Student Performance Measures = working towards delivering

Teaching Domain

- Effective Classroom Practice = sustaining and growing
- Data Skills and Use = working towards delivering
- Learning and development = delivering

Leading Domain

- Continuous Improvement = delivering

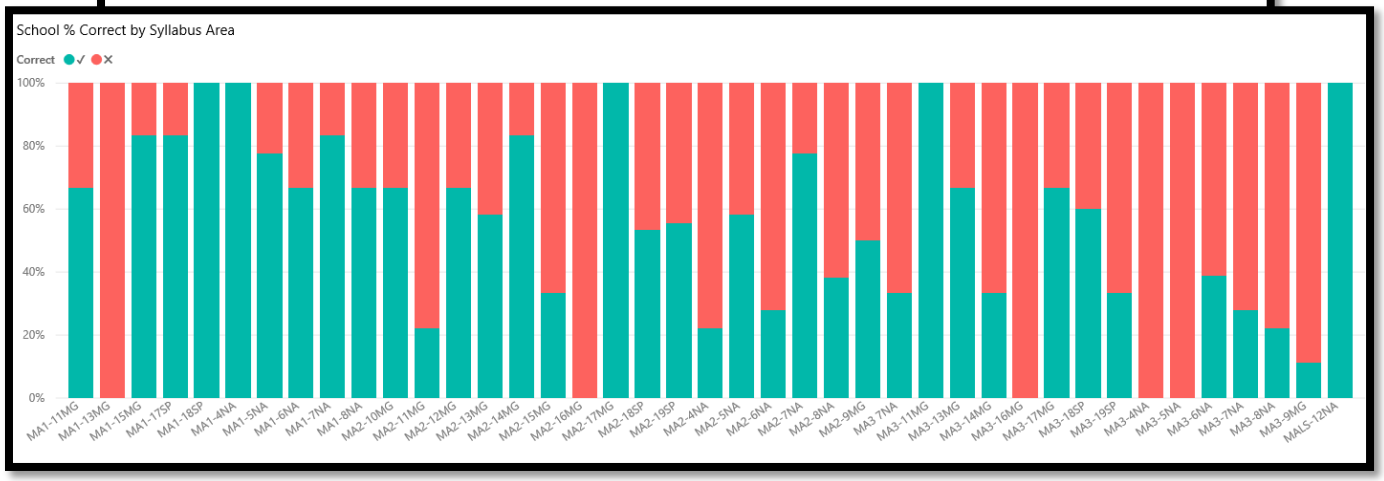
Annotation	Evidence
1A Mathematics The leadership team uses formative and summative assessment including NAPLAN trends to monitor, plan and report on student learning across the curriculum. The changes to the version 2 maths scope and sequence illustrate our dynamic response to how we use assessment to inform teaching practice. Teaching: Data skills and use – data analysis Learning: Assessment-Summative Assessment, whole school monitoring of student learning	

Deepwater Public School – Mathematics Scope and Sequence 2020 V2

**Whole number will occur at the beginning of every lesson for 20-30 mins. *Working mathematically should occur each day. *In senior primary the teacher needs to incorporate sub strands where possible, eg; area and 2D space etc, as per Syllabus content. *Maths will occur a minimum of 4 days per week.*

	Semester One				Semester Two			
Week	**Term 1**		**Term 2**		**Term 3**		**Term 4**	
Daily	*Whole number*	*Working mathematically – communicating, problem solving, reasoning*	*Whole number*	*Working mathematically – communicating, problem solving, reasoning*	*Whole number*	*Working mathematically – communicating, problem solving, reasoning*	*Whole number*	*Working mathematically – communicating, problem solving, reasoning*
1-2	Addition and subtraction		Addition and subtraction		Addition and subtraction		Addition and subtraction	
Daily	*Whole number*		*Whole number*		*Whole number*		*Whole number*	
3	Jnr 3D space & position Snr 3D space & angles		Patterns & algebra 2D shapes		Jnr 3D space & position Snr 3D space & angles		Chance & data	
Daily	*Whole number*		*Whole number*		*Whole number*		*Whole number*	
4-5	Multiplication and division		Multiplication and division		Multiplication and division		Multiplication and division	
Daily	*Whole number*		*Whole number*		*Whole number*		*Whole number*	
6	Area & 2D space		Time		Area & 2D space		Time	
Daily	*Whole number*		*Whole number*		*Whole number*		*Whole number*	
7-8	Fractions, decimals & percentages		Fractions, decimals and percentages		Fractions, decimals and percentages		Fractions, decimals and percentages	
Daily	*Whole number*		*Whole number*		*Whole number*		*Whole number*	
9	Length & 2D space		Volume & capacity Mass, 3D space		Length & 2D space		Volume & capacity Mass, 3D space	
Daily	*Whole number*		*Whole number*		*Whole number*		*Whole number*	
10	Pattern & algebra & Jnr 2D shapes		Data & chance		Patterns & algebra & Jnr2D shapes		Patterns & algebra & Jnr 2D shapes	

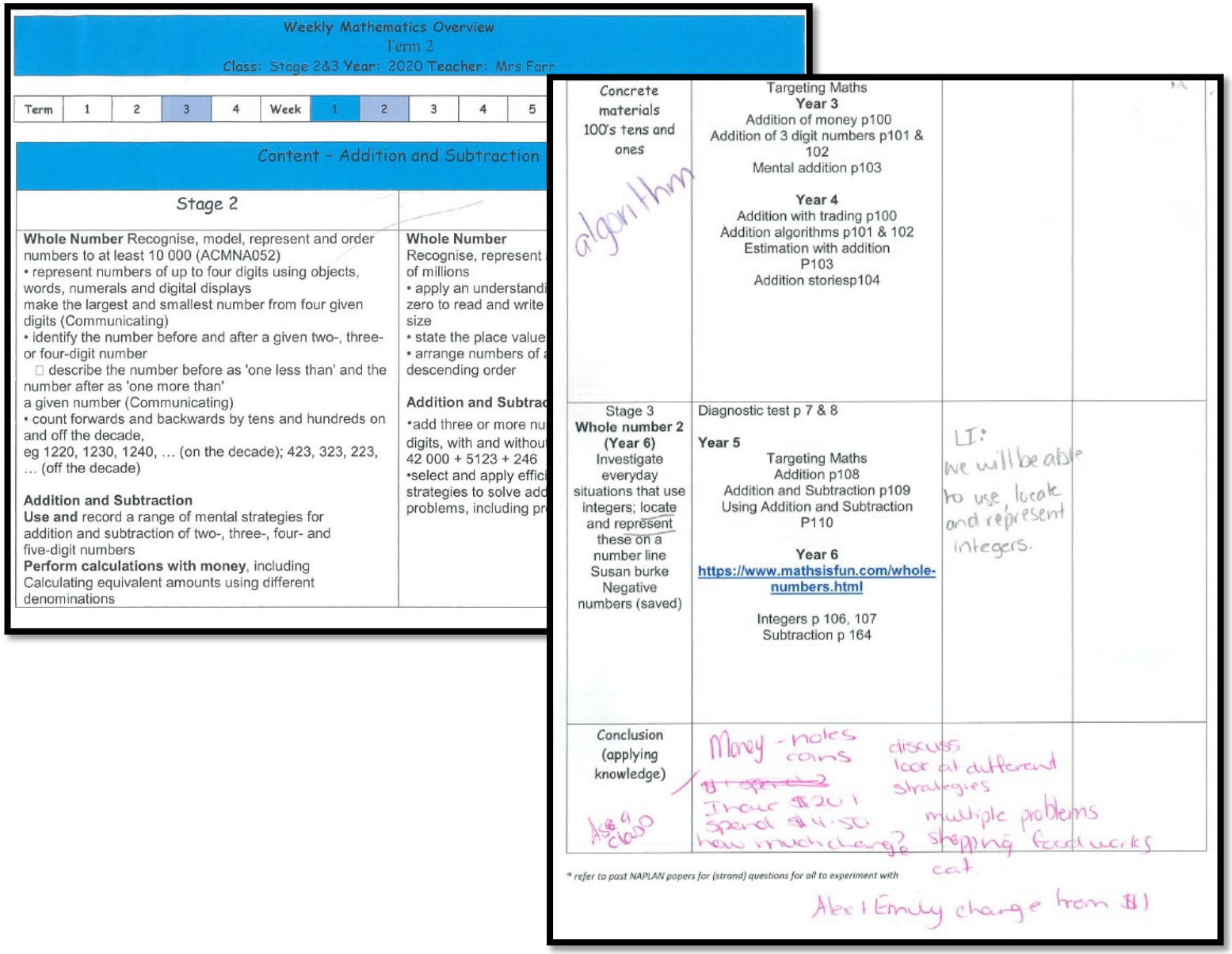
This scope and sequence is altered from the original *Vardy's Road Mathematics Scope and Sequence DEC* to accommodate the needs of DPS. Created by M.Carr 2017



Weekly lesson plans are linked to syllabus outcomes and the needs of the students.

The school uses internal and NAPLAN assessments to assess student progress and achievement against syllabus outcomes. We recognise that our external assessment measures can be broadened beyond NAPLAN. We will investigate PAT for inclusion in 2021.

Learning: Student Performance Measures - Internal and external measures against syllabus standards



Weekly Mathematics Overview
Term 2
Class: Stage 2&3 Year: 2020 Teacher: Mrs Farr

Term	1	2	3	4	Week	1	2	3	4	5

Content - Addition and Subtraction

Stage 2	
Whole Number Recognise, model, represent and order numbers to at least 10 000 (ACMNA052) • represent numbers of up to four digits using objects, words, numerals and digital displays make the largest and smallest number from four given digits (Communicating) • identify the number before and after a given two-, three- or four-digit number describe the number before as 'one less than' and the number after as 'one more than' a given number (Communicating) • count forwards and backwards by tens and hundreds on and off the decade, eg 1220, 1230, 1240, … (on the decade); 423, 323, 223, … (off the decade) **Addition and Subtraction** **Use and** record a range of mental strategies for addition and subtraction of two-, three-, four- and five-digit numbers **Perform calculations with money**, including Calculating equivalent amounts using different denominations	**Whole Number** Recognise, represent of millions • apply an understandi zero to read and write size • state the place value • arrange numbers of descending order **Addition and Subtrac** •add three or more nu digits, with and withou 42 000 + 5123 + 246 •select and apply effic strategies to solve add problems, including pr

Concrete materials 100's tens and ones algorithm	Targeting Maths **Year 3** Addition of money p100 Addition of 3 digit numbers p101 & 102 Mental addition p103 **Year 4** Addition with trading p100 Addition algorithms p101 & 102 Estimation with addition P103 Addition storiesp104		
Stage 3 **Whole number 2 (Year 6)** Investigate everyday situations that use integers; locate and represent these on a number line Susan burke Negative numbers (saved)	Diagnostic test p 7 & 8 **Year 5** Targeting Maths Addition p108 Addition and Subtraction p109 Using Addition and Subtraction P110 **Year 6** https://www.mathsisfun.com/whole-numbers.html Integers p 106, 107 Subtraction p 164	LI: We will be able to use, locate and represent integers.	
Conclusion (applying knowledge) Ask a class	Money - notes coins ~~I spend~~ I have $20.1 Spend $4.50 how much change? discuss look at different strategies multiple problems shopping food works cat.		

* refer to past NAPLAN papers for (strand) questions for all to experiment with

Alex + Emily change from $1

Teachers routinely use evidence of learning, including a range of timely formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

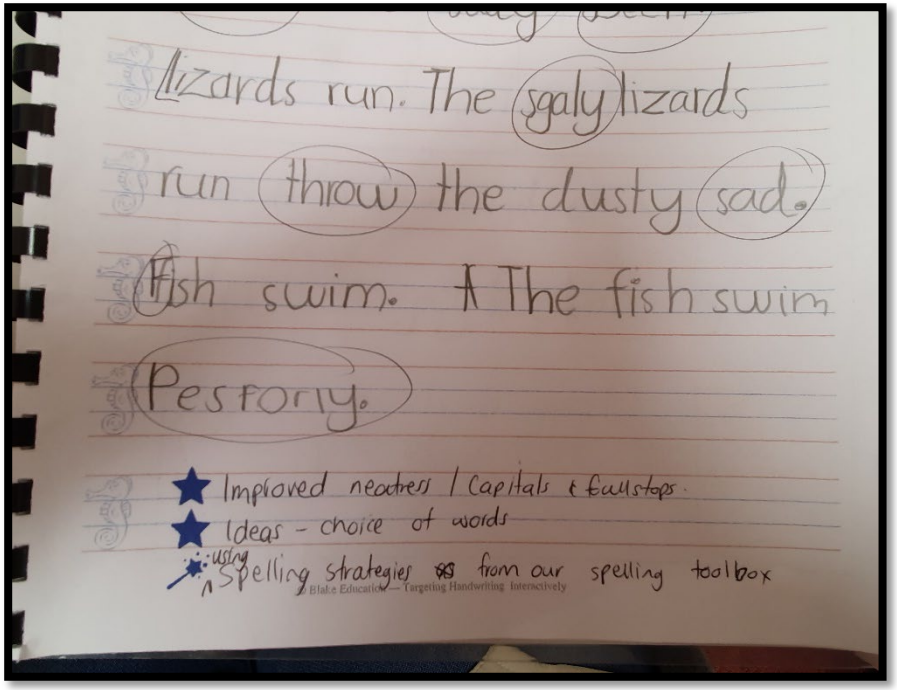
The screen shot of PLAN 2 shows how the school has commenced a system to map student achievement in 3-6 with a focus in additive strategies.

The writing sample shows a student's teacher conference discussion using 2 stars and a wish feedback.

Learning: Assessment - Formative assessment

Teaching: effective classroom practice – feedback

Sub-elem	Indicators	Update multiple s	[redacted]	[redacted]	[redacted]	[redacted]
AdS	**Additive strategies**					
AdS3	**Figurative (imagined units)**					
AdS3	solves additive tasks involving two concealed collections of items by visualising, counting from one to determine the total		–	–	–	a
AdS4	**Counting on (by ones)**					
AdS4	treats a number word as a completed count when solving problems ('I have 7 apples. I want 10. How many more do I need?' Treats the 7 as a completed count)		–	–	–	a
AdS4	uses a strategy of count-up-from to calculate addition (to find 6 + 3, responds 6, 7, 8, 9. It's 9)		–	–	–	a
AdS4	uses a strategy of count-up-to to solve missing addends tasks (to solve 6 + ? = 9, responds 6 ... 7, 8, 9. It's 3)		–	–	–	s
AdS5	**Counting back (by ones)**					
AdS5	uses count-down-from for subtraction tasks (9 – 3 = ?, 9 ... 8, 7, 6. It equals 6)		–	–	a	a
AdS5	uses count-down-to to calculate (9 take away something equals 6, responds 9 ... 8, 7, 6 ... It's 3)		–	–	a	s
AdS5	finds the difference between two numbers less than 20		–	–	a	s
AdS5	counts back to find the difference between two quantities where the difference is no greater than 4		–	–	a	s
AdS6	**Flexible strategies with combinations to 10**					
AdS6	uses a range of non–count-by-one strategies when adding or subtracting two or more numbers (bridging to 10, near doubles)		–	–	–	s
AdS6	uses part-whole construction of number to partition a whole number into parts (partitions 7 into 5 and 2, 6 and 1, 4 and 3)		–	–	–	s

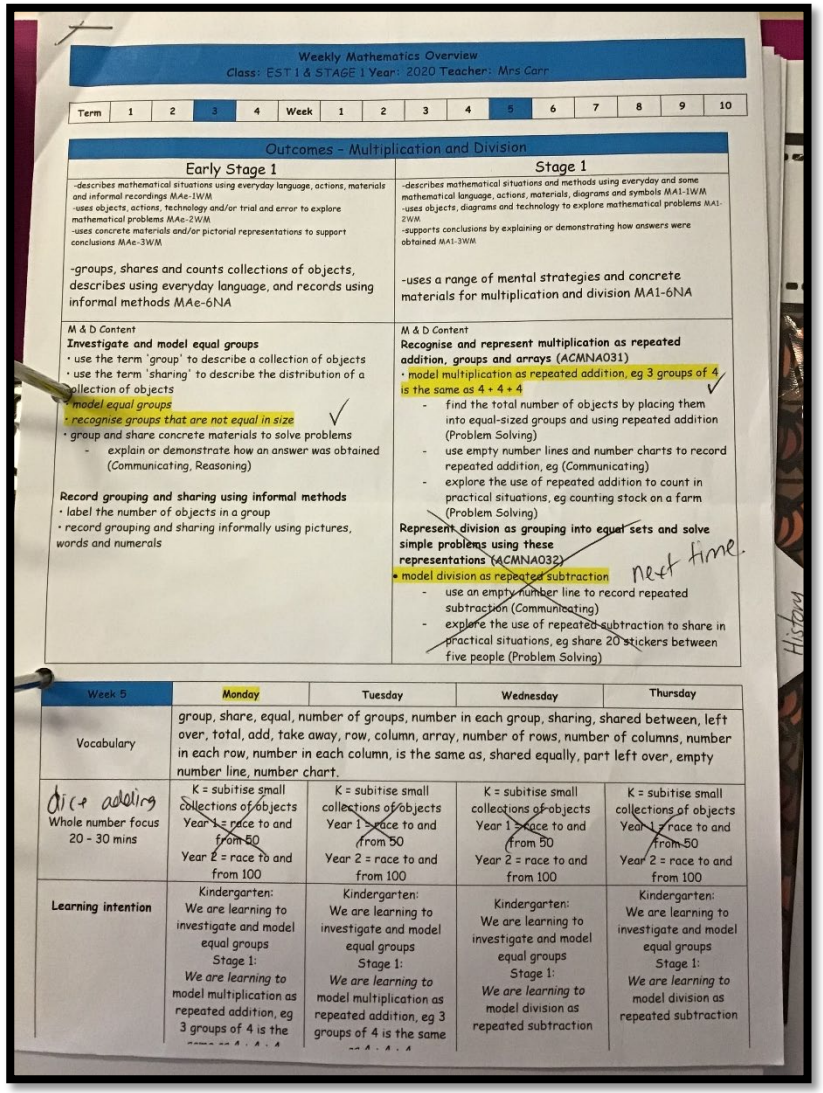


Teachers collaborate across the school to share curriculum knowledge, data, feedback and other information about student progress and achievement to inform the development of evidence based programs and lessons which meet the needs of all students.

Teaching: Effective classroom practice- Lesson planning -

At DPS learning and teaching is planned weekly. Diagnostic tests at the beginning of the week inform the learning intention for each student. Evidence based learning informs where to next. These two planning documents indicate the changes to the teaching and learning as a result of diagnostic tests and regular student teacher conferencing in mathematics.

Learning: Curriculum – teaching & learning programs



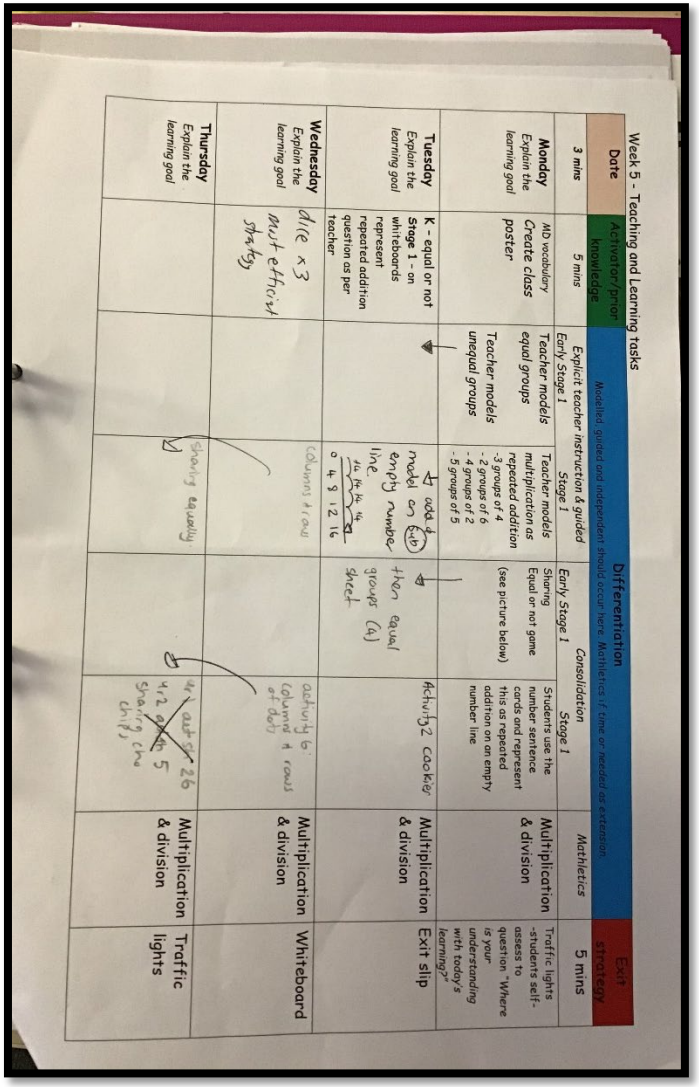
Weekly Mathematics Overview
Class: EST 1 & STAGE 1 Year: 2020 Teacher: Mrs Carr

Term	1	2	3	4	Week	1	2	3	4	5	6	7	8	9	10

Outcomes – Multiplication and Division

Early Stage 1	Stage 1
-describes mathematical situations using everyday language, actions, materials and informal recordings MAe-1WM -uses objects, actions, technology and/or trial and error to explore mathematical problems MAe-2WM -uses concrete materials and/or pictorial representations to support conclusions MAe-3WM -groups, shares and counts collections of objects, describes using everyday language, and records using informal methods MAe-6NA	-describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols MA1-1WM -uses objects, diagrams and technology to explore mathematical problems MA1-2WM -supports conclusions by explaining or demonstrating how answers were obtained MA1-3WM -uses a range of mental strategies and concrete materials for multiplication and division MA1-6NA
M & D Content **Investigate and model equal groups** • use the term 'group' to describe a collection of objects • use the term 'sharing' to describe the distribution of a collection of objects • model equal groups • recognise groups that are not equal in size • group and share concrete materials to solve problems - explain or demonstrate how an answer was obtained (Communicating, Reasoning) **Record grouping and sharing using informal methods** • label the number of objects in a group • record grouping and sharing informally using pictures, words and numerals	M & D Content **Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)** • model multiplication as repeated addition, eg 3 groups of 4 is the same as 4 + 4 + 4 - find the total number of objects by placing them into equal-sized groups and using repeated addition (Problem Solving) - use empty number lines and number charts to record repeated addition, eg (Communicating) - explore the use of repeated addition to count in practical situations, eg counting stock on a farm (Problem Solving) **Represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)** • model division as repeated subtraction - use an empty number line to record repeated subtraction (Communicating) - explore the use of repeated subtraction to share in practical situations, eg share 20 stickers between five people (Problem Solving) next time.

Week 5	Monday	Tuesday	Wednesday	Thursday
Vocabulary	group, share, equal, number of groups, number in each group, sharing, shared between, left over, total, add, take away, row, column, array, number of rows, number of columns, number in each row, number in each column, is the same as, shared equally, part left over, empty number line, number chart.			
dice adding Whole number focus 20 – 30 mins	K = subitise small collections of objects Year 1 = race to and from 50 Year 2 = race to and from 100	K = subitise small collections of objects Year 1 = race to and from 50 Year 2 = race to and from 100	K = subitise small collections of objects Year 1 = race to and from 50 Year 2 = race to and from 100	K = subitise small collections of objects Year 1 = race to and from 50 Year 2 = race to and from 100
Learning intention	Kindergarten: We are learning to investigate and model equal groups Stage 1: *We are learning to* model multiplication as repeated addition, eg 3 groups of 4 is the same	Kindergarten: We are learning to investigate and model equal groups Stage 1: *We are learning to* model multiplication as repeated addition, eg 3 groups of 4 is the same	Kindergarten: We are learning to investigate and model equal groups Stage 1: *We are learning to* model division as repeated subtraction	Kindergarten: We are learning to investigate and model equal groups Stage 1: *We are learning to* model division as repeated subtraction



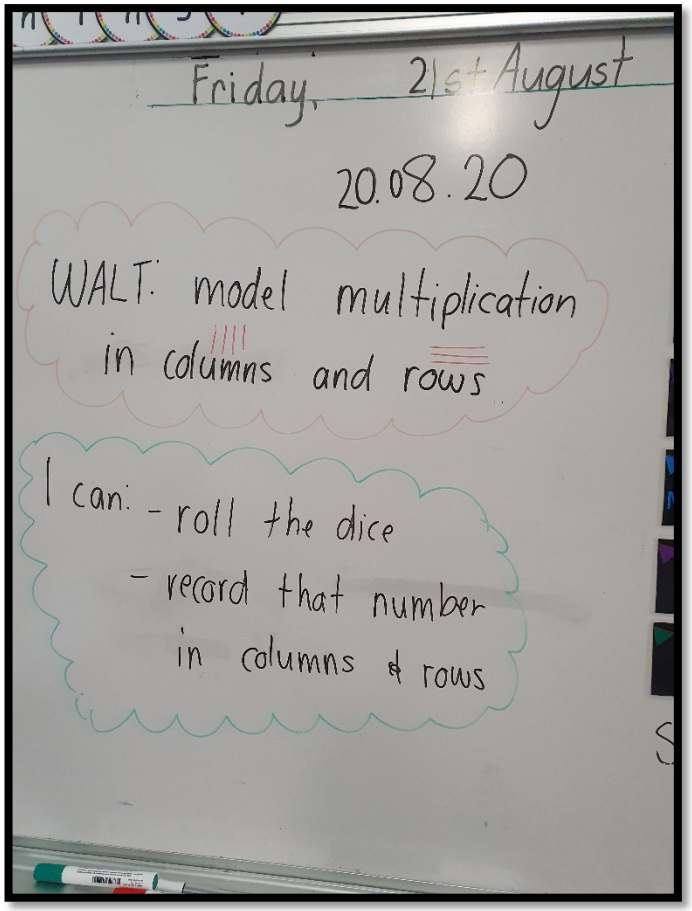
Week 5 - Teaching and Learning tasks

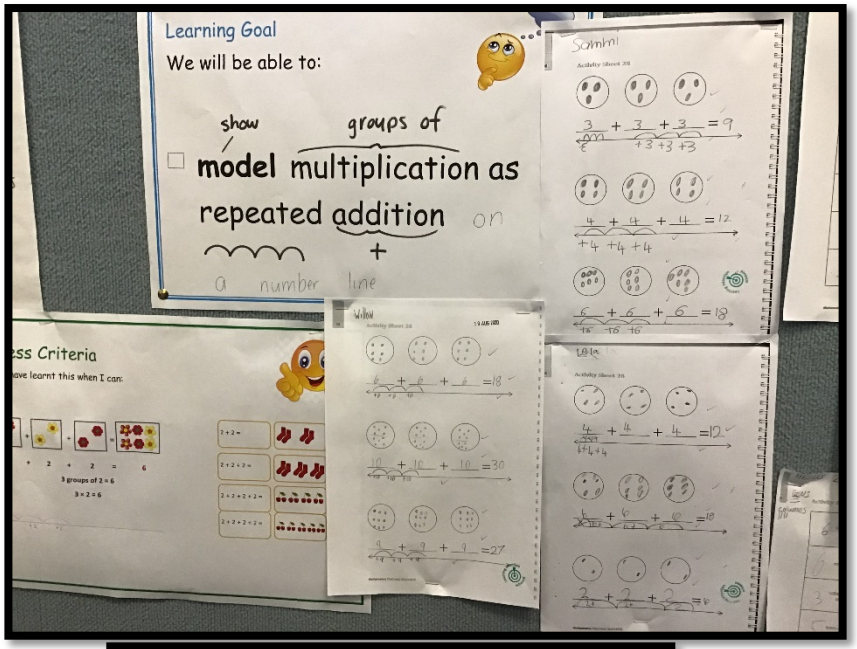
Date	Activator/prior knowledge	Differentiation Modelled, guided and independent should occur here. Mathletics if time or needed as extension				Mathletics	Exit strategy
3 mins	5 mins	Explicit teacher instruction & guided		Consolidation			5 mins
		Early Stage 1	Stage 1	Stage 1	Stage 1		
Monday *Explain the learning goal*	MD vocabulary *Create class poster*	Teacher models equal groups Teacher models unequal groups	Teacher models multiplication as repeated addition - 3 groups of 4 - 2 groups of 6 - 4 groups of 2 - 5 groups of 5	Sharing Equal or not game (see picture below)	Students use the number sentence cards and represent this as repeated addition on an empty number line	Multiplication & division	Traffic lights -students self-assess to question "Where is your understanding with today's learning?"
Tuesday *Explain the learning goal*	K - equal or not Stage 1 - on whiteboards represent repeated addition question as per teacher		add 4 model on (4b) empty number line 0 4 8 12 16	then equal groups (4) sheet	Activity 2 cookies	Multiplication & division	Exit slip
Wednesday *Explain the learning goal*	dice x 3 mult ethical strategy		columns & rows		activity 6 column & rows of dots	Multiplication & division	Whiteboard
Thursday *Explain the learning goal*			sharing equally		4r out of 26 4r2 out of 5 sharing the chips	Multiplication & division	Traffic lights

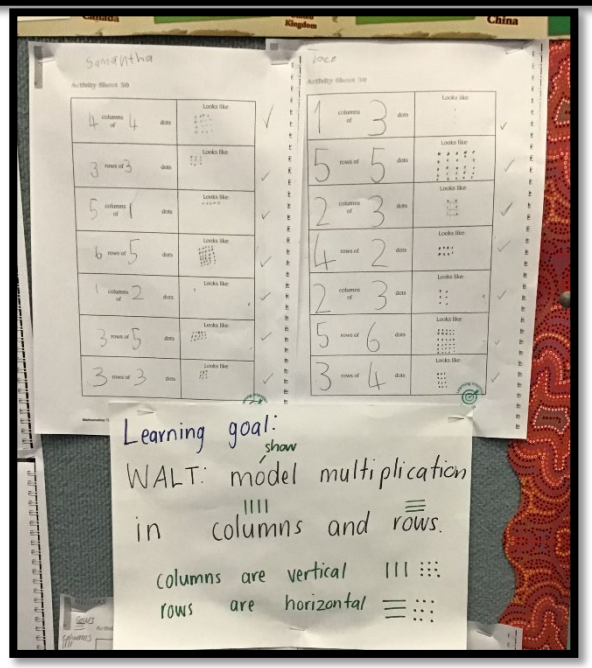
Teachers are skilled at explicit teaching techniques such as; using learning intentions, success criteria, assessing to identify student learning needs, and using a range of explicit strategies to explain and break down knowledge.

Teaching: Effective Classroom Practice - Lesson planning, explicit teaching

Weekly planning informs the daily LI and teaching. Timely and explicit feedback is provided to students based on LI and SC through student teacher conferencing. This evidence of learning is then displayed so students know where they are at and where they need to go.

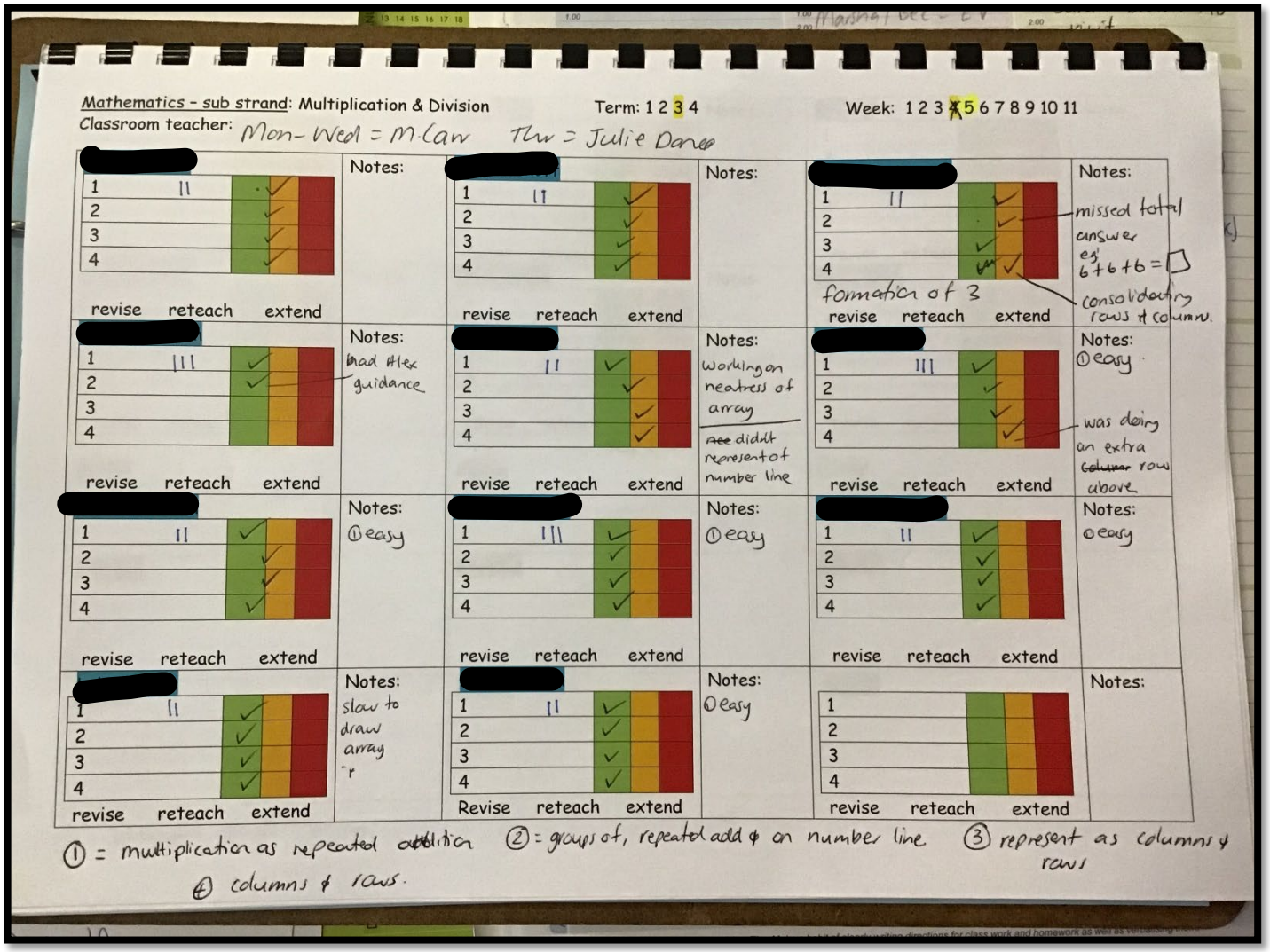






Staff use traffic light observation grids developed to reflection on daily teaching and student learning. Students have unfix cubes that are used during the lesson to indicate where they are at in their learning. Formative and summative assessment create opportunities for students to receive feedback on their learning.

Learning: assessment – formative assessment, student engagement



Mathematics - sub strand: Multiplication & Division Term: 1 2 3 4 Week: 1 2 3 4 5 6 7 8 9 10 11

Classroom teacher: Mon-Wed = M.Carr Thu = Julie Daneo

[redacted] 1 II, 2, 3, 4 — revise reteach extend	Notes:	[redacted] 1 II, 2, 3, 4 — revise reteach extend	Notes:
[redacted] 1 III, 2, 3, 4 — revise reteach extend	Notes: had Alex guidance	[redacted] 1 II, 2, 3, 4 — revise reteach extend	Notes: working on neatness of array; ~~Alex~~ didn't represent of number line
[redacted] 1 II, 2, 3, 4 — revise reteach extend	Notes: ① easy	[redacted] 1 III, 2, 3, 4 — revise reteach extend	Notes: ① easy
[redacted] 1 II, 2, 3, 4 — revise reteach extend	Notes: slow to draw array	[redacted] 1 II, 2, 3, 4 — Revise reteach extend	Notes: ① easy

[redacted] 1 II, 2, 3, 4 — revise reteach extend	Notes: missed total answer eg 6+6+6=□; formation of 3; consolidating rows & column.
[redacted] 1 III, 2, 3, 4 — revise reteach extend	Notes: ① easy; was doing an extra ~~column~~ row above
[redacted] 1 II, 2, 3, 4 — revise reteach extend	Notes: ① easy
1, 2, 3, 4 — revise reteach extend	Notes:

① = multiplication as repeated addition ② = groups of, repeated add & on number line ③ represent as columns & rows ④ columns & rows.

1B Reporting

DPS provides all teachers with an assessment schedule to assist in monitoring student progress. A range of internal and external base line assessment informs where to next.

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.

Assessment is used in our weekly planning to then inform teaching.

Assessment informs planning. As an EAfS school the Instructional Leader supports the K-2 teacher with data analyses and observations informing their programs every 5 weeks. This model will be expanding this model to K-6.

Learning: Assessment –Whole school monitoring of student learning

Learning: reporting - whole school reporting

Deepwater Public School – Assessment Schedule

	Term 1	Term 2	Term 3	Term 4
English	-Best Start -Writing samples -Reading levels -Running records -Comprehension tasks -PLAN (K-3) -Lesson evaluations -observation grid	-PLAN (K-3) -Writing samples -Reading levels -Running records -Comprehension tasks -Lesson evaluations -observation grid	-PLAN (K-3) -Writing samples -Reading levels -Running records -Comprehension tasks -NAPLAN – SMART data -Lesson evaluations -observation grid	-PLAN (K-3) -Writing samples -Reading levels -Running records -Comprehension tasks -Lesson evaluations -observation grid
Mathematics	-PLAN 2 (K-2 + focus students) -Work samples -SENA -pre & post DoE diagnostic test -Lesson evaluations -Traffic light observation grid	-PLAN 2 (K-2 + focus students) - Work samples -SENA if needed -pre & post DoE diagnostic test -Lesson evaluations -Traffic light observation grid	-PLAN 2 (K-2 + focus students) - Work samples -SENA -NAPLAN – SMART data -pre & post DoE diagnostic test -Lesson evaluations -Traffic light observation grid	-PLAN 2 (K-2 + focus students) - Work samples -SENA if needed -pre & post DoE diagnostic test -Lesson evaluations -Traffic light observation grid
Science	-Work samples -Topic tests -Lesson evaluations -observation grid	-Work samples -Topic tests -Lesson evaluations -observation grid	-Work samples -Topic tests -Lesson evaluations -observation grid	-Work samples -Topic tests -Lesson evaluations -observation grid
History & Geography	-Work samples -Topic tests -Lesson evaluations -observation grid	-Work samples -Topic tests -Lesson evaluations -observation grid	-Work samples -Topic tests -Lesson evaluations -observation grid	-Work samples -Topic tests -Lesson evaluations -observation grid
Creative arts	-Work samples -Recorded student performance -observation grid	-Work samples -Recorded student performances -observation grid	-Work samples -Recorded student performances -observation grid	-Work samples -Recorded student performances -observation grid
PPD/PE & Sport	-Student participation -Work samples -observation grid	-Student participation -Work samples -observation grid	-Student participation -Work samples -observation grid	-Student participation -Work samples -observation grid

*including but not limited too above

Deepwater Public School – Assessment schedule – updated 2020 – V1 1

At DPS student reports are completed every Semester as per DoE policy. Our reports are a summary of the student's personalised learning and achievements throughout each semester. Teachers use their evidence of learning, observations grids and other assessment measures as per our assessment schedule to inform each students report.

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

Learning: Reporting - Student Reports

Deepwater Public School Student Report

2020 - Semester One – Stage Two

Student: [redacted]

Grade: Year Four

Teacher: Ms Melynda Carr, Mrs Marsha Farr & Mrs Rebecca Thomas

Our school provides a summary of your child's progress with written reports twice a year and provides ongoing detail through interviews or meetings. Please contact the school if you wish to participate in your child's learning and progress by discussing this report with the teachers.

In line with advice from the NSW Department of Education, our school report for Semester 1, 2020 has been adjusted to cater for students learning from school and at home. Please be aware that all students may not have covered the same syllabus outcomes or content during this period. This report will not grade student achievement using the A-E scale. The teacher's comments will focus on English and mathematics as well as learning that students have undertaken in other Key Learning Areas (KLAs). This report will also provide information about student attendance, their commitment to learning and identify the next steps in learning.

Assessment of Effort and Engagement

Effort is shown using the scale 5 to 1 from most to least effort.

Engagement will be determined from evidence of learning from home work samples.

Effort /Engagement	5 – Most	4	3	2	1 – Least

English

Effort in Class

5	4	3	2	1

Engagement in Learning from Home

5	4	3	2	1

Ms Carr Teacher Comment:

[redacted] seemed very engaged in our poetry unit and enjoyed creative writing tasks. He really enjoyed singing the traditional narrative Waltzing Matilda. He demonstrated his knowledge of poetic devices by composing some of his own short poems. [redacted] adapted the traditional version of Waltzing Matilda into a narrative whilst still using the traditional language. A goal for [redacted] is to improve his neatness and presentation of his book work to reflect his grade expectations.
During the learning from home experience, [redacted] completed his persuasive text on Whales. From this it is evident he is learning to summarise information into his own words and acknowledge the sources of information.
Recently [redacted] composed many paragraphs of the week on a range of topics. In order to present a strong point of view through a cohesive text, his planning stage is important. He is learning to plan accordingly to make this impact in his writing. [redacted] really engaged with and enjoyed the tasks he completed from the Bum Thief matrix. The poster his created and presented demonstrated in detail his comprehension of the story.

Mathematics

Effort in Class

5	4	3	2	1

Engagement in Learning from Home

5	4	3	2	1

Mrs Farr Teacher Comment:

[redacted] is developing consistently with his mathematical concept knowledge. During the learning from home interval this year. He applied himself to complete his math tasks with varied success. [redacted] will often get frustrated when learning a new concept if he thinks he is not achieving, however he has showed with persistence he can achieve the outcome. He has a good understanding of fractions and decimals and converting these from fractions to decimals and the reverse. [redacted] now needs to apply his understanding to the concepts of more than, less than and equal too stage

Ms Carr Teacher Comment:

[redacted] was very enthusiastic to participate in our Waltzing Matilda poetry sequence and he especially liked to sing along. He used his general knowledge to support his learning tasks. During shared reading sessions with our Eric Carle focus texts, [redacted] discussed how new information builds on current knowledge, which was important during our factual writing about spiders and caterpillars. He could recount and describe the most relevant detailed from a text. [redacted] is learning to understand that when writing particular types of texts there are grammatical rules that all writers needs to follow including himself. He is also developing his understanding that writing is a process of planning, composing, editing and revising. [redacted] is learning how to accept feedback on his written work to make further improvements. One of this writing goals moving into term 3 will be the importance of independently using known and taught spelling strategies from our spelling toolbox. During guided reading [redacted] has mostly fluent and phrased reading. He uses illustrations and general meaning to support his reading. He attempts to self-correct errors but is learning to accept more competent problem-solving strategies at the point of error. [redacted] provided evidence of learning from home. He presented a painted poster about saving whales.

At DPS teachers schedule and complete semester parent teacher meetings/interviews to discuss individual student learning achievements and areas for future growth.

Learning: Reporting - Parent Engagement

NSW GOVERNMENT | Education

DEEPWATER PUBLIC SCHOOL
15-25 YOUNG STREET
DEEPWATER
NSW 2371

Phone: 02 67345395

2020 Parent-Teacher Meetings

Please indicate below, your interest in a parent-teacher meeting to discuss your child's progress and areas for development for 2020.

Please allow a separate interview time per student if you have more than one child at school. Write each child's name in the time slot that suits you.

Return the slip to the INBOX in the office ASAP. We will send interview confirmation slips home as soon as your preference is meet.

Thank you and we look forward to discussing your child's learning.

Please indicate your interview preference time slots. First in, best dressed!

Week 2	Monday 3rd Feb	Tuesday 4th Feb	Wednesday 5th Feb
3:05 – 3:20 pm	Booked	Booked	
3:25 – 3:40 pm		Booked	
3:44 – 4:00 pm		Booked	
Week 3	**Monday 10th Feb**	**Tuesday 11th Feb**	**Wednesday 12th Feb**
3:05 – 3:20 pm			
3:25 – 3:40 pm			
3:44 – 4:00 pm			

NSW GOVERNMENT | Education

New

15-25 Your
Deepwater
Ph: 02 67
Email: deepwater-p
Website: www.deepwa

Newsletter No. 12 **Term 3 W**

Principal Report
Thank you SASS
This week we celebrate School Administration and Support Staff Recognition Week. At our school this means we are acknowledging the hard work of Mrs Garth, Mrs Debbie Sturtridge and Mr Ruming. Each day they do critical work in order to keep our school running and students learning. Teachers, students and parents, I encourage you to take the time this week to thank them.

Semester One Reports
As always, parents are encouraged to contact the school should they wish to request a parent teacher meeting. Due to COVID restrictions, these will occur over the phone as much as possible.

Thank you
Ms Carr

During our parent teacher meetings we discuss the student's achievements, areas for future growth and then as a partnership we commit on actions to be taken by students, parents and teachers. Parents are always given a copy of the discussion.

The school provides parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

Learning: Reporting - Parent Engagement

Deepwater Public School Parent Teacher Meeting Record

Date: 03/02/2020

Present: Ms Carr, Mrs Thomas, [redacted]

Meeting Agenda: [redacted] Parent / Teacher meeting

Meeting Minutes:

- 2019 Sem 2 Report discussed
- Improved effort – due to communication book and [redacted] being aware of this communication
- Parents also felt like there was improvement in effort towards the end of year/ last year.
- Parents gave feedback on the communication book and type of comments
- Mel discussed attention span is in need of development. Parents also aware of this and referred to video game attention and game completion
- Homework discussed – stepped up to level 4 in card flip and/or different maths tasks.
- Behaviour chart gets student to take ownership of behaviour. This is replacing communication book. Students to be aware of where they are and share this information (eg; "Today I had a great day")
- [redacted] feels like he listens between green/yellow when asked how well he listens to instructions.
- Fiddle object. [redacted] knows where this is and how to use it appropriately.

Areas of growth at school and home:

- Concentration and listening skills eg: on floor whole group – seems switched off.
- Teaches suggested giving him tasks to complete at home with multiple steps but deliver one at a time then add a second and third etc. This is needed to help build his attention span to an appropriate level.
- Encouraging [redacted] to put in his full effort – teachers to inform parents if we think his effort is slipping again.
- Sometimes concerns himself with other students, mildly annoying and/or interfering with other students. Not in a harmful way just distracting.

Actions to be taken by all:

- Communication book was working well last year but replaced with students taken ownership of where they are. Teachers to inform parents if overall effort slips.
- Print mid-year report for parents.
- Teachers to implement things discussed above
- Parents to implement things discussed above
- [redacted] to work with classroom teacher and parents on things discussed above.

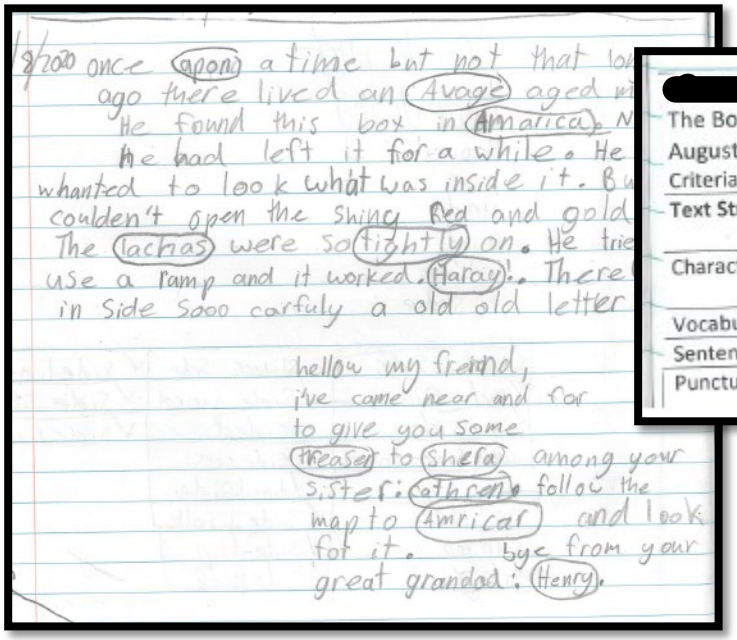
In 2019 DPS was involved in the DoE Writing Initiative. We used NAPLAN data to identify areas of need across the senior grades. The planning, teaching and assessing of writing is becoming embedded practice across the school. We will continue to monitor our impact using consistent teacher judgement teacher peer blind marking and NAPLAN growth data.

After the pre-writing test, teachers peer blind mark each students work sample. This feedback was then compiled into one summary document and discussed with each student. Students then use this feedback to improve their writing throughout the term as the teacher explicitly teaches each English concept.

Most students are showing expected growth and achievement.

Learning: Assessment - Student Engagement

Teaching: effective classroom practice - feedback



once apon a time but not that lo
ago there lived an Avage aged
He found this box in Amarica.
he had left it for a while. He
whanted to look what was inside it. B
couldn't open the shiny Red and gold
The lachas were so tightly on. He tri
use a ramp and it worked. Haray!. There
in Side Sooo carfuly a old old letter

hellow my freind,
i've come near and far
to give you some
treases to Shera among your
sister: cathran. follow the
map to Amricar and look
for it. bye from your
great grandad: Henry.

[redacted] The Box- Monday 24th August 2020 Criteria	Score	Comment
Text Structure	1/4	Has some evidence of a recounts events, but needs more tension and excitement
Character and Setting	1/4	Basic description of man and place- needs to develop the detail more
Vocabulary	2/5	Basic vocabulary needs to develop more word choices
Sentence Structure	3/6	Simple and compound sentences – more variety
Punctuation	3/5	No stray full stops, capital letters and full stops, need to develop further punctuation- direct speech.

Marking Criteria

Work Sample (Name or Title) [redacted]

Criteria	Score 1	Score 2	Comments & Annotations
Audience	/6	/6	
Text Structure	1.5 2 /4	/4	has some evidence of recounts events, but weak elements needs more tension, excitement
Ideas	1 /5	/5	
Character & Setting	1.5 /4	/4	described man, has place but basic dialogue needs more description/detail
Vocabulary	2 /5	/5	basic vocab needs precise words + word groups
Cohesion	/4	/4	
Paragraphing	/3	/3	
Sentence Structure	3 /6	/6	Simple + compound needs variety
Punctuation	2.5 3 /5	/5	no stray capital letter, full stops use of other punctuation
Spelling	/6	/6	

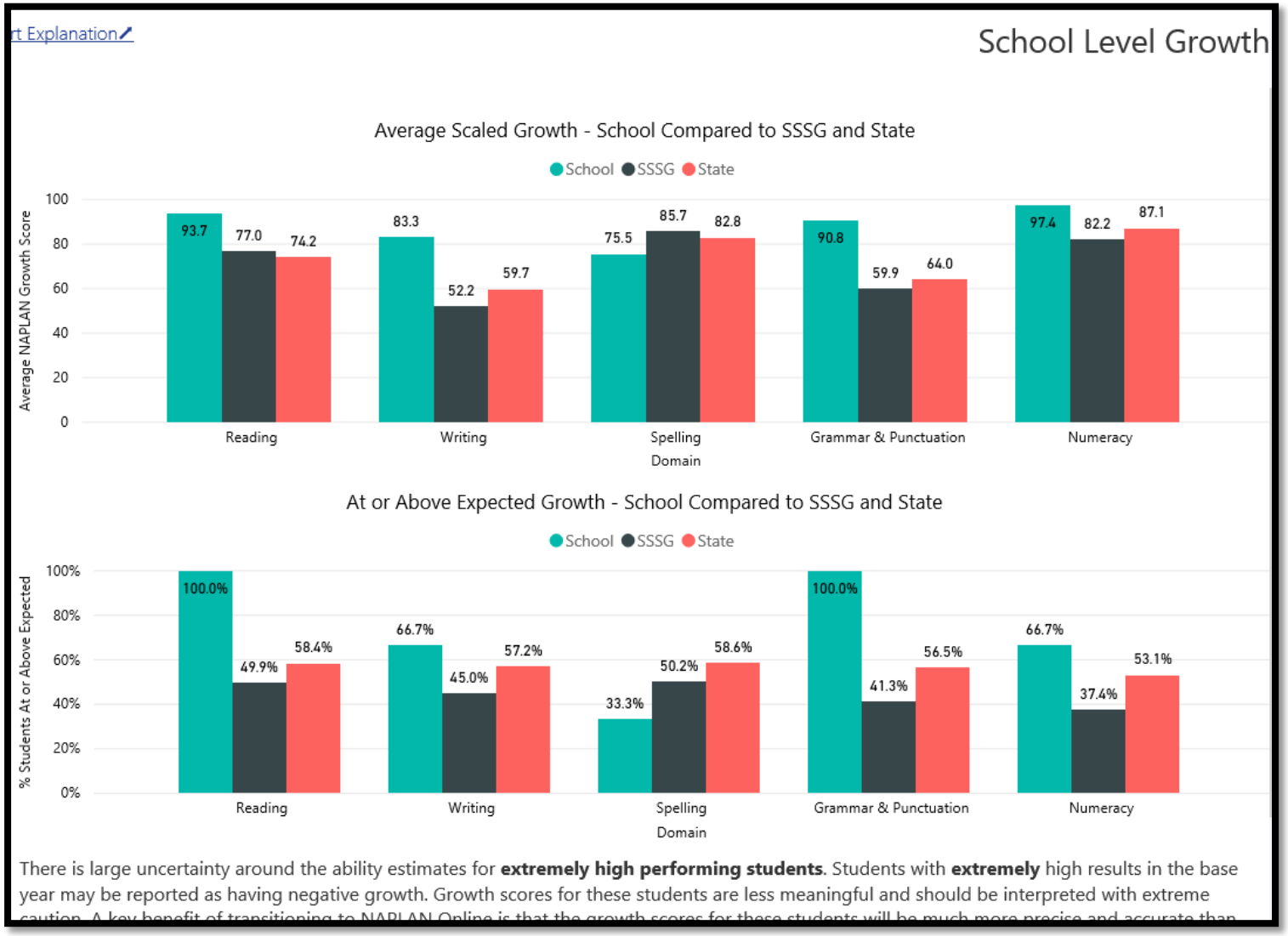
Marking Criteria

Work Sample (Name or Title) [redacted]

Criteria	Score 1	Score 2	Comments & Annotations
Audience	/6	/6	
Text Structure	1/4	/4	contained some description.
Ideas	/5	/5	
Character & Setting	1 /4	/4	basic description of ~~place~~ setting + character
Vocabulary	2 /5	/5	used words such as beautiful, carefully. red, gold box
Cohesion	/4	/4	
Paragraphing	/3	/3	
Sentence Structure	2 /6	/6	compound sentences - some
Punctuation	2 /5	/5	
Spelling	3 /6	/6	

Using the NAPLAN school level growth data we are able to identify areas of need for improvement teaching across the school.

Learning: Student performance measures – student growth



1C Curriculum mapping

DPS has planning days to support teachers in the professional development around syllabus knowledge, planning and programming. Teachers identified the need for co-planning across the school specifically with KLAs such as Science, Geography and English.

The school monitors and reviews its curriculum provisions to meet changing requirements of the students.

Learning: Curriculum-Curriculum Provision

Leading: Continuous improvement

DPS Teacher Syllabus, Planning, Programming and Assessing PL Day – Tuesday 17th March 2020

Agenda

SEF links:	Learning domain – Curriculum Teaching domain – Effective classroom practice	
Teaching Standards link:	1.2.2, 1.4.1, 1.5.2, 2.1.2, 2.3.2, 2.5.2, 2.6.2, 3.1.2, 3.2.2, 3.3.2,	
Times	**Topic**	**Resources**
9 – 11 21st Century Leaners and General Capabilities	Evaluative thinking pre-survey What do you know about the General Capabilities? What critical skills are needed for the jobs of the nature? Read and discuss the 5 C's What implications does this have on our programming/teaching? What do we need to do? How will we assess and measure this? Syllabus Content – what's compulsory and what's not	Teachers complete the pre-survey Syllabus KWL about 21st C L and the General Capabilities 7 critical skills for jobs for the future handout Key Competencies for 21st Century Leaners handout Watson summary handout Tucker summary handout NESA handout of syllabus requirements
Morning tea 11 – 11:30 Evaluative thinking	Eg; Researching and Discussions Science and Geography unit Co-planning and teaching	What do we need to improve? How will we do it? How will we know we have improved it?
Lunch 1:30 – 2:55 Where to next?	What will you do in the next 7 days? What will you do in the next 30 days?	Email commitment

Mel, Bec, I

Exit slip

Something that stuck with me?

Questions I still have?

What I want to know more about?

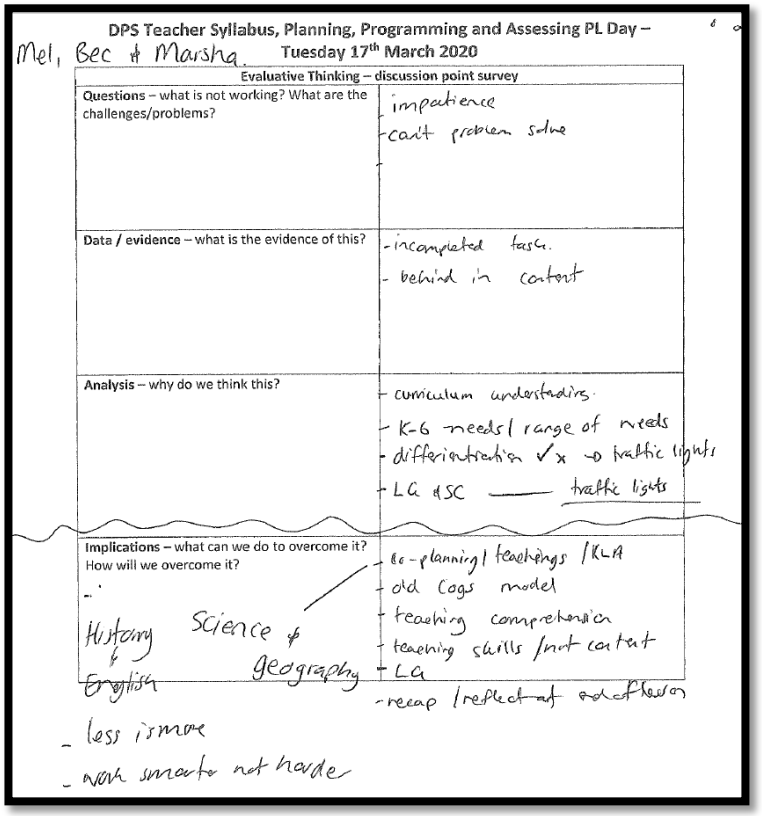
Anything else?

Teachers collaborate across the school to share curriculum knowledge, feedback and other information about student progress and achievement. All of which informs the development of evidence based programs and lessons, which meet the needs of all students and facilitates whole school improvement.

Teaching: Effective Classroom Practice- Lesson planning

Leading: Educational leadership - Instructional leadership

This sequence of PL including the subsequent learning from home PL. emphasis effective instructional leadership to facilitate whole school improvement and supports leadership aspirations.



DPS Teacher Syllabus, Planning, Programming and Assessing PL Day – Tuesday 17th March 2020

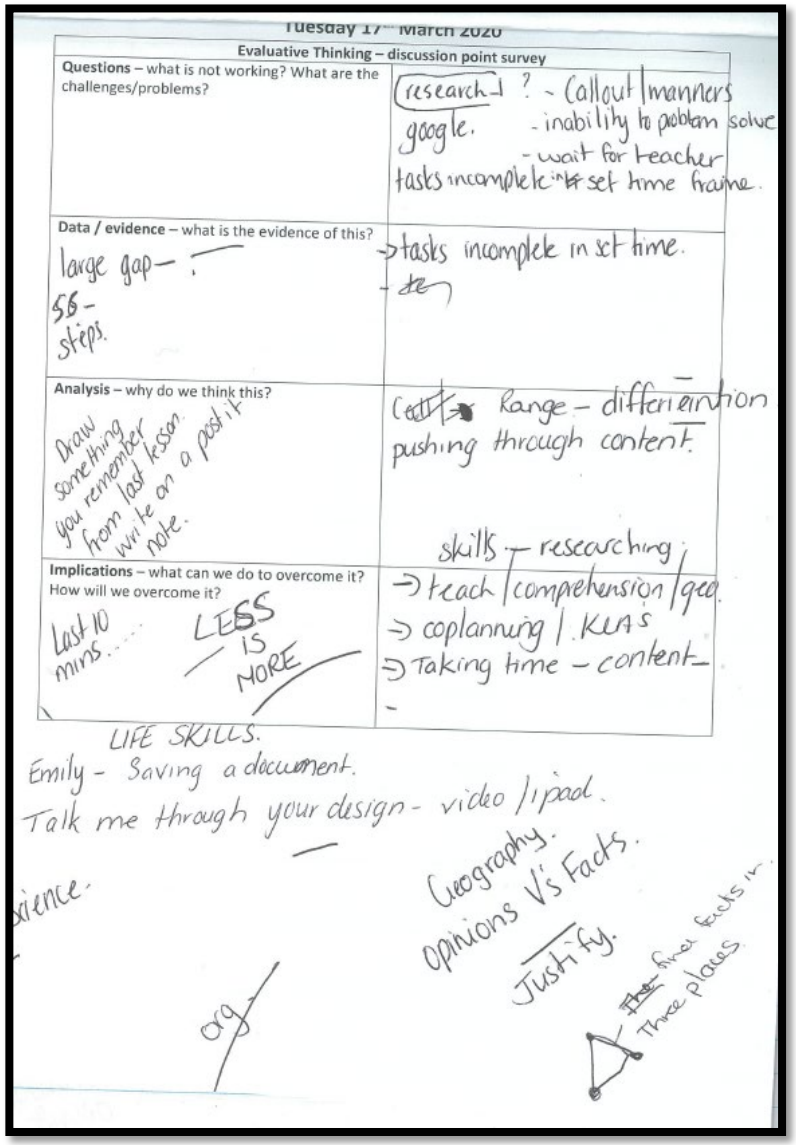
Mel, Bec & Marsha.

Evaluative Thinking – discussion point survey

Questions – what is not working? What are the challenges/problems?	impatience - can't problem solve
Data / evidence – what is the evidence of this?	- incomplete tasks. - behind in content
Analysis – why do we think this?	- curriculum understanding. - K-6 needs / range of needs - differentiation ✓ x → traffic lights - LG & SC — traffic lights
Implications – what can we do to overcome it? How will we overcome it?	- re-planning / teachings / KLA - old Cogs model - teaching comprehension - teaching skills / not content - LG - recap / reflect at end of lesson

History & English — Science & geography

- less is more
- work smarter not harder



Tuesday 17th March 2020

Evaluative Thinking – discussion point survey

Questions – what is not working? What are the challenges/problems?	research ? - Callout / manners google. - inability to problem solve - wait for teacher tasks incomplete in set time frame.
Data / evidence – what is the evidence of this?	large gap – SS – steps. → tasks incomplete in set time. - de
Analysis – why do we think this?	Draw something you remember from last lesson. Write on a post it note. Cell → Range – differentiation pushing through content. skills – researching
Implications – what can we do to overcome it? How will we overcome it?	Last 10 mins.... LESS IS MORE → teach / comprehension / geo. → coplanning / KLAS → Taking time – content

LIFE SKILLS.

Emily - Saving a document.

Talk me through your design - video / ipad.

Science.

Geography.

Opinions V's Facts.

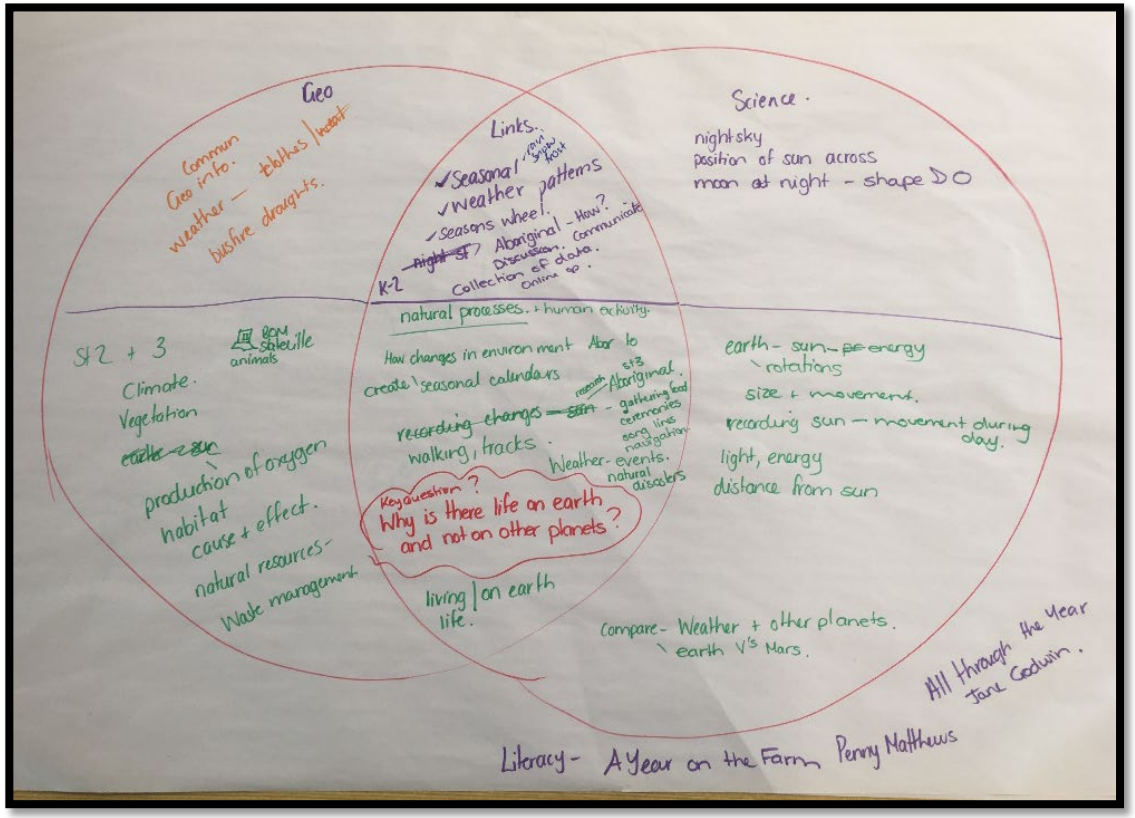
Justify.

Three facts in three places.

org

Before learning from home teachers collaborated across the school and examined student needs and syllabus outcomes. This resulted in identifying the links between Geography and Science and then co-planning in order to develop programs and lessons that cater for the needs of the students and school, whilst covering curriculum outcomes.

Teaching: Learning and development - Collaborative practice and feedback
Effective classroom practice - lesson planning



STAGE 3: What's our Climate?	TERM:2 2020 DPS Mrs Farr WEEKS: 7-10 Mrs Farr	
Factors that shape place Students investigate how people change the natural environment in Australia. They also explore how the environment influences the human characteristics of places. Students examine ways people influence the characteristics of places, including the management of spaces. Students explore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future.	**Content** Environments shape places - climate Climate Indigenous people Bushfire hazard	**Focus Questions:** How do the indigenous people describe climate? What is our local climate and how does it affect the way we live? What is Australia's climate? What is the climate of Mongolia? Where do bushfires occur in Australia? How can we minimise bushfires?

Summative assessment is planned and undertaken in classes as per our assessment scheduled. Teachers use summative assessment as a tool that supports learning and captures summative information about a student's learning. This example of a summative assessment is from merging the Geography and Science content for Stage 2 & 3, after teachers co-planned.

Learning: Assessment - Summative Assessment

KLA: Science and Technology	TERM: 1 2 3 4	STRAND: Earth and Space

STAGE OUTCOMES

S2

A student:

- Questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations. ST2-1WS-S
- Investigates regular changes caused by interactions between Earth and the Sun, and changes to the Earth's surface. ST2-10ES-S

S3

A students:

- Plans and conducts scientific investigations to answer testable questions and collects and summarises data to communicate conclusions. ST3-1WS-S
- Explains regular events in the solar system and geological events on the Earth's surface. ST3-10ES-S

Skills focus:	Learning experiences:
Communicating Communicate ideas using formal and informal representations. [redacted]	*Activate prior knowledge:* Discuss what we know about Earth and Space. Questions to prompt discussion. • What is Earth? • What is earths place in the solar system? • How does Earth compare to other planets in the solar system? • How does the Earth's surface change over time? • What do we think the term 'geological events' refers to? • What events are you familiar with that happen in the solar system in sp • What is the importance of the sun in the solar system and for Earth? Students individually complete a KWL chart referring to what they understand discussion points.

Earth and space ... Semester 1... TOPIC TEST. STAGE 2

Outcome: (ST2-10ES-S) Investigates regular changes caused by interactions between the Earth and Sun, and changes to the Earth's surface.

10¼/12

Earths relationship with the sun.

1. Name the objects that make up our solar system.

Stars sun Planets-mecury venus earth mars jupiter saturn uranus neptune, Constellations black holes moons comets meteorites astreioids pluto eris ceres ✓

2. Give 4 examples of how we can compare the objects in our solar system. Eg surface temperatures.

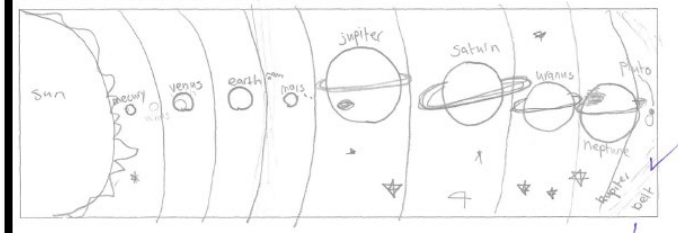
e.g. Surface temperatures on each planet.
e.g. Surface feeling ✓
e.g. gas, ice, heat, life ✓
e.g. shape and size ✓
e.g. dwarf planet or not ✓

3. Which object in our solar system is the major source of energy? Explain the effect this object has on the solar system.

The sun ✓ makes power by shining on solar panels, but can be bad because it makes things hotter than what they are supposed to and also the planets rotate around it so it is a star + bad + considerd good

3/4

4. Draw and label a diagram showing the planets in order from the sun. Include the Sun and observable size differences between the planets.



1D Transitions

Deepwater PS engages in locally relevant and effective collaborations between local schools, parents and students throughout all transition points.

Deepwater has a local preschool that operates one day a week. In normal circumstances (pre-COVID) once a term we would visit the preschool or have them join us for certain functions.

Students are personally invited to KO and we hold a parent information session. We provide all KO students with an orientation pack that has school readiness activities and important information for parents. Our transition program usually commences in term 3 and runs into term 4. It operates on a day that doesn't impact Deepwater or Emmaville preschool days.

Learning: Learning Culture – transitions and continuity of learning

1 attachment

Newsletter no. 14 Week 10 Term 3.pdf;

Hello Kindergarten Orientation parents,

I am excited to let you know that KO **can commence next term - with restrictions.** I am yet to go through the DoE documentation and understand the level of restrictions and the impact on 'how' KO will run but I thought I would share that update with you. This update only came through today.

Over the holidays I will work to design our KO program within the DoE guidelines of COVID and will make contact with you all early next term (week commencing 19th October).

Today we dropped off our KO transition activity packs (in a school library bag) to the pre-school. Please make sure you collect these this afternoon and become familiar with the contents. There is information for parents and activities for the kids to be supported by parents in developing some early literacy and numeracy skills.

Attached is our last term 3 newsletter.

Thank you for your patience and I look forward to seeing you and your children in some capacity next term!

Kind regards,
Ms Melynda Carr

DPS is a feeder school for the three surrounding high schools; Emmaville, Glen Innes and Tenterfield. Every year, year 6 students are provided with information about each schools transition program. Most students will participate in all and from that make their decision.

As a small school we support all students as they transition from K-2 to 3-6. Assessment data and personalised students learning information is discussed and handed over at the end of each year to the new class teacher.

Learning: Learning Culture – transitions and continuity of learning

Transition

Sarah Brown

Wed 19/08/2020 11:12 AM

To:Melynda Carr <melynda.carr2@det.nsw.edu.au>;

Hi Melynda,
Sorry I haven't been in touch sooner. It was lovely meeting your students last week.
I am the learning support teacher at Tenterfield High. I have started working with Primary s
area. I am working with Stage 3 classes to get to know the students and their needs to allo
support the student in their transition to High School. I understand that not all students ha
difficulties, but it is also a way that they can have a familiar face and support person once t
would love to come out and visit your school, if that would be ok. I do visits on Wednesday
when best suits you. The schools have been using me as an SLSO within the class while I an
allows me to work with the students, and get to know them better.
Have a great day.
Thank you

Kind Regards

Sarah Brown

Tenterfield High School
P: (02) 6736 1200
M: 0414 851 921
E: sarah.brown177@det.nsw.edu.au

EMMAVILLE CENTRAL SCHOOL

(02) 6734 7235

20-28 Park Rd Emmaville 2371
Fax: (02) 6734 7492
Email: emmaville-c.school@det.nsw.edu.au

Emmaville Central School
Secondary Orientation Program
Year 7-2021

Your child is invited to participate in the

Emmaville Central School's

Secondary Department Orientation Program

Emmaville Central School will be holding two Year 6 into Year 7 orientation days for students starting secondary schooling in 2021- *Day 1 Tuesday 8th September 2020, and Day 2 Tuesday 20th October 2020.*

Year 6 students are invited to join the Secondary department for the day to experience what high school is like. The classes that they will be attending include: English, Maths, Science, History, Geography, PDHPE, Technology and Art.

Students will be required to bring a general workbook, their own stationary, covered in leather-top shoes (compulsory for Technology and Science), recess and lunch (or money to order lunch from the canteen).

School times:		
	8:25	Students arrive
	8:40	Roll call
	8:45	Student orientation session
	9:25- 10:45	Classes
	10:45-11:05	Recess
	11:05- 1:05	Classes
	1:05- 1:45	Lunch
	1:45- 3:00	Classes
	3:05	Students depart

Unfortunately, due to current Covid 19 restrictions, parents are unable to attend the orientation session. However, an information pack will be sent home and we encourage you to contact the school at any time if you have further questions.

Mrs Gillian Davis
Principal

Miss Rebecca Grant
Head Teacher- Secondary Studies

Future directions

From analysis of this evidence set, we have identified the following focus areas to support continuous school improvement:

COVID highlighted some areas of need for changes in the way teachers plan and collaborate across the school. During the learning from home experience and our 2020 model of team teaching across the school, it became evident that our Scope and Sequence of units could be better managed to reflect cross curriculum connections. Teachers began this process pre-COVID and we will now foster the newly created relationship of collaborative planning through incorporating various Key Learning Areas where possible.

Our focus moving forward will be to ensure that literacy and numeracy are evident in all planning, teaching and assessing across KLAs as per the syllabus general capabilities.

We have identified the need to refine our whole school assessment processes to incorporate additional external data to assist with triangulation.

Our school will have a particular focus on the Premiers Priorities of reading and numeracy, crafting texts and additive strategies from K-6 across KLAs.

Evidence Set 2: Continuous Improvement	Assessment: = Delivering
SEF Elements **Learning Domain** • Student performance measures **Teaching Domain** • Professional Standards • Learning and Development **Leading Domain** • Educational Leadership • School Planning, Implementation and Reporting • School Resources • Management Practices and Processes	**Appendix/Appendices** **2A Border Ranges Small School Learning Alliance:** SDD, Generative Dialogue, SAS PDPs **2B Early Action for Success:** Joanna Rossbridge Writing Project **2C Instructional Leadership/Mentoring:** Teacher Accreditation Authority, PDP's **2D School Resources and Planning:** EFPT planning, 2020 milestone **2E Community partnerships:** Survey analysis, Newsletter feedback, community involvement photos

Links to the school plan

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 proportion of students demonstrating growth in literacy and numeracy.

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

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.

Analysis

As a small school all teaching and non-teaching staff work as one team. We utilise, celebrate and develop our own internal expertise to support our PL. We work collaboratively across the Border Ranges Learning Alliance and utilise Department School Services to extent our professional learning, currency and expertise. We actively engage in reflective practice as evidenced through our work with Dr David Townsend and Generative Dialogue to support continuous improvement of teaching and learning. Our school actively participates and drives Department system wide initiatives. One example of this includes our participation on the Joanna Rossbridge writing project which supported framing writing through the lens of oral language, with a particular focus in K-2.

As an EAfS school, teachers continued their deep investigation using evidence based practice to support quality teaching and improved learning outcomes for students. This impact has continued and significant growth in students learning outcomes in writing and numeracy are evident.

We have identified gaps in some aspects of students writing in regards to spelling. Our plan moving forward is to explicitly teach spelling strategies in the context of teaching and learning across all KLA.

In numeracy we have identified our gaps to be in the strand of measurement. Our plan moving forward is to use evidence based practice and to focus on combining the sub strands and delivering the learning through real life hands on, investigative approaches to support student curiosity.

This *Continuous Improvement* evidence set links across the SEF in the domains of *Teaching* and *Leading*, with a dominate focus in *Leading*, specifically in the elements of *Learning and Development* and *Educational Leadership.*

On-balance judgements/Stage of excellence

In our self-assessment process the leadership team analysed a range of evidence to support the following on-balance judgements: **Delivering**

Learning Domain

- Student performance measures = delivering

Teaching Domain

- Professional Standards = delivering
- Learning and Development = sustaining and growing

Leading Domain

- Educational Leadership = sustaining and growing
- School Planning, Implementation and Reporting = delivering
- School Resources = sustaining and growing
- Management Practices and Processes = delivering

Annotation	Evidence
2A Border Ranges Learning Alliance DPS is a member of the Border Ranges Small School Learning Alliance. We meet for SDD and other PL opportunities throughout the year. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. Leading: Educational Leadership – High expectations culture	

SCHOOL NAME: Border Ranges Small Schools (hosted at Deepwater PS)
SCHOOL DEVELOPMENT DAY Term 1, 2020
Tuesday 28th January 2020

Time	Topic Information & Coordinator	Staff Involved	National Standard (s)	Links to School Plan	Links to SEF
8:30 8:45	**Sign in, meet and greet staff** **Mandatory Training** - Code of Conduct - Child Protection	All DPS staff All RRPS staff All JPS staff All DrPS staff All WPS staff		SD 1 & 2	
10:45 11.15	Morning Tea				
	Generative Dialogue - Teaching and SASS PDP Teachers move off into assigned groups SASS move off with ..... who will go through PDP requirements				All elements of SEF
1:00	Lunch				
1:30	**As above continued**				

Northern Tablelands Network of Schools – School

2A Teacher PDP Generative Dialogue groups & SAS PDP
As a member of the Border Ranges Small School Learning Alliance, each Teaching Principal is a mentor for a number of CRT from each school. We engage in Generative Dialogue sessions throughout the year. These coaching sessions are directly guided from teachers PDP goals. SAS from across schools are now involved in this process.

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

Leading: Educational Leadership – Performance management and development
Leading: Management practices and processes – administrative systems and processes, service delivery

2B Early Action for Success
Our school was selected into the Joanna Rossbridge Action Learning Project. This PL was around the planning, teaching and assessing of writing in the early years. The K-2 classroom teacher was supported by the Instructional Leader (P. Sharwood). The 3-6 classroom teacher was involved in the DoE Writing Initiative. These PL opportunities were targeted to meet our school needs.

Teachers actively evaluated, shared and discussed learning from targeted professional development with other staff from across schools and within our school to improve whole school planning and consistent teacher judgement.

Teaching staff demonstrate and share their expertise within their school and with other schools across our Border Ranges Learning Alliance.

Teaching: Learning and development – professional learning, expertise and innovation

Tamara Siejka; Tess McAllister; Vicky Wallace; Yvonne Bryce
Cc: Shirley Becker (sbecker); Kristie O'Neill; Tracy Sherringham; Helen Kotevski
Subject: Joanne Rossbridge PL Day 3

Good morning

Below is a list of links and documents as attachments as a follow to **Zoom sessions** last week and in **preparation for Day 3** professional learning *Framing writing through the lens of oral language*. The links and resources have been updated in google docs.

1. **New Zoom session V3** and link https://drive.google.com/open?id=1Tkh9iF374mGKy9f1vpXGwCaTE0rw77n0 Also attached.
2. **Day 3 prep link** https://drive.google.com/open?id=1YwNo0nVDYSEtMIwqENWSakIn0iGXvooo and also attached (also linked into Zoom doc and in Day 3 folder).
3. **Day 3 viewing link** https://drive.google.com/open?id=1apd7HACK_iih0IqFv-m41jBTDvzs2FYw and also attached (also linked into Zoom doc and in Day 3 folder). To be sent to participants.
4. **Day 3 agenda**

Details for the next professional learning:
Wednesday 30 October 8.30am- 3.30pm

https://myemail.det.nsw.edu.au/owa/

The leadership team planned and implemented evidence based PL to support student writing. This work was collaboratively developed, and linked to the strategic direction in our school plan, supporting quality teaching and learning.

Leading: School planning, implementation and reporting - Continuous improvement

Framing Writing through the Lens of Oral Language with Joanne Rossbridge and EAfS

2019 Action Learning Project

Education Public Schools

Rydges Central
30 October, 2019

8:30 am	**REGISTRATION**
8:50 am	**Acknowledgment of Country** **Welcome and setting the scene with Rosie Farnham**
9:15 am	**Reflection and sharing** How effective is the implementation of the mode continuum with th and learning cycle? How might we connect, extend and challenge our learning now an future?
11 am	**MORNING TEA**
11.30 am	**Extending student talk within the teaching and learning cycle** How can we extend student utterances with the teaching and lear What is the role of metalanguage in talk and the process of writing
1.15 pm	**LUNCH**
2 pm	**Planning for now and beyond** How can we share evidence and discuss impact? How can we plan for sustainability?
3.30 pm	**Close**

4G 78%

Group Conversation
EAfS - AP IL - Small Schools Strategy

TS **Tracy Sherringham**
1h

Rossbridge EAfS Project!

Last week I was super excited to see the writing produced by K-2 students at Deepwater PS! The progress demonstrated from baseline writing samples to now (around 11 teaching weeks) was quite astounding! This progress can be attributed to tight planning, the use of a wide range of quality texts and the collaboration between teachers and instructional leaders.

Larger schools in the project were also demonstrating great results. Keep an ear out to learn more about this project as the year progresses!

We are all in this learning together!

Seen by 9

Like Reply

PS Write a reply

RE: Yammer

Matt Hobbs

Fri 28/06/2019 10:00 AM

To:Melynda Carr <melynda.carr2@det.nsw.edu.au>;

Hi Mel,
Further to my email yesterday I just shared this with my boss - Frank Potter. His comment was 'keep up the great work'.
Happy Friday,

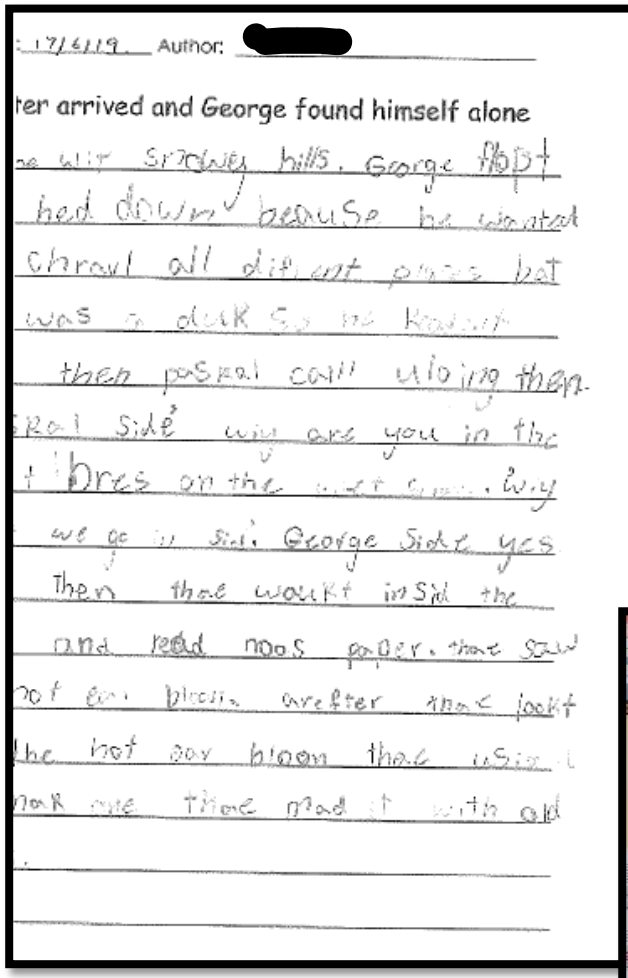
Matt

Matt Hobbs
Director Educational Leadership
Northern Tablelands Principals Network
Suites 2 & 3, 175 Rusden Street Armidale NSW 2350
S matthew.hobbs@det.nsw.edu.au 02 67764131 / 0436610368

DPS provides staff with professional learning that develops their understanding of teaching writing through the use of effective evidence based literacy strategies. Teachers perform pre and post writing assessments and often analyse students writing to inform the next teaching and learning cycle. In turn this improves student outcomes.

Teaching: Professional standards – Literacy and Numeracy

Teaching: Learning and development – professional learning



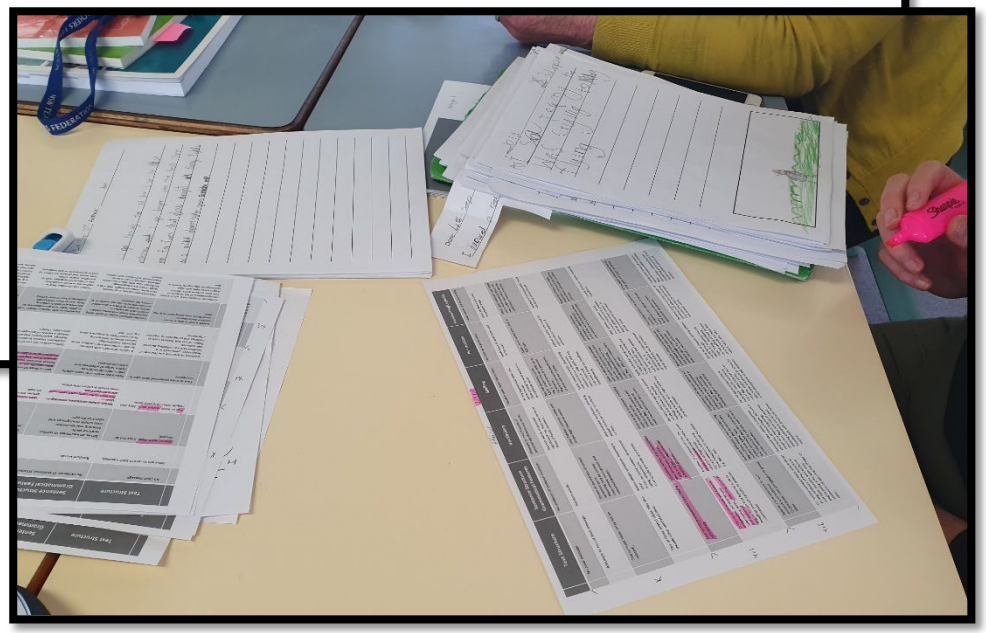
Post Assessment Year 1

Day 1

Winter arrived and George found himself alone in the white snowy hills. George flopped his head down because he wanted to travel to all different places but he was a duck. So he couldn't fly then Pascal came along.

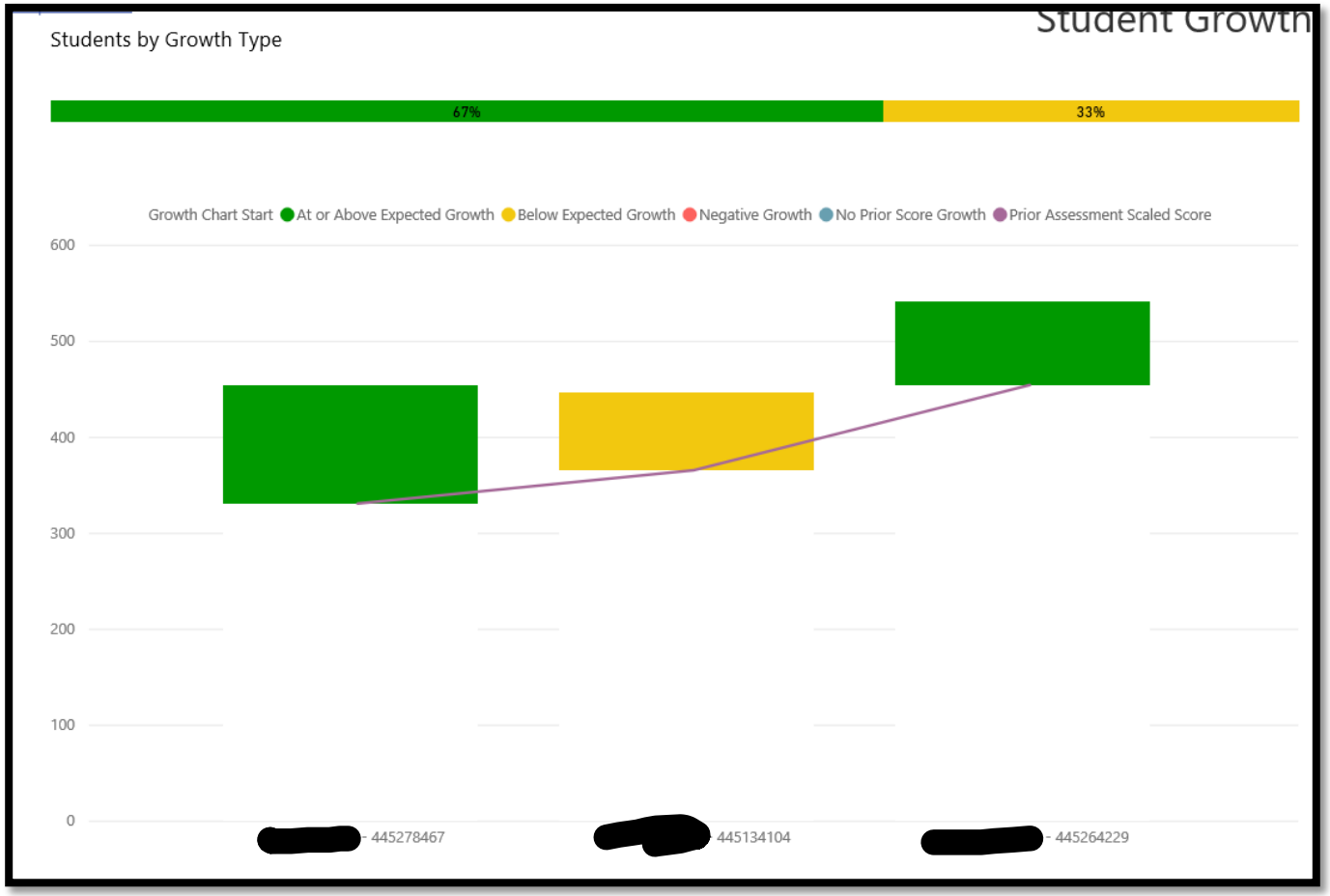
Pascal said "Why are you in the cold breeze on a white snowy day Why don't you go inside the house and read the newspaper?"

Then he saw a hot air balloon. After they looked at the hot air bal they decided to make one. They made it with coloured rugs.



In 2019 DPS was involved in the DoE Writing Initiative. We used NAPLAN data to identify areas of need across the senior grades. The planning, teaching and assessing of writing is becoming embedded practice across the school. We will continue to monitor our impact using consistent teacher judgement teacher peer blind marking and NAPLAN growth data.

Learning: Student performance measures – Student growth, internal and external measures against syllabus standards



2C Instructional Leadership/Mentoring

In 2020 our teaching staff changed dramatically. Three early carer teachers are being supported, at individual levels, by the Teaching Principal.

The leadership team ensures that implementation of syllabuses and associated assessments and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning.

Leading: Educational Leadership – Instructional leadership

At DPS formal mentoring or coaching occurs for new staff members to improve their teaching. Teacher accreditation support is provided in a timetable and pro-active way to optimise mentoring sessions. This is reflected in the timetable.

Teaching: Learning and Development – coaching and mentoring

Learning: Curriculum – curriculum provisions

Deepwater Public School Classroom Timetable Overview – Term 3 – 2020 V3

Julia & Cath have RFF between 8:30 and 9 on Thur & Fri morning	Monday		Tuesday		Wednesday		Thursday		Friday	
	Mrs Thomas (Torah)		Mrs Thomas (Torah)		Deb SLSO		Ms Carr - Admin Deb SLSO		Ms Carr Admin Deb SLSO	
8:45 – 9:00	Morning Fitness		Morning Fitness				Morning fitness		Morning fitness	
	M Carr	M Farr	M Carr	M Farr	M Carr	M Farr	J Dance	R Thomas	C Wheatley	R Thomas
9:00 11:00	English K-2	English 3-6	English K-2	English 3-6	English K-2	English 3-6	English K-2 Maths K-2	English 3-6 Maths 3-6	Library/ Art K-2	Drama/ Library 3-6
11:00-11:30am	Recess									
11:30 - 1:00pm	Maths K-2	Maths 3-6	Maths K-2	Maths 3-6	Maths K-2	Maths 3-6	PDH K-2	Science 3-6	Art 3-6	Drama K-2
1:00-1:40pm	Lunch									
1:40-1:45pm	DEAR		DEAR		DEAR		DEAR	DEAR	DEAR	
1:45-3:00pm	Jnr History M Carr Mrs Thomas RFF 1:20 – 3pm	Snr Music	Snr History R Thomas	Jnr Music	K-6 Sport	Mrs Farr RFF 1:20 – 3pm	PDH 3-6	Science K-2	K-6 Maths /Singing	K-6 Scripture Mrs Thomas TA RFF 1:20 – 3pm
3:00pm-3:15pm	Afternoon Dispersal									

Classroom teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school. The support available includes timetabled release to collaborate, team teaching and generative dialogue sessions with our Border Ranges colleagues.

Teaching: Professional standards – accreditation

Melynda Carr
Fri 14/08/2020 4:23 PM

To: Rebecca Thomas;

3 attachments

Accreditati~.pdf | teacher-acc~.pdf | proficient-~.pdf

Download all

Hi Bec,

I few resources for accreditation.

Actions to be completed for the next meeting:

Mel actions to take
1) read all supervisor documents and be aware of th
2) draft up a template

Bec actions to take
1) contact your colleague for template
2) collect 1-2 pieces of evidence that we can start to annotate and link to the standards.

We will meet again on Friday the 4th Sep in the afternoon session.

4 attachments

2021 Staffing Positions Expressions of Interest.pdf; DPS Classroom Timetable 2021.pdf; performance_development_framework.pdf; DPS Classroom ObservationTEMPLATE.docx;

Hi all,

A couple of reminders...

2021 staffing
- When you have completed your 2021 staffing survey please pass it on to me. Please just fill this in the best you can. Thank you to those who have already done this.

PDPs
-Mid year reviews for PDPs are due. Either complete this independently OR if you'd like to have a reflective conversation before you complete this please arrange the time for this to occur within the next two weeks. I will need to sign off on these. This will need to be done by Friday 4th Sep.

-Also, you must have a lesson observation completed by the end of this term. This day, lesson etc needs to be organised by you in consultation with our school calendar ASAP so we can cover classes etc. In the PDP framework it states "There needs to be a minimum of two documented observations per year." I've put this in everyone's pigeon hole. Attached is our DPS lesson observation template, if this template doesn't work for you we can discuss an alternative format.

Please, if you have any questions about the PDP - ask. This is not as overwhelming or complicated as it may all sound.

Kind regards,
Ms Melynda Carr

Teachers I am Supervising

Search Teachers .....

Full Name	NESA Account Number	Accreditation Status	Achieve Proficient Teacher By	School/Service/Workplace
Rebecca Thomas	202709	Provisional	29/08/2021	Deepwater Public School

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.

Teaching: Professional Standards – improvement of practice

Performance & Dev

The following documentation is to be completed consistent with the re
Framework for Principals, Executives and Teachers in NSW Public Sc
Implement and Review. These processes are based on the Australian
Teacher Performance and Development Framework and the Australia
and School Leaders.

TEACHER'S DETAILS	SUPERVISOR'S DETAILS
Name	Name
Mrs Marsha Farr	Mel Carr
School/Work Location	Supervisor Work Location
Deepwater Public School	Deepwater Public School

Education & Communities

AN – Performance and Developmen

A. Professional Goals – Record at least three and no more tha

1	**In what ways and to what extent will my improved understan teaching of music?**
2	**How will developing my knowledge and understanding of Vis learning intentions and success criteria in the classroom?**
3	**How will deepening my understanding and use of the Numeracy Progressions (+additive Strategies) improve my teaching in mathematics?**
4	

REVIEW

Self-Assessment
A self-assessment is to be conducted by teachers, executives and principals mid-way through the annual performance and development cycle. It provides for reflection on teaching and/or leadership practice, assessment of progress towards achieving professional goals, evaluation of professional learning, and for the PDP to be refined and adjusted if necessary. (200 words maximum)

As a result of COVID 19 and other factors my PDP has not really been implemented in such a way that I feel that I can honestly say I have had a good go at working on my PDP goals. As the rest of this term unfolds I envisage being able to reticfy the mindset to begin working on this goals seriously.

The teacher, executive or principal and supervisor are to sign below to indicate that the self-assessment has been sighted and the original has been retained by teacher, executive or principal.

Teacher/Executive/Principal signature	Supervisor signature
Marsha Farr	M. Carr – 23.09.20
Date	Date
Click here to enter a date	Click here to enter a date

Some of term 1 and term 2 impacted on the opportunity to experiment with VL in the context of the classroom. Moving forward it has become evident that you are starting to incorporate some parts of the VL research into your classroom practice, as evidence by your lesson observation. Moving forward your understanding of LI, SC and feedback will be able to develop when these are practiced consistently throughout the KLAs you teach (even with a focus on English, Maths) while you engage in some personal readings and resources available.

Unfortunately, your additive strategies PL has been on hold, but you have still been engaging in PLAN2.

When referring to your evidence section of your PDP - What will be your evidence of impact? How will you know you will develop your understanding of VL?

DPS ensures negotiated observations of teaching practise occur each semester for each CRT. The CRT and observer (generally the teaching principal) meet before the lesson and plan the observation using the Australian Professional Standards. After the observation occurs the colleagues meet again and reflect on the observation, where relevant feedback is provided to the teacher with reference to the APS and their PDP.

Teaching: Learning and development – collaborative practice and feedback

Phase 1: Planning

Standard Descriptors	Teaching and learning strategies	Impact of practice
Which 2-4 Standard Descriptors will be observed during the lesson/teaching and learning experience? Why have you selected these? What teaching practice is described by the Standard Descriptors?	What will you do to demonstrate the Standard Descriptors? How will you ensure you have planned for all students/children? What specific lessons/teaching and learning experiences will be observed? How does this link to the syllabus/program/sequence of learning/Early Years Learning Framework?	What is the planned impact on student/child engagement and learning? How will you know your teaching practice has been effective? What specific assessment/feedback/measurement will you use to determine this?
1.5.2 - differentiated - differentiate for EL so it is understandable for her level - research groups are designed based on ability to optimism their learning. 2.1.2 - content - this demonstrates my knowledge of the history syllabus and the desired learning outcomes students need to demonstrate by the end of the lesson and unit. My planned teaching strategies are designed to engage the students through a variety of activities 2.4.2 - Understand Ab & TSI - this is the actual theme of the history lesson and our unit. 3.4.2 - plan - my lesson structure intention is to engage students in the history content and promote learning within each student group by creating, selecting and using a range of relevant and appropriate resources including ICT.	1.5.2 - My lesson plan and presentation will differentiate for the range of needs in my multi-stage class. The choice of reading/research materials will be selected to suit the level of specific students. The student groups have been paired in such a way that enables some students to be extended while other groups may be provided with additional support. While the task overall is the same for each student, the expectation in the quantity of information in the task will be varied. Students will receive a personalized success criteria for their group. The two main tasks will be explicitly modeled to ensure complete understanding prior to commencement. 2.1.2 - I will demonstrate my understanding of the syllabus content through introducing the lesson intentions and implementing a range of strategies to engage students The spec and 2.4.2 the a unde com hard disc 3.4. enga elem sequ bein	1.5.2 - The planned impact of differentiating for all students is to set up students for success and maintain engagement because the criteria is achievable for these students. In addition students working at or beyond the desired level can be extended in their group. The collection of work samples and the observation of engagement throughout the lesson will measure the success of the planning for differentiation. Students will complete a topic test and exit slip based on peer presentations. The accuracy or detail will be an indicator of the students engagement throughout the lesson. 2.1.2 - students will be engaged in a variety of learning

Phase 2: Observing

Standard Descriptor	Teaching practice	Observation Strengths	Record of decision against the Standard Descriptor
	What teaching and learning strategies did you observe aligned to the agreed Standard Descriptors? What teaching practice did you observe? How did this demonstrate the agreed Standard Descriptors?	Evaluate how well the teacher's practice demonstrated the agreed Standard Descriptors.	Observed / Partially observed / Not observed (select one) Other comments
1.5.2	Student grouping Planned reading material Supporting identified students	Students grouped strategically so they could support each other but also in order for Rebecca to prioritize need based on the multi-stage range and academic level of some students. The reading material used for each group was match to students level. The symbol each group had was also relevant to their grade and level of understanding. During the lesson the teacher provided 1:1 explicit instruction when needed to all students.	Observed. Possibly differentiate more so for EL - matching activity with symbols and key words/phrases. By Rebecca asking students "What contribution are you making?" it was effective in promoting accountability for learning and 'group' work. Rebecca spent time with each group as required. Rebecca catered for a wide range of abilities within the 3-6 multistage classroom.
2.1.2	Power point presentation (example of success criteria) Verbal and written learning intention Lesson planning and materials used	Rebecca had a pre made power point presentation as a means of presenting the lesson content. The learning intention was written on the board whilst discussing it with the class. The students co-developed the success criteria. The lesson was well planned and thought out. Rebecca had an example of a completed task on the board for students to refer to during the lesson.	Observed. Have the LI already printed and then decode the verbs together (time management reasons). Separate the LI, SC and task into three different parts. This will eliminate confusion of what students 'actually' need to do vs the 'actual' learning happening. The students were very keen to get into the task. They were also very motivated about their symbol. In a following lesson, students presented their slide to the class.
2.4.2	This focus was not evident in detail this lesson sequence BUT was a follow on lesson. There was conversation about the difference between totems and emblems.	Based on the results of the pre -test and students understanding of emblems - the teacher made the correct choice to swap the order of the lesson sequence. The Aboriginal focus occurred in follow on lessons.	Partially observed. More in following lessons. There was discussion though on Aboriginal elements, totems and then the example of the Aboriginal flag was used and available as an example symbol.
3.4.2	Lesson activator - quiz (pre-test) Model of the task completed Explicit task description and example provided on the Aboriginal flag.	Students were constantly engaged in this lesson. The activator triggered their engagement and this was sustained through the lesson through the effective lesson planning, structure and resourcing. Due to lesson closure timing, students completed a verbal exit slip to summaries their learning from this lesson.	Observed. Once students were aware of the task, Rebecca would have benefited from informing students that they are performing a jigsaw (as the overall goal of the lesson). This gives students the purpose and audience for the task (PPP) to be presented. Rebecca provided clarification when needed and was able to modify the lesson closure with a verbal exit slip, due to going over time. A wide range of resources were used to support and engage students in learning.

2D EFPT planning

In 2020 we have timetabled staff expertise across the school to align students and system priories and ensures responsiveness to emerging needs. Our focus on implementing YCDI is a key initiative to support our key strategic directions in our school plan.

Leading: School planning, implementation and reporting - School plan

The school's staffing is organised and managed to ensure an effective learning environment, as evidenced by the class timetable. The leadership team allocates staff resources to support the achievement of the school's strategic priorities. This is evidenced through utilising teacher expertise across the school, for example YCDI, SLSLO.

Leading: School resources- Staff deployment, financial management

The schools learning spaces are used flexibly to meet the broad range of student interests and needs.

Leading: school resources - facilities

Teaching Staff

Strategic Direction	Group By	P/T	Positio…	Status	Vary Mix	* Position Description	Substantive Position…	Employee…	First Name	Last Name	* Annual Rate	* Position FTE
Strategic Direction 1 & 2		P				Classroom teacher			Catherine	Wheatley	109,384	0.200
Strategic Direction 1 & 2		T				Classroom teacher			Rebecca	Thomas	109,384	0.143
Strategic Direction 1 & 2		T				Classroom teacher			Marsha	Farr	109,384	0.027
Strategic Direction 1 & 2		T		F		Classroom teacher			Julia	Dance	109,384	0.200
Strategic Direction 1 & 2		P	183626	F		Teaching Principal 1 - Associate…	Melynda Carr	1238798	Melynda	Carr	143,320	1.000
Strategic Direction 1 & 2		T		F		Classroom teacher			Marsha	Farr	109,384	0.300
Strategic Direction 1 & 2		T				Classroom teacher			Marsha	Farr	109,384	0.030
Strategic Direction 1 & 2		T				Classroom teacher			Marsha	Farr	109,384	0.100
Strategic Direction 1 & 2		T				Classroom teacher			Marsha	Farr	109,384	0.143
Strategic Direction 1 & 2		T				Classroom teacher			Marsha	Farr	109,384	0.027
Strategic Direction 1 & 2		T				Classroom teacher			Rebecca	Thomas	109,384	0.200
Strategic Direction 1 & 2		T				Classroom teacher			Rebecca	Thomas	109,384	0.200

Total Annualised FTE 2.144 **Total Cost $268,277**

Non Teaching Staff

Strategic Direction	Group By	P/T	Positio…	Status	Vary Mix	* Position Description	Substantive Position…	Employee…	First Name	Last Name	* Annual Rate	* Position FTE
		P	136498	F		General Assistant	Edward Ruming	1181897	Edward	Ruming	65,952	0.200
		P	87587	F		Sch Admin Manager Lv 1	Tania Garth	1192144	Tania	Garth	81,865	0.496
		P	197521	F		Sch Admin Manager Lv 1	Tania Garth	1192144	Tania	Garth	81,865	0.304
		P				School Learn Support Off (except…	Debbie Sturtridge		Debbie	Sturtridge	66,442	0.200
		T				School Learn Support Off (except…			Debbie	Sturtridge	66,442	0.128
		T				School Learn Support Off (except…			Debbie	Sturtridge	66,442	0.256

Implementation of explicit teaching of YCDI dispositions, with a focus on emotional resilience. Linking this to our rewards system.		Utilise staff expertise to teach PDH across the school. Increased students knowledge of what each YCDI disposition looks, sounds and feels like. Decrease in negative behaviour entries. Increase in positive behaviour records.
Teachers will create and maintain supportive and safe learning environments that differentiate for students needs.		Visual aids to support students learning and ability to self-regulate during independent task. Evidence of orderly and workable routines that engage students. Ready to Learn student behaviour.

2E Community Partnerships
The leadership team measures community satisfaction and shares its analysis through the school newsletter, in response to the findings, with its community.

This evidence shows our analysis which leads to quick wins for term 4 2020.

Leading: Management practices and processes - Community satisfaction

2020 Community Satisfaction Survey Responses & Quick wins for Term 4

What is going well at Deepwater Public School?	What can we improve?
Relationships - the kids all care for each other and that shows in their excitement to go to school. No faults. My child has come along way in all areas of her schooling. This year the staff have gone above and beyond with LFH on an academic level and supporting them emotionally through all the changes. We love DPS.	I'd love to know what the kids are learning at school. More communication with the parents about how the kids are progressing.
What are the questions?	**What are the issues and idea**
How can I be more involved - what can we contribute to the school?	No need for us but possibly after school care fo I would love to see the kids learning about susta friendly choices eg; food, lunchbox wrappers, pl etc

2020 Community Satisfaction Survey Responses & Quick wins for Term 4

Put in the newsletter a blurb about COVID and being disconnected from families, especially new parents.	- In the first newsletter – name the units of work in each subject - Daily exit slips (VL link) - Homework routine – discussions - Specific questions in newsletter re: what to ask your students at the end of the day - Progress – daily reading – - 2020 reports less details (a letdown) Sem 2 will be different -
- Offer a virtual parent information session - 2020 COVID restrictions for community involvement - Parent volunteer – sport, art, drama, canteen - Assemblies	- Hold a naked food challenge - Healthy food in PDH as per S&S - Refine recycle bin system - Recycling monitor in each classroom - Newsletter – photo progress of garden - Newsletter snippets about healthy eating - Fruit break again – but bring it from home! – COVID safe

Ways we are working on 2018 feedback

School uniform
The school has taken back over the organisation and consultation of uniform changes/improvements. Any changes or surveys regarding uniforms will be in the newsletter and other notes.

Student awards
It has been a long standing tradition of the Deepwater Community and School to acknowledge students social, academic and sporting achievements at our annual Presentation Night. This tradition will commence with high expectations for each award. Teachers and staff collect evidence throughout the year to support consistent teacher judgement about these awards which are based on a criteria. Students are reminded of this criteria regularly throughout the year.

Last term we trailed not acknowledging weekly student successes or positive behaviour and it had negative effects on student behaviour. As a result, teachers will continue to acknowledge students positive attributes and reward them accordingly at morning assemblies. These awardees will then be displayed in the newsletters.

DPS is the centre of its community. On a daily basis a range of inclusive school related activities cements the school as a cohesive educational community. The school regularly solicits and addresses feedback from its community through formal and informal processes and interactions.

Leading: Educational Leadership - Community engagement

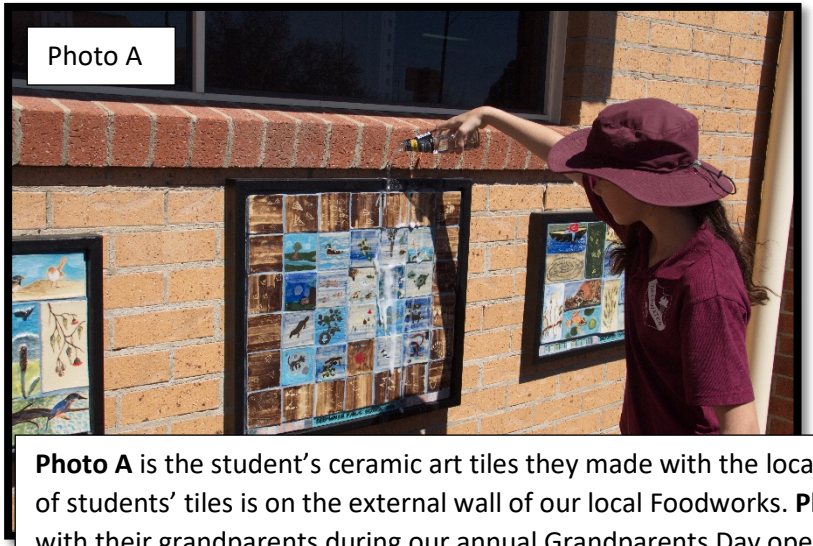


Photo A

Photo B

Photo A is the student's ceramic art tiles they made with the local Art Group. The school frame of students' tiles is on the external wall of our local Foodworks. **Photo B** is of a student family with their grandparents during our annual Grandparents Day open day and assembly. **Photo C** is of our whole school at the bi-annual Tenterfield Eisteddfod. Students are pictured with our dance teacher who is a local Deepwater resident and qualified dance teacher. **Photo D** is a photo of a student receiving the Deepwater Station Shield at our annual Presentation Night. This shield was donated by the property owners and is presented each year by Don Macash to the Most Outstanding Pupil academically and sportingly.

Photo C

Photo D

Future directions

From analysis of this evidence set, we have identified the following focus areas to support continuous school improvement:

There will be a school wide application of the QDAI evaluative practice to plan for and collect evidence to support school improvement and quality teaching and learning practices. Specifically we will apply this method to our identified gaps in the teaching of measurement and spelling.

This work will be underpinned by PL using the What Works Best and What Works Best in Practice documents.

Evidence Set 3: Wellbeing	Assessment = Sustaining and Growing
SEF Elements **Learning Domain** • Learning Culture • Wellbeing • Curriculum **Teaching Domain** • Effective Classroom Practice • Learning and Development **Leading Domain** • School Resources	**Appendix/Appendices of Evidence Collected** **3A Behaviour:** DPS Behaviour Expectations **3B Individual learning needs:** Individual writing goals, Learning and Support Plan, Behaviour goal card, Suspension data **3C A planned approach to wellbeing:** Holistic collection of You Can Do It artefacts **3D Daily Fitness:** Daily Fitness Student Leader Roster **3E High Expectations/Attendance:** Attendance messages in Newsletter, attendance data **3F Learning from Home:** Collection of artefacts

Links to the school plan

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 proportion of students demonstrating growth in literacy and numeracy.

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

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.

Analysis

The evidence in this wellbeing set supports our shared belief that learning drives wellbeing and that student wellbeing is paramount at Deepwater Public School (DPS). We strive to be proactive in supporting students individually in order to identify points of need and move forward both academically and socially.

Student wellbeing and our whole school approach to You Can Do It is an integral part of our daily routine. Given some recent changes to our school community, from staff turn over to increased enrolments, as a school we identified the need for more awareness and improvements to the understanding and delivery of our YCDI program.

This *Wellbeing* evidence set links across the SEF in the domains of *Learning, Teaching* and *Leading* with a dominate focus in *Learning*, specifically in the elements of *Learning Culture* and *Wellbeing*. DPS has a strategic and planned approach to developing whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

On-balance judgements/Stage of excellence

In our self-assessment process the leadership team analysed a range of evidence to support the following on-balance judgements: **Sustaining and Growing**

Learning Domain

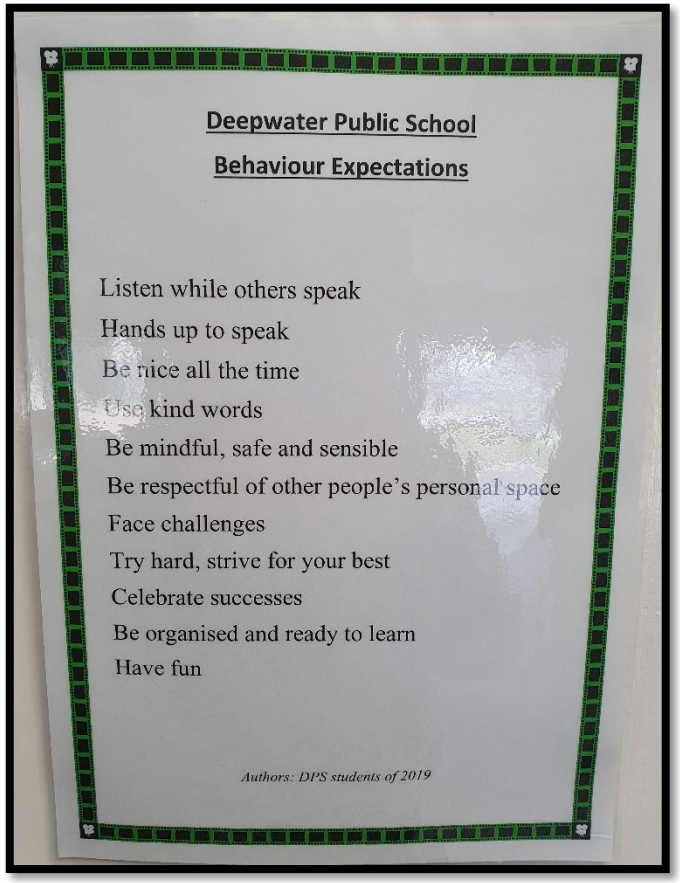
- Learning Culture = Sustaining and Growing
- Wellbeing = Sustaining and Growing
- Curriculum = Delivering

Teaching Domain

- Effective Classroom Practice = Sustaining and Growing
- Learning and Development = Delivering

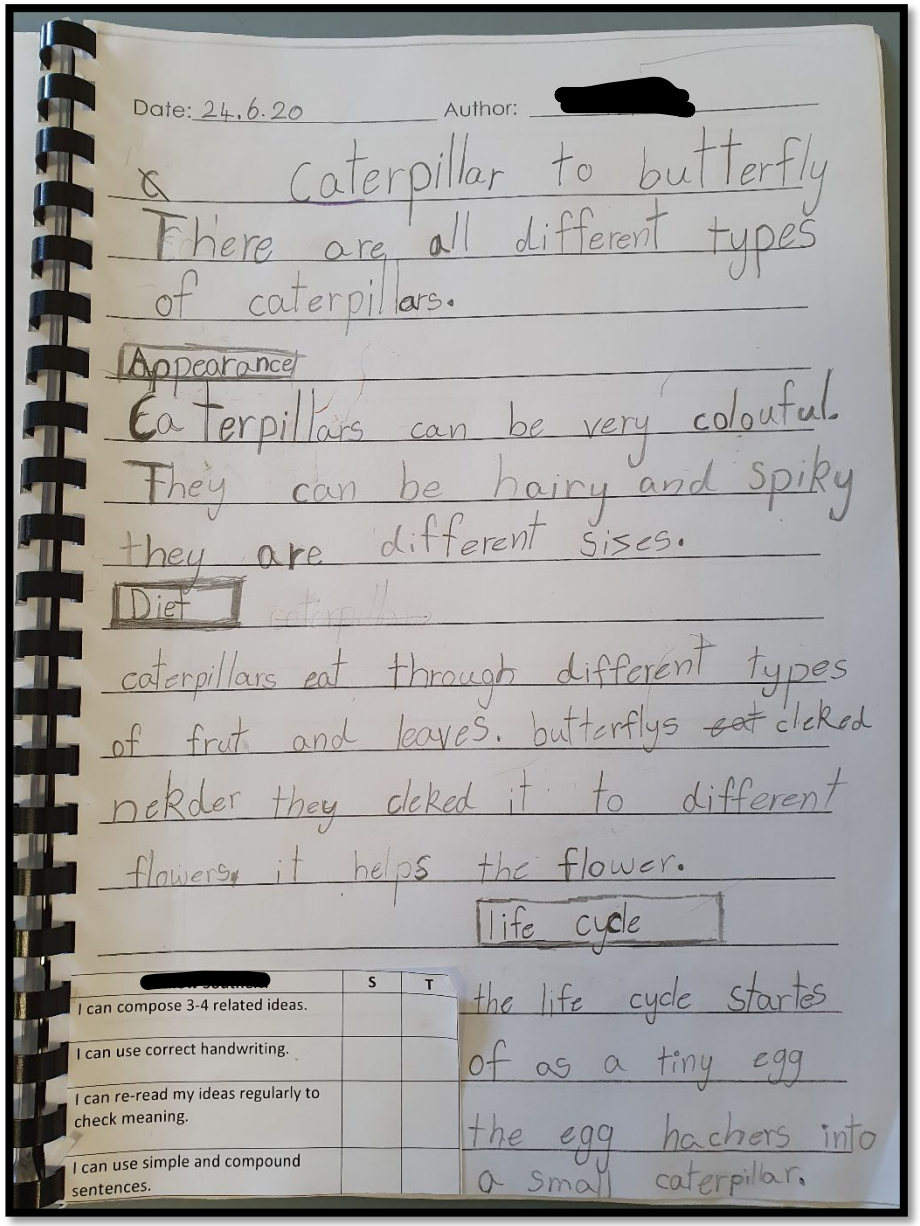
Leading Domain

- School Resources = Delivering

Annotation	Evidence
3A Behaviour: DPS Behaviour Expectations These are the whole school behaviour expectations that were co-developed by students, staff and community. They promote student wellbeing to ensure optimum conditions for student learning across the whole school. Learning: Wellbeing - A planned approach to wellbeing, Behaviour The Ready-to-Learn chart is used by every teacher in all classrooms to promote positive a positive environment for learning. A school-wide approach to effective and positive classroom management is evident. Teaching: Effective classroom practice, classroom management	**Deepwater PS Behaviour Expectations** During the first day of school students refined their whole school expectations that they created last year. These are for all school members (students, staff, parents and visitors). These will be published and placed around the school. 

3B Individual learning needs
Well-developed and evidence-based approaches to student learning and assessment allow us to identify, regularly monitor and review individual student learning needs. For example, this is specifically evidenced through individual writing goals in English.

Learning: Wellbeing - Individual Learning Needs



Date: 24.6.20 Author: [redacted]

Caterpillar to butterfly

There are all different types of caterpillars.

Appearance

Caterpillars can be very colouful. They can be hairy and spiky they are different sises.

Diet

caterpillars eat through different types of frut and leaves. butterflys ~~eat~~ cleked nekder they cleked it to different flowers it helps the flower.

life cycle

the life cycle startes of as a tiny egg the egg hachers into a small caterpillar.

[redacted]	S	T
I can compose 3-4 related ideas.		
I can use correct handwriting.		
I can re-read my ideas regularly to check meaning.		
I can use simple and compound sentences.		

3B Individual learning needs continued

Well-developed and evidence-based approaches to student learning and assessment allow us to identify, regularly monitor and review individual student learning needs, as specifically evidenced through individual Learning and Support Plans.

Learning: Wellbeing - Caring for students, A planned approach to wellbeing, Individual Learning Needs

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Learning: Curriculum - Differentiation

Deepwater Public School Personal Learning and Support Plan

Personal Learning and Support PLAN NSW GOVERNMENT Education Public Schools		
Name: [redacted]	**Grade:** 3	**Date:** week 3 term 1 2020
Class Teacher: Ms Carr, Mrs Farr & Mrs Thomas	**Parent/Carer:** [redacted]	**Review Date:** Term 2

Existing Information:
- Reading Level
- Writing Samples
- Progressions- Literacy and Numeracy (PLAN 2 data)
- Previous NDIS plan 2019
- Diagnosed learning difficulty (IM)
- Enjoys the outdoors and her dog Pug
- Has a great imagination for creative play
- Enjoys memory games, tip and drawing pictures

Present for Planning:
- Melynda Carr (TP)
- Rebecca Thomas (CRT)
- [redacted]
- [redacted]

Strengths:
- Happy and willing to try anything
- Enjoys school
- Active and gets along with all students and adults
- Enjoys Minecraft with family members
- Attends church group (Oasis)

Page 1 of 6
Deepwater Public School, Personal Learning

Areas for Development: ***For example – Curriculum, Language: receptive or expressive, Social Competence/Participation, Safety, Personal Care/Hygiene, Attendance, etc.***

Life skills
Speech as it is impacting her ability to read and write
Access to the curriculum

Identified Area of Need	Goal	NCCD Level of Adjustment	Accommodations and Adjustments made for Differentiated Teaching and Learning	Responsibility of...	Time Frame	Reg.	Evaluation
Life Skills	To achieve basic life skills relevant to age	Refer to back page	• Hair brushing • General hygiene- washing, brushing teeth • Immediate dental work is required as it is impacting speech and some eating habits • Collaborative curriculum planning (minimised outcomes and content)- her report will reflect this	[redacted] Parents Teachers	Each term		*2019 [redacted] had OT with OT Kids Time. See reports. OT happy with personal care progress.*
Speech (physical articulation of sounds)	To increase expressive language and receptive language	Refer to back page	• SLSO and teachers (to best of their ability and with local resources) to provide explicit instruction in times of need for expressive language - sounds • Communication between parent and school regarding current dental assessment and dental work to follow in order to achieve school based speech program • Work on [redacted] registering tones of voice in speech for safety reasons	SLSO Teachers Parents [redacted]	Each term		*2019 parents had dental assessment done. Cost was not within budget.* 2020 parents to source a more financial way to have dental work completed.

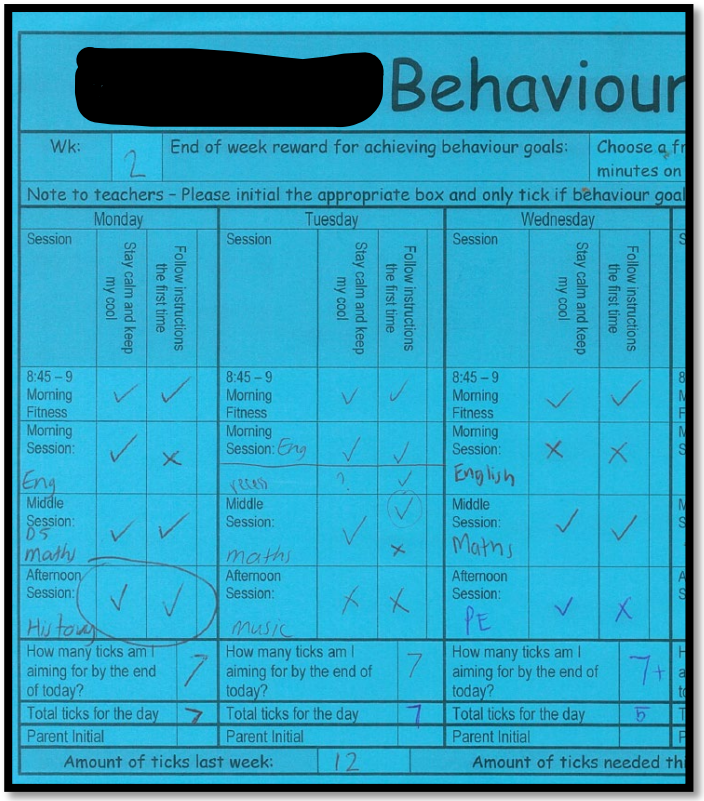
Page 2 of 6
Deepwater Public School, Personal Learning and Support Plan 2020

3B Individual learning needs continued

Well-developed and evidence-based approaches to student learning and assessment allow us to identify, regularly monitor and review individual student learning and support needs.

The blue card is a Student behaviour monitoring goal sheet that addresses individual and specific behaviour goals. This is a part of their PLSP or behaviour management plan.

Learning: Wellbeing - Caring for students, A planned approach to wellbeing, Individual Learning Needs



[redacted] Behaviour

Wk: 2 | End of week reward for achieving behaviour goals: | Choose a fr minutes on

Note to teachers - Please initial the appropriate box and only tick if behaviour goal

Monday			Tuesday			Wednesday		
Session	Stay calm and keep my cool	Follow instructions the first time	Session	Stay calm and keep my cool	Follow instructions the first time	Session	Stay calm and keep my cool	Follow instructions the first time
8:45 – 9 Morning Fitness	✓	✓	8:45 – 9 Morning Fitness	✓	✓	8:45 – 9 Morning Fitness	✓	✓
Morning Session: Eng	✓	✗	Morning Session: Eng	✓	✓	Morning Session: English	✗	✗
Middle Session: DS maths	✓	✓	Middle Session: maths	✓	✓ ✗	Middle Session: Maths	✓	✓
Afternoon Session: History	✓	✓	Afternoon Session: music	✗	✗	Afternoon Session: PE	✓	✗
How many ticks am I aiming for by the end of today?	7		How many ticks am I aiming for by the end of today?	7		How many ticks am I aiming for by the end of today?	7+	
Total ticks for the day	7		Total ticks for the day	7		Total ticks for the day	5	
Parent Initial			Parent Initial			Parent Initial		

Amount of ticks last week: 12 | Amount of ticks needed th

Deepwater Public School (1742) - Suspension and expulsion return, Semester 1 2020

Data summary

	Total
ebs: central suspensions:	0
ERN expulsions:	0

Short	Total
Aggressive Behaviour	0
Continued Disobedience	0

Long	Total
Criminal Behaviour Relation to the School	0
Persistent or Serious Misbehaviour	0
Physical Violence	0
Possession or Use of Illegal Substance	0
Prohibited Weapon, Firearm or Knife	0
Use of Implement as a Weapon	0

Short		Long	
Total:	0	Total:	0
Days:	0	Days:	0
First:	0	First:	0
Average length:	0.00	Average length:	0.00

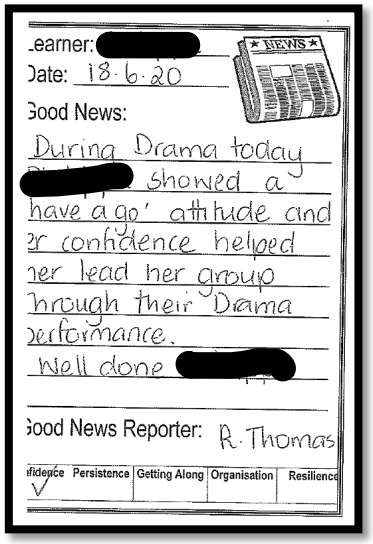
Sign off

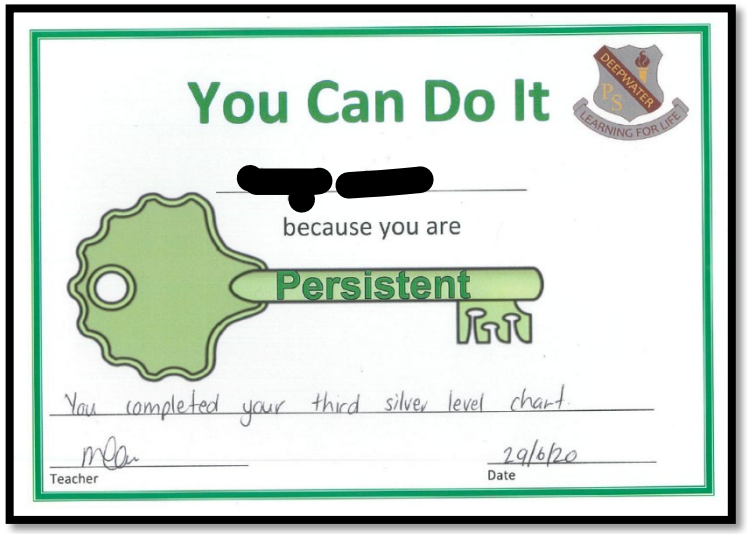
3C A planned approach to wellbeing – You Can Do It

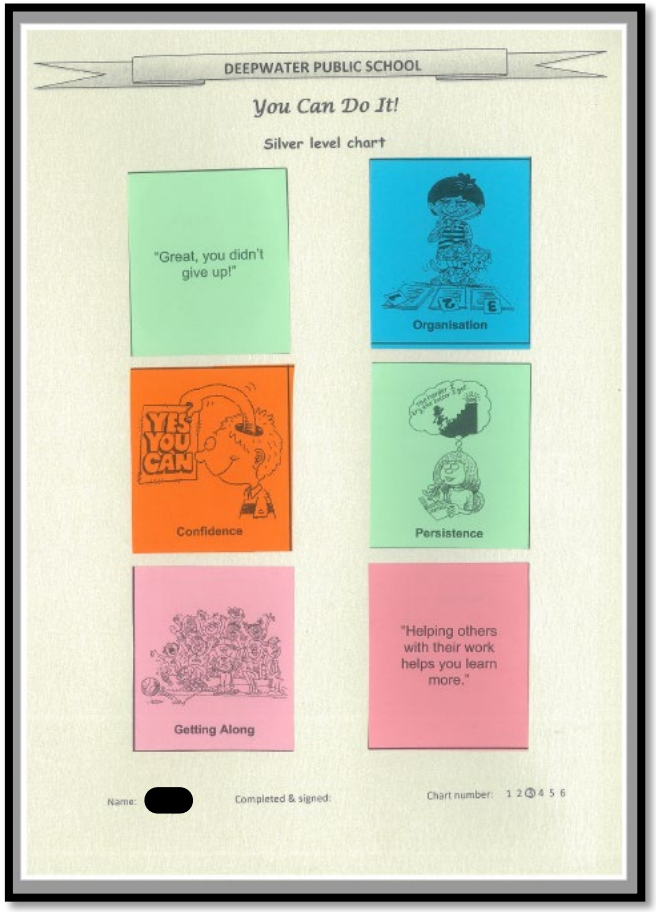
Through collecting, analysing and using student, parent and staff feedback we monitor and refine our whole school approach to wellbeing and engagement, to improve learning. This is evidenced through the schools You Can Do It wellbeing program. Students are explicitly taught the areas of YCDI. They are rewarded with a Good News story (sent home) and a token when they display a YCDI behaviour and place it on their levelled chart (stays at school). Upon completion of a chart, students receive an award. Recognition of their success is shared in the Newsletter.

Learning: Wellbeing - A planned approach to wellbeing, Behaviour

Teaching: Effective classroom practice – Classroom management







Progress in learning and achievement is identified, acknowledge and celebrated.

Learning: Learning Culture - High expectations

Newsletter

15-25 Young Street, Deepwater NSW 2371
Ph: 02 67345395 Fax: 02 67345407
Email: deepwater-p.school@det.nsw.edu.au
Website: www.deepwater-p.schools.nsw.gov.au

Newsletter No. 9 **Term 2 Week 10** **30th June 2020**

End of term 2

The staff would like to thank students, families and the community for all their patience and understanding during term 2. It has been a very different and challenging time for everyone. Enjoy the holidays!

Reports

Semester 1 reports will go home in week 3 term 3.

Awards

Congratulations to
Kayd and Kody – for great attitudes working together on their maths posters

YCDI Awards
Organised – Alex & Scout
Getting Along – Kayd & Mackenzi
Persistent – Philippa & Elise
Confidence - Lyle

3C A planned approach to wellbeing – You Can Do It

Our PDH program meets the curriculum requirements of the DoE and NESA. The CRT's You Can Do It resilience lesson sequence describes what all students are expected to know, understand and do.

Learning: Curriculum - Curriculum provisions, teaching and learning programs

Teaching: Learning and development - expertise and innovation

You Can Do It – Ricky Resilience Lessons 1-8

Lesson 1
Learning Intentions
1. Students will know what it means to be resilient (staying calm when something bad happens).
2. Students will understand that staying calm helps them to play and work better.
Success Criteria
1. Students can discuss what it means to be resilient.
2. Students can say to a classmates that resilience means staying calm when something not very nice happens/
1. Review Previous Lesson Challenge

1. Orient the students to the lesson by reading them a story that depicts a character who experiences feelings of sadness, anger or worry, (for example, When I'm feeling sad by Trace Moroney).

After reading the story, ask students how the character felt (sad, angry, scared or worried depending on the story). Ask students what 'bad thing' happened to the character.

2. Share Learning Intentions and Success Criteria
SHARE: Boys and girls, today we will be learning about the word 'Resilience.' We are going to learn what it means to be resilient.

3. Explicit teaching Re-introduce students to Ricky Resilience.
SHARE: Today, we have our new friend Ricky Resilience joining us again. He wants to help you learn even more about being resilient.
Holding Ricky Resilience
SHARE: Hey boys and girls. It is so great to see all of your again. I'd like to tell you a little more about myself. The reason I'm called Ricky Resilience is that I know how to calm down when I'm upset. I've learned what to do when I'm feeling sad or angry or worried about something. I can calm myself down so I can start to work and play again.
Write the word 'Resilience' on the board. Explain that resilience means: calming down when you are upset.
Turn to face the Ricky Resilience puppet
SHARE: Ricky, would you like to share a story of when you were feeling upset or angry and how you were able to calm down?
Have Ricky speak to the students
SHARE: Yes. One day at lunchtime, I was playing with my friends. We were playing a game of catch. One of my friends wouldn't share the ball and I got really, really, really angry. I got so angry that I grabbed the ball and threw it away. After a minute, I realised that getting so angry and throwing the ball didn't make me feel any better and I needed to calm down. I knew that I didn't need to get so angry and could stay calm. I could stay calm and speak to a teacher to solve the problem instead.
Ask students what Ricky did to calm down and not get so angry (spoke to his teacher to solve the problem). Give Ricky a 'high five' and congratulate him for knowing he can stay calm so he can solve the problem and finish playing the game.

4. Student Activity
Explain to the students that Ricky has some videos to share with them. He would like them to see how some characters show resilience.
SHOW: Boundin video
After the video, have Ricky speak to the students
ASK:
* How did the lamb feel at the beginning of the story?
* What happened to the lamb to make him upset?
* How did the character feel at the end of the story?

Explain to the students that the lamb was resilient. He didn't care that he kept getting sheared as he was able to calm down and keep 'boundin' around.
Tell students that you are going to show them another video about a character who is upset and tries ways to feel better.
SHOW: Bye Bye for Now video
After the video, have Ricky speak to the students
ASK:
* Why was Elmo feeling upset?
* What did Elmo and his dad do to help make him feel better?
* How did Elmo feel at the end of the video?

Explain to the students that Elmo was also resilient. He was able to do different things to calm down so he could go to school and enjoy his day.
Tell the students that they will see more of Ricky in future lessons. Ricky is resilient and he wants to teach you how to be resilient too. He is going to help us find ways of calming down when we are upset so that we can get back to work or play.

5. Students Demonstrate Success Criteria and Reflect
ASK: Who can say what it means to be resilient?
Ask students to recall what Ricky does to calm down when he's really, really angry (talk to a grown-up to solve the problem).

6. Goal Setting Challenge
Ask the students to practise being resilient by staying calm. During the week, have them tell you when they show resilience by staying calm and celebrate with the class. You could also have Ricky give them a "high five" at that time.

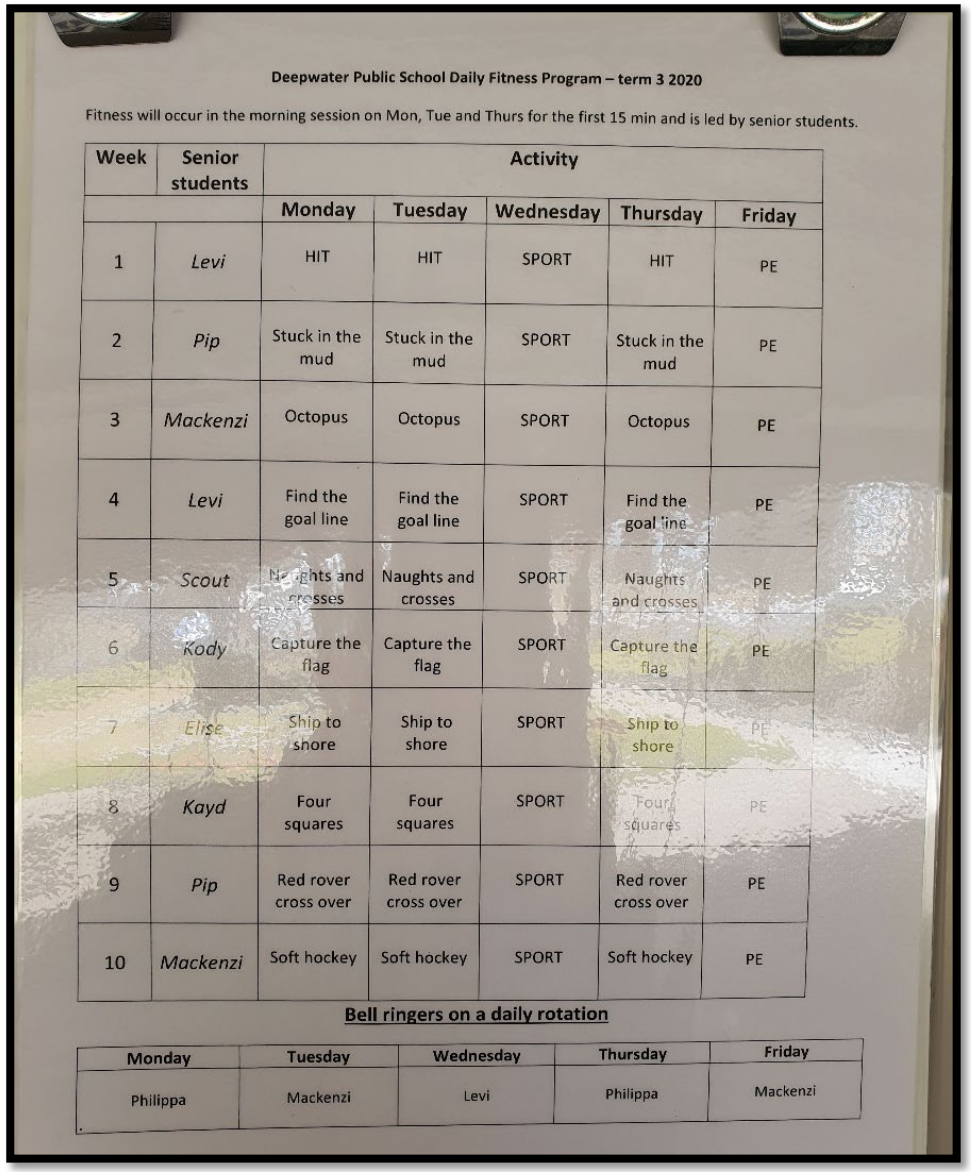
Lesson 2

Learning Intentions
1. Students will understand that there are different feelings.
2. Students will know the different words to describe feelings (happy, sad, angry, worried).
3. Students will be able to recognise the different feelings of others.
Success Criteria
1. Students can name different feelings.
3. Students can identify by name the different emotions of others through their facial

3D Daily Fitness

Lesson brain breaks and a well-developed Fitness program promotes students wellbeing and most importantly engagement in learning.

Learning: Wellbeing - A planned approach to wellbeing, Behaviour



Deepwater Public School Daily Fitness Program – term 3 2020

Fitness will occur in the morning session on Mon, Tue and Thurs for the first 15 min and is led by senior students.

Week	Senior students	Activity				
		Monday	Tuesday	Wednesday	Thursday	Friday
1	*Levi*	HIT	HIT	SPORT	HIT	PE
2	*Pip*	Stuck in the mud	Stuck in the mud	SPORT	Stuck in the mud	PE
3	*Mackenzi*	Octopus	Octopus	SPORT	Octopus	PE
4	*Levi*	Find the goal line	Find the goal line	SPORT	Find the goal line	PE
5	*Scout*	Naughts and crosses	Naughts and crosses	SPORT	Naughts and crosses	PE
6	*Kody*	Capture the flag	Capture the flag	SPORT	Capture the flag	PE
7	*Elise*	Ship to shore	Ship to shore	SPORT	Ship to shore	PE
8	*Kayd*	Four squares	Four squares	SPORT	Four squares	PE
9	*Pip*	Red rover cross over	Red rover cross over	SPORT	Red rover cross over	PE
10	*Mackenzi*	Soft hockey	Soft hockey	SPORT	Soft hockey	PE

Bell ringers on a daily rotation

Monday	Tuesday	Wednesday	Thursday	Friday
Philippa	Mackenzi	Levi	Philippa	Mackenzi

3E High Expectations: Attendance
Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students and families.

Learning: Learning Culture - High expectations, Attendance

Newsletter

15-25 Young Street, Deepwater NSW 2371
Ph: 02 67345395 Fax: 02 67345407
Email: deepwater-p.school@det.nsw.edu.au
Website: www.deepwater-p.schools.nsw.gov.au

Newsletter No. 3 Term 1 Week 6 3rd March 2020

Principal Report - 2020 Student Leadership Team
Congratulations to our 2020 Senior Leadership Team. I look forward to working together on new goals this year. Each speech was outstanding and all students spoke with confidence.

Levi – Sports Monitor
Mackenzi – Sustainability Monitor
Philippa – Library and Technology Monitor

Did you know?

If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.

Vegetable garden
Students are all smiles with their zucchini's. The produce has really taken off with lots of zucchini's, capsicum and cherry tomatoes. Students have taken multiple zucchini's home. We will endeavour to cook something soon.
Well done little gardeners!

YUM! YUM!

3E High Expectations: Attendance continued

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students and families.

The 90 % attendance report was taken during semester 1 COVID Learning from Home. We have a student in Kindergarten (who also travels for medical attention) and family with two children in year 2 and one in year 4, were taking leave before recommended learning from home started as they or family members were high risk.

This is an area we have identified as a focus for improvement moving forward.

Learning: Learning Culture - High expectations, Attendance

Newsletter No. 4 **Term 1 Week 8** **17th March 2020**

Principal Report – School Processes around Student Absences and Roll Marking

Daily Roll Marking

This year we have commenced marking the roll with an Ipad. The roll is marked at 9 am whilst the students are getting ready for daily fitness. If students arrive any time after 9 am they have been marked absent. Parents will be required to come into the office to sign their child/ren in.

General Absences

If students are marked absent because they have been away without a pre-submitted justification and no explanation has been provided upon return, the roll marking system will generate a note which will be sent home.

Office Enquires

Anytime throughout the school day (between 8:30 am – 3 pm) parents/carers **must** present to the office for all enquires including late arrival of students and early departure requests.

90%+ attendance report

Semester 1	Student FTE			Student FTE Above 90% attendance rate			Percentage of students with above 90% attendance rate		
	A&TSI	Non A&TSI	Total	A&TSI	Non A&TSI	Total	A&TSI	Non A&TSI	Total
Kindergarten	1.0	2.4	3.4	0.0	1.0	1.0	0.0%	41.5%	29.7%
Year 1	0.0	3.0	3.0	0.0	3.0	3.0	-	100.0%	100.0%
Year 2	1.4	4.9	6.2	1.4	2.4	3.8	100.0%	50.0%	61.1%
Year 3	0.0	2.0	2.0	0.0	2.0	2.0	-	100.0%	100.0%
Year 4	1.0	2.4	3.4	1.0	1.4	2.4	100.0%	58.8%	70.8%
Year 5	0.0	1.0	1.0	0.0	1.0	1.0	-	100.0%	100.0%
Year 6	1.0	1.0	2.0	1.0	1.0	2.0	100.0%	100.0%	100.0%
Total	**4.4**	**16.7**	**21.1**	**3.4**	**11.9**	**15.2**	**77.8%**	**71.0%**	**72.4%**

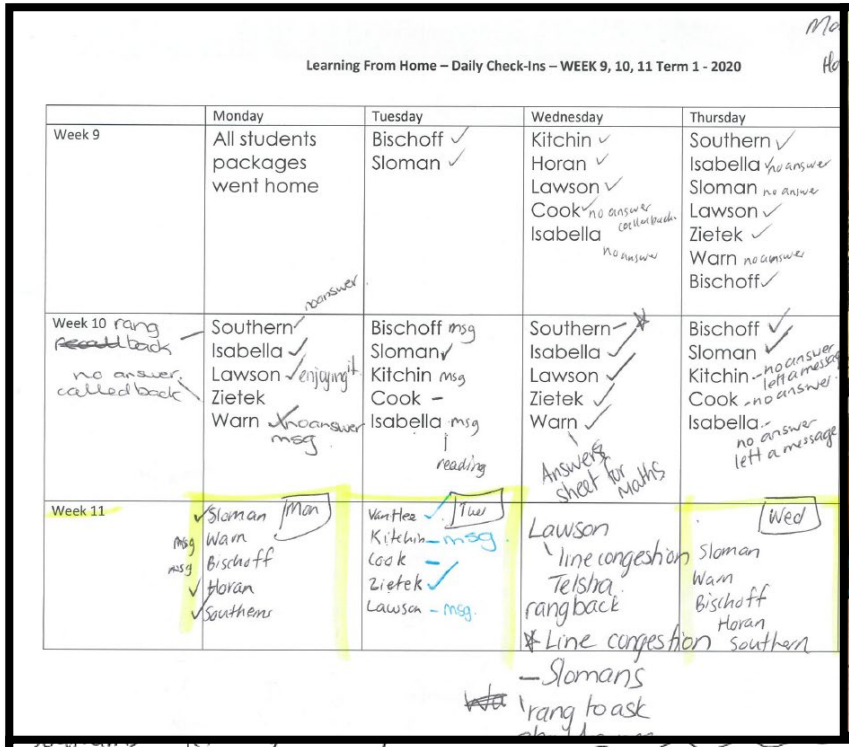
3F Learning from Home

During the initial phase of COVID and transitioning to learning from home, teachers and families identified the importance of continuous progress in learning and achievement. The school collected and analysed information to inform and support students' successful transition.

Learning: Learning Culture - High expectations, Transitions and continuity of learning

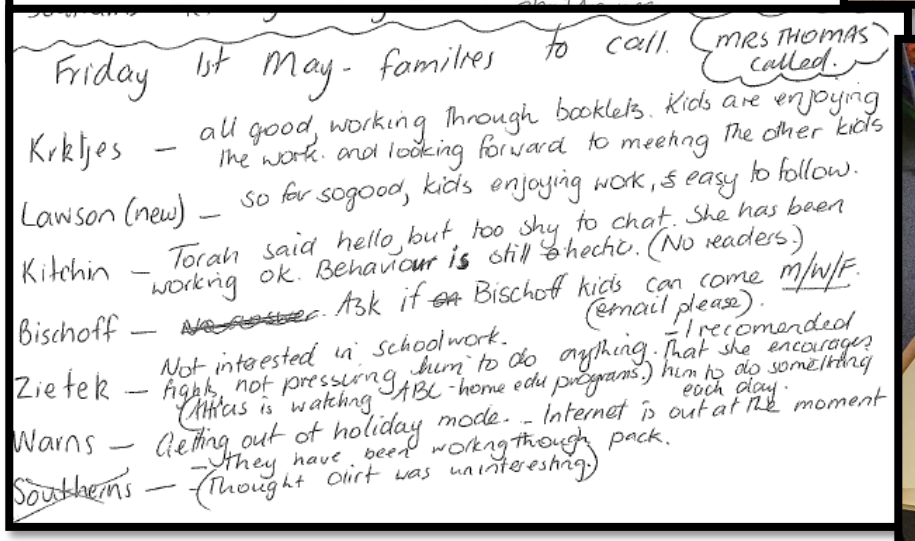
The individual learning needs of students was explicitly addressed through daily phone conversations with parents and/or lessons with students.

Based on daily conversations and complete work, the individual learning needs of students was explicitly addressed through differentiated learning from home packs.



Learning From Home – Daily Check-Ins – WEEK 9, 10, 11 Term 1 - 2020

	Monday	Tuesday	Wednesday	Thursday
Week 9	All students packages went home	Bischoff ✓ Sloman ✓	Kitchin ✓ Horan ✓ Lawson ✓ Cook ✓ no answer called back Isabella no answer	Southern ✓ Isabella ✓ no answer Sloman no answer Lawson ✓ Zietek ✓ Warn no answer Bischoff ✓
Week 10 rang ~~Recall~~ back no answer called back	Southern ✓ no answer Isabella ✓ Lawson ✓ enjoying it Zietek Warn ✓ no answer msg	Bischoff msg Sloman ✓ Kitchin msg Cook – Isabella msg reading	Southern – ✱ Isabella ✓ Lawson ✓ Zietek ✓ Warn ✓ Answers sheet for Maths	Bischoff ✓ Sloman ✓ Kitchin – no answer left a message Cook – no answer Isabella – no answer left a message
Week 11	✓ Sloman Mon msg Warn msg Bischoff ✓ Horan ✓ Southern	Van Hez ✓ Tue Kitchin – msg Cook – Zietek ✓ Lawson – msg	Lawson line congestion Telsha rang back ✱ Line congestion – Slomans rang to ask	Wed Sloman Warn Bischoff Horan Southern



Friday 1st May - families to call. (MRS THOMAS called.)

Krkljes – all good, working through booklets. Kids are enjoying the work. and looking forward to meeting the other kids

Lawson (new) – so far so good, kids enjoying work, & easy to follow.

Kitchin – Torah said hello but too shy to chat. She has been working ok. Behaviour is still ~~a~~ hecto. (No readers)

Bischoff – ~~No answer~~. Ask if ~~on~~ Bischoff kids can come M/W/F. (email please).

Zietek – Not interested in schoolwork. – I recomended Aight, not pressuring him to do anything. That she encourages (Atticus is watching ABC - home edu programs.) him to do something each day.

Warns – Getting out of holiday mode. – Internet is out at the moment – They have been working through pack.

Southerns – (Thought Oirt was uninteresting.)

As a school we collaborated with the school community on decisions and access to technology and internet resources to deliver teaching and learning opportunities and benefits during COVID.

Technology and learning spaces were used to enhance student learning. As a school we were responsive to feedback in order to cater for the range of equality issues with technology resources and internet service.

Leading: Technology, community use of school facilities

2020 - Term 2 – Technology/Internet Survey – Learning From Home

Questions	Warn	Cook	Bischoff	Kitchin	Sloman	Southern	Horan	Lawson	Zeitek	Isabella
Internet access	Yes	Yes	No wifi but phone & ipad	Yes	Yes	Yes	Yes Mobile	No.mobile data only	Yes	Yes
Coverage	Strong	Very poor	Good	poor	Poor to average	Strong	Very very poor	Average	Good	Poor
Devices	Yes	Yes heaps	Ipad, smart phone	Yes	1 laptop	Yes	Unreliable phones	Phones	Yes	Laptop
Accessible devices	Yes	Yes	2	one	1 laptop	2		Phones	Not during work hours	Phones & laptop
Paper or tech and paper	Mix	Paper But tech okay	mix. kids to see other kids	paper	Mix	Paper	Paper	Paper	Paper	mix
Parent mobile	Yes	Yes	Yes	Yes	Yes – poor phone coverage	yes	No	Yes	No as it is used for work at day	Yes
1214			yes							

Congratulations - trial group with Ipad - Deepwater Public School Page 1 of 2

Congratulations - trial group with Ipad

Deepwater Public School

Thu 2/04/2020 10:29 AM

emailed to Sloman Warn Southern Levi

To:slomanfamily797@gmail.com <slomanfamily797@gmail.com>; Philippa Sloman <philippa.sloman@education.nsw.gov.au>;

Hello Philippa, Mackenzi, Levi and Scout,

Congratulations!

I am excited to inform you that you have been selected as a trial group of students to have a go at some technology next week. We will be lending you a school ipad for you to access your G Suite (Google classroom and a Google Slides template). We will also have a play with zoom - video conferencing, where we will be able to see and hear each other. All the required apps etc are either on the ipad or simply require you to log into your DoE student portal and have access to the internet at times.

Please do not be overwhelmed or worried about this - we are trialling it and more than anything it is meant to be fun. We will help step - by - step. We will also have step - by -step printed instructions on how to access our DoE portal, Google classroom and/or Google Slide template.

Why are we doing this?

The purpose of the Google classroom is to allow you to communicate with the teachers, share work, ask peers questions related to the paper class work provided tomorrow in your pack.
The purpose of the Google Slides template is to allow you to share any 3 pieces of English work from your week 11 paper tasks and either complete these in the slide OR upload a photo etc of your evidence of learning. This engaging with G Suite does not have to occur daily. It could be a minimum of once a week should you have limited access to the internet or time in your Learning from Home schedule.

While you have the ipad for week 11 you will be required to share it with your younger siblings - not for G Suite (yet) but for the apps that are on the ipad. We will provide strict rules on this to help parents enforce the sharing and appropriate use of the ipad.

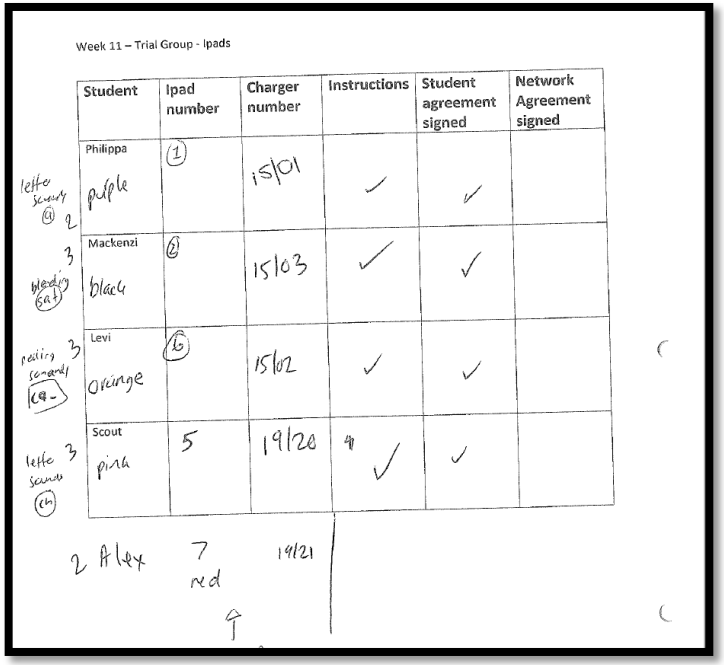
Any questions?

https://myemail.det.nsw.edu.au/owa/deepwater-p.school@det.nsw.edu.au/ 2/04/2020

Teachers collected and used evidence of learning from home material to assess and identify gaps in learning. This informed planning for the next sequence and importantly when students returned to face to face teaching.

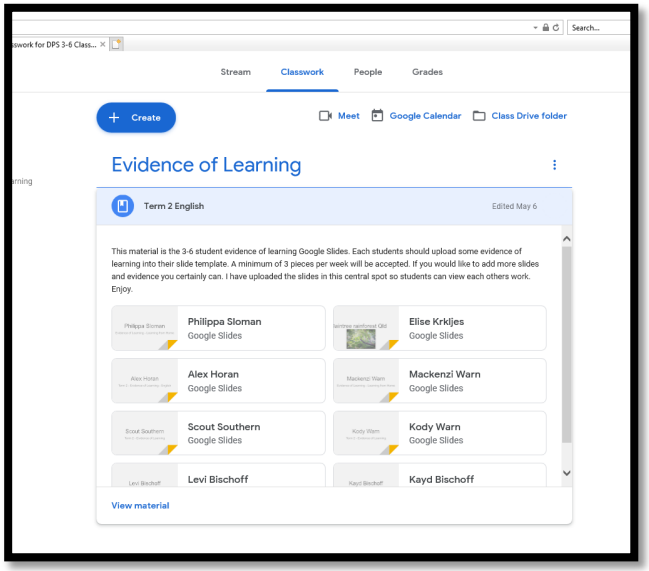
During learning from home technology was effectively used to enhance learning and service delivery. The use of school facilities for students and families within our school community delivered benefits to student learning.

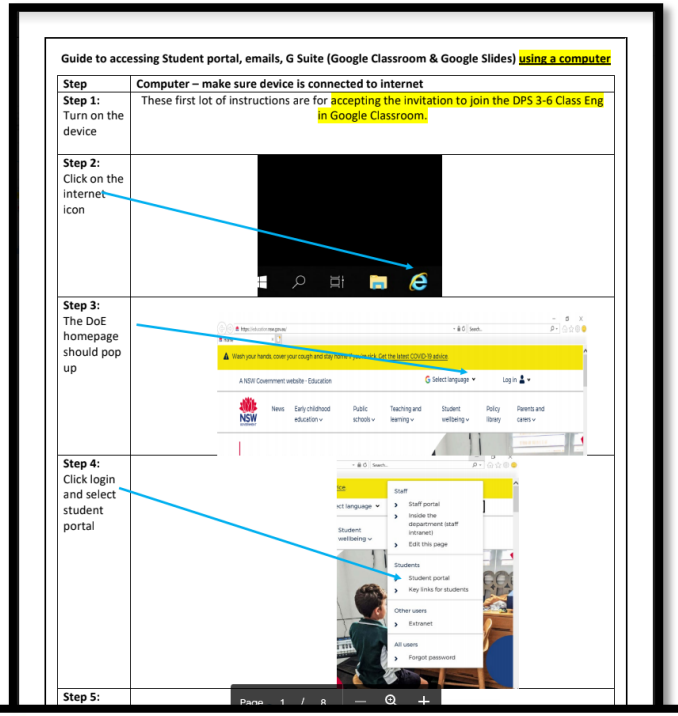
Leading: School resources - Technology, Community use of facilities



Week 11 – Trial Group - Ipads

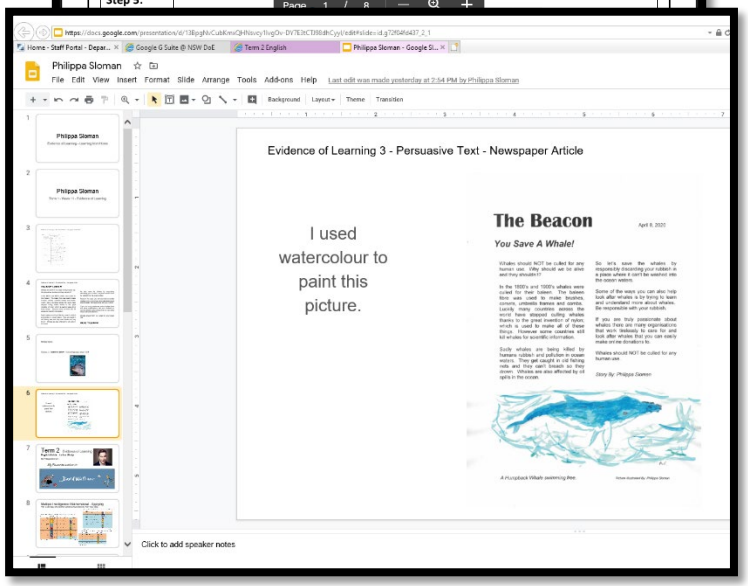
Student	Ipad number	Charger number	Instructions	Student agreement signed	Network Agreement signed
Philippa	1	15/01	✓	✓	
Mackenzi	2	15/03	✓	✓	
Levi	3	15/02	✓	✓	
Scout	5	19/20	✓	✓	
2 Alex	7 red	19/21			

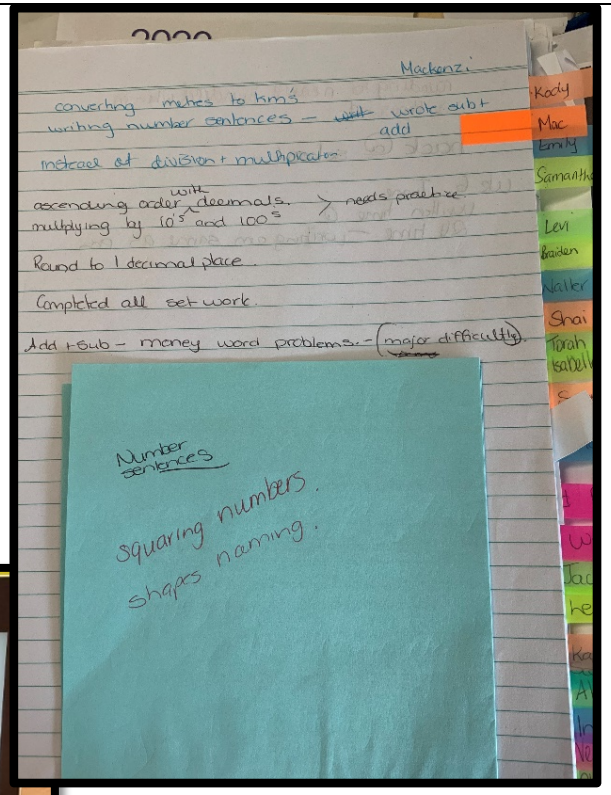
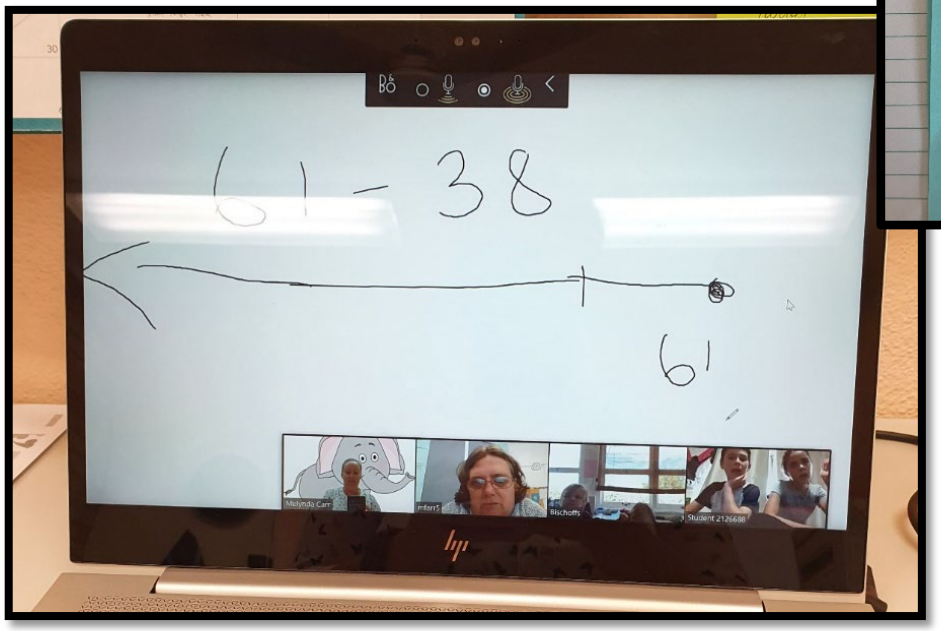




Guide to accessing Student portal, emails, G Suite (Google Classroom & Google Slides) using a computer

Step	Computer – make sure device is connected to internet
Step 1: Turn on the device	These first lot of instructions are for accepting the invitation to join the DPS 3-6 Class Eng in Google Classroom.
Step 2: Click on the internet icon	
Step 3: The DoE homepage should pop up	
Step 4: Click login and select student portal	
Step 5:	



Where possible, regular communication was maintained using zoom.	 

Future directions

From analysis of this evidence set, we have identified the following focus areas to support continuous school improvement:

Wellbeing: We need to modify our whole school approach to wellbeing by creating a tangible implementation guide that encompasses all the components of our holistic YCDI and student wellbeing program/practices/expectations. This will improve staff's understanding of the 'behind the scenes' steps involved in the rewards system that supports the YCDI teaching program. We need to be able to have more measurable systems in place to capture improvements in wellbeing.

Individual learning needs: In the area of individual learning needs we need a school-wide, collective responsibility for student learning and success, which is shared by all staff, parents and students.

Attendance: As a school we need a more detailed, formal and systematic whole school approach to addressing our current low level attendance rates with target families.