

Spring Ridge Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Spring Ridge Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Tracey Parsons

Principal

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Message from the Principal

Once again Spring Ridge School has been the place to be.

First and foremost I would like to congratulate the students for all their efforts they have put in day in day out. Yes once again the students have been very lucky to take part in a wide variety of activities.

At some time through out the year each and every child has had the opportunity to achieve success be it in the classroom, on the sporting field or representing our school.

This year alone we have had sporting clinics, spelling bees, zone, regional and state representatives, show case day, excursions, science days, sleepovers and eisteddfods. Oh and I better mention quality learning in the classroom. Spring Ridge School certainly offers a well rounded curriculum.

Thanks once again to the wonderful teaching staff of Sue, Emma and Lesley. You all put in extra effort to ensure quality teaching and learning in your classroom. Your tireless work doesn't go unseen. Having such a wonderful dedicated staff helps me immensely. I know wholeheartedly that quality teaching is always happening and I see it even single day through the smiles on the children's faces..

Thirdly but no means the lowest of importance to the ladies in the office Lyn and Sonia. Once again you have kept the school humming along nicely. I don't where I would be without these ladies. They are forever keeping me in line and focused which believe me is no mean feat.

Well done to the P/C and catering committee for a very successful Chicken and Prawn Night once again. The change of venue proved to be very popular. The night was a huge success with some of the proceeds going towards the 3-6 excursion to Canberra and the K-2 excursion to Tamworth. These excursions are always the highlight of the school year in the kids eyes and they thank you very much for your continued hard work.

Goodbye and goodluck to Hana, Hattie and Poppy. You have been a delight to have at Spring Ridge School. All of you have grown in many ways especially in leadership where you have all had a hand in leading your peers. Please remember to work hard and try your best. You all have the capacity to reach whatever dream you desire.

Unfortunately 2016 has a very sad side. Mrs Mitchell our SAM is retiring. "She is going to be very hard to replace and it's going to take some woman to do it." Nothing short of Super Woman I think. We wish Mrs Mitchell all the best in the next phase of her life.

As 2016 draws to a close I say each and every year how are we going to top what happen this year but believe me my staff and I are all very committed to giving all your children a fun memorable learning experience.

School background

School vision statement

Our school is a place where all students regardless of background or ability, can be successful learners and the best that they can be.

Our vision for education is close in line to that of the Melbourne Declaration this being that our goals at Spring Ridge School focuses on promoting equity and excellence, and students becoming successful learners, confident and creative individuals and active informed citizens.

Our vision requires teachers and leader who:

- know their students and how individual learns.
- know intensively the syllabus contents for each key learning area and how to effectively teach it.
- create a school where students feel safe and supported.
- implement and use effective quality teaching and learning practices.
- provide useful assessment strategies in providing accurate reporting feedback to parents and the students themselves.
- are continually seeking new ways to learn and strive to teach lessons which are thought provoking, interesting and engaging.

Engage professionally with other staff members, parents, careers and wide community.

School context

Spring Ridge Public School is a K–6 school of 32 students, situated southwest of Tamworth on the fertile Liverpool Plains. The school services a supportive rural community which is proud of its school and the achievements of its children.

At present the school has two full time teachers and a part time teacher who is employed 4 days per week to support our infant's students. The school enjoys the support of an active P&C and School Council.

The school is a registered KidsMatter school which is part of an Australia wide primary school's mental health initiative.

The school undertakes a wide variety of teaching and learning programs including Best Start, L3 Literacy, Accelerated Literacy, Cars and Stars Comprehension Reading program and Go Maths.

Parents are very supportive of the school and are very active, helping out regularly in classrooms with literacy activities, sporting carnivals, travel to/from external activities and the school canteen.

Student's participation in sport is enthusiastic and they regularly participate in the Premier's Sporting Challenge as well as solid performance in PSSA sports.

Student participation in CAPA is strong with regular music lessons from an experienced guitar teacher each week as well as whole school participation in spelling bees, eisteddfods and public speaking.

Environment Education initiatives have been put in place for the coming 3 years with the establishment of a very impressive vegetable patch – 2015, chook pens – 2016 and compost and worm farms – 2017.

The student Representative Council regularly meets each term where students have a say in purchasing equipment and learning activities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, Spring Ridge Public School has continued to focus on Student wellbeing with Covey 7 Habits and The Leader In Me program been implemented across all the school. The results have been evident in the way that all students have a more proactive approach to how they learn, what they learn and why they learn.

Twenty First Century Learning has also been a continued focus throughout Spring Ridge School. Staff were involved in Professional Learning using Learning goals through the Assessment for Learning teaching paradigm. This self directed learning approach empowered students to be creative, problem solvers and allowed the students to celebrate achievement positively.

In the domain of Teaching, staff at Spring Ridge Public School continued building on improving their teaching practises to ensure that they deliver student learning that is relevant, challenging and engaging for all students. Excellent results have been seen using the Assessment for Learning teaching paradigm with staff setting learning goals through the PDP process and students setting their own learning goals in their weekly learning log.

In the domain of Leading the creation of the schools yearly milestones, using the whole staff, was paramount in ensuring that Spring Ridge Public School remained on track to deliver a successful year of teaching and learning. The staff worked collaboratively in setting milestones that were achievable and evaluated the success of each milestone at regular intervals throughout the year. The distribution of resources and funds evenly and fairly continued to ensure that all milestones were achieved and the exceptional learning and teaching culture of Spring Ridge School continued.

Having a whole school approach to school planning, using the whole staff, is making a major difference in the areas of teaching, learning and leading.

As a school, not only do we as a staff have a clearer vision of where Spring Ridge Public School is sitting in respect to the School Excellence Framework but more importantly it outlines what we can do to improve student outcomes for all students in future years. These achievements and identification of our next steps are outlined in the following pages of this report.

Strategic Direction 1

21st century Learning

Purpose

To deepen understanding of 21st century Quality Teaching paradigms with particular focus on differentiation on self-directed learning, feedback and assessment practices.

Spring Ridge Public School will empower students through rich learning opportunities to be critical thinkers, problem solvers and resourceful individuals who can communicate clearly and collaborate effectively.

Overall summary of progress

Twenty first century learning has been the major focus for the School's Strategic Direction One.

All students have been given the opportunity to be creative, critical thinkers and more engaged with their learning through experiencing a wide variety of learning opportunities with other schools within the Small School and Liverpool Plains' teaching and learning alliance.

This has allowed children to be enthused and engaged and has allowed for a much smoother transition to High School and a more effective use of shared resources within the alliance of schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Having all students write individual learning goals leads to more self directed learning as evident in regular achievement of their weekly goals.	100% of students developed and implemented individual learning goals through a personal journal log each weekly.	
Through regular small school alliance meetings student achievement is consistently judged against the Literacy and Numeracy continuum resulting in all students accurately platted in on the continuums.	Use the Literacy and Numeracy Plan to assess and plot all students at Spring Ridge School with digital feedback given to parents.	\$885 – L3 relief and mapping of students onto continuum from Best Start to Year 6
A consistent approach to assessment and reporting on student progress against all syllabus outcomes leading to an accurate reporting tool to parents across the alliance .	Through the Small School Alliance Professional Learning sessions ALL teachers had input into the development and implementation of an ' across the board' Report Card to be used across ALL schools.	

Next Steps

* PDP: Implement explicit school practices that are directly related to continuous school wide improvement and better student outcomes. Using SEF, Australian Teacher Performance and Development Framework for all teaching staff, SASS, GA and Teachers Aide.

* Curriculum enrichment : Employment of specialist teachers in the area of CAPA to enrich students learning through creativity , technology, arts and problem solving. eg art, music, public speaking, chess

Strategic Direction 2

Building Teacher capacity

Purpose

Teachers and Leaders at Spring Ridge Public School will continue to develop innovative approaches to learning and teaching.

Our teachers will continue to identify both their strengths and their areas of improvements. In doing this they will be better positioned to deliver student learning that is relevant, challenging and engaging for each child that they teach and every child they influence.

Overall summary of progress

Building Teacher Capacity has been the major focus in 2016 for the School's Strategic Direction Two.

All staff had had regular professional learning in the areas of Assessment for Learning (Math), Student Wellbeing (The leader in Me) and classroom engagement (On Task Analysis). These programs have had a profound effect on student learning, particularly for all student in setting learning goals and success criteria for their own learning. Setting Learning goals and success criteria across the school has allowed a common language in the children's learning not only for the children themselves but also the staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Resulting from working as an alliance developing a range of teacher professional learning activities in Assessment for Learning, a common language of teaching and learning and consistency of teacher judgement will be evident across all schools. Evidenced in achievement of student goals in articulated in their learning logs.	100% of classes using assessment for learning strategies including Learning Goals and Success criteria for each lesson in Literacy' All staff participate in Professional Learning to clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching direction and learning effectiveness.	\$ 6600 – TPL A4L
Quality teaching and learning is evident in all classrooms and supported by all teachers using the Literacy and Numeracy Continuums to plan teaching programs, assess student progress and report to parents. Evidenced by all students plotted on the literacy and numeracy continuums and teaching programs.	All staff engaged in data collection and tracking systems to enhance our focus on using the School excellence framework and the Numeracy and Literacy continuums to help maximize student learning.	

Next Steps

* TPL with Small school Alliance and Liverpool Alliance in the area of scope and sequences for science, history, geography and The Leader In me

* TPL in programming, writing, questioning and graphic organisers with Small School Alliance.

Strategic Direction 3

Student Wellbeing

Purpose

Spring Ridge Public School will foster resilient, confident and honest children who are respectful and empathic to others and who are capable of maintaining happy and productive relationships for life and learning.

Overall summary of progress

Student Self Worth has been the major focus in 2016 for the School's Strategic Direction three.

All children were given many opportunities to showcase their growth as a learner through many programs within the school's structure such as Bounce Back, Peer Support and the Leader in Me.

As a result 100% of students felt more confident in what they were learning, worked more effectively with others and development resilience towards negative occurrences in their life.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students feel more confident in who they are, work more effectively with others and develop resilience towards negative occurrences in their life.	Widen the education experience with regular visits to other schools (3 per term in the areas of sports, cultural and academic) in the Small school Alliance and Liverpool Plains Alliance. By the end of 2016, through the implementation of the Bounce Back and Kidsmatter Initiatives Spring Ridge Public School will demonstrate evidence at sustaining and growing within the well being element of the School Excellence Framework Learning Domain.	Bus Hire : \$2000
By implementing the Leader in Me program Spring Ridge school will build student capacity to make right choices, guided by habits explicitly taught and modelled throughout school	100% of students involved in The Leader in Me within Peer Support program for 1 hour per week. 100% of staff implemented the Leader In Me 7 habits into the school through the Peer Support Program with a designated time spent on each habit. By the end of 2016, through the implementation of the Bounce Back and Kidsmatter Initiatives SpringRidge Public the School Excellence Framework Learning Domain.	\$ 800 ; Leader in Me teacher guide and individual children texts. \$1500 : Art resources \$1500 – Showcase
Learning goals are effectively used by all students.	100% of students developed and implemented individual learning goals through a personal journal log each weekly.	

Next Steps

* Sustainable Living : Introduction of Patch to Plate and Food Bowl into senior classroom

*Productive relationships: Interschool visits 3 times per term based around academic, cultural and sporting activities with school in both alliances

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Strategic direction One</p> <p>100% of children took part in the annual NAIDOC celebrations at Blackville Public School and Respect Day at Walhallow Public School where the children were immersed in Aboriginal Education through dance, art and storytelling.</p>	<p>Bus Hire</p> <p>\$400</p>
Low level adjustment for disability	<p>Strategic direction One</p> <p>An aid employed to assist with the delivery of Speech Therapy via video link up with the Royal Far West for 2 children.</p> <p>One child as successful in finishing a 20week in tense program with no further consultation needed for the students.</p>	<p>Teacher's Aide</p> <p>\$1,293</p> <ul style="list-style-type: none"> • (\$1 293.00)
Socio-economic background	<p><i>Strategic direction One</i></p> <p><i>An aid employed to assist with the delivery of Speech Therapy via video link up with the Royal Far West for 2 children.</i></p> <p><i>One child was successful in finishing a 20 week in tense program with no further consultation needed for the students.</i></p>	<p>Teacher's Aide</p> <p>\$1,824</p> <ul style="list-style-type: none"> • (\$1 824.00)

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	20	16	20	13
Girls	15	14	12	12

The Australian Education Regulation requires schools to report on Aboriginal composition of their workforce. In 2016 there were no staff members who identified as being Aboriginal or Torres Islander descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.6	94.3	94.8	92.5
1	94.4	94.8	90.8	92.6
2	93.8	96.5	95.9	90
3	97.4	94.8	95.9	97.3
4	97.2	97.1	92.7	96.2
5	94.7	96.1	94.8	95.8
6	95.4	88.6	97.8	95.4
All Years	95.2	95.1	94.7	93.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Professional learning and teacher accreditation

Professional Development of all staff is seen as an integral part of the school plan. This year most of the professional development was centred around the Assessment for Learning in the area of Math and the implementation of The Leader in Me 7 habits.

Additional training and development was done in the areas of

CPR and Anaphylaxis training

financial literacy

code of conduct

child protection

Professional Learning also took part at

PPA meetings

Wollomi Network Meetings

Liverpool Plains Network

Small School Principals meeting

VC with Director

Small School Alliance workshops.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.7
Other Positions	0.55

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs but does not involve expenditure areas such as permanent salaries, building and major

maintenance.

Income	\$
Balance brought forward	100 280.90
Global funds	78 888.10
Tied funds	20 699.43
School & community sources	19 837.13
Interest	1 829.22
Trust receipts	4 920.49
Canteen	0.00
Total income	226 455.27
Expenditure	
Teaching & learning	
Key learning areas	43 272.81
Excursions	9 391.12
Extracurricular dissections	5 881.08
Library	561.87
Training & development	866.91
Tied funds	31 623.20
Short term relief	3 670.32
Administration & office	20 083.68
School-operated canteen	0.00
Utilities	7 789.44
Maintenance	11 418.60
Trust accounts	4 855.14
Capital programs	0.00
Total expenditure	139 414.17
Balance carried forward	87 041.10

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of parents, students and teachers about the school.

Their responses are presented below.

- The Community as a whole considered the school to be a fantastic school that offered fantastic opportunities for all children.
- Parents felt that the school had great teachers who supported the children in many different positive ways.
- Parents believed that the school provided a broad range of opportunities and loved the new innovations into the school such as the class gardens, chooks and Showcase Day.
- Parents wanted a greater variety of activities in CAPA such as dance, public speaking or specialist teachers in art etc rather than just music appreciation.
- Parents believed communication could be improved by email between parent/ teachers been utilised more and not wholly relied upon by newsletter.
- All children love coming to Spring Ridge School.
- All children think that that Spring Ridge School makes learning fun.

Policy requirements

Aboriginal education

Spring Ridge public School has 10% of it's school identify as Aboriginal.

Aboriginal perspectives are being formulated into all units of work across the whole school.

All students travelled to Walhallow, a neighbouring Small School with 100% Aboriginal enrolments, and joined them in a wide variety of activities to celebrate Respect Day during Term 1. During Term 2 all students travelled to Blackville Public School to help celebrate the Aboriginal culture during NAIDOC Week. The students were treated to a wide range of activities including Aboriginal Art, Aboriginal dance and Dreamtime stories.

2016 saw the introduction of Welcome to Country at weekly assemblies, school performances and the annual School Presentation Day to acknowledge and

pay respect to the traditional custodians of the land – the Kamilaroi People.

Multicultural and anti-racism education

The Spring Ridge Public School Community acknowledge Australia as a multicultural nation. The students at Spring Ridge Public School are taught tolerance and acceptance of people from all cultures through units taught during History Lessons and through multicultural texts used during Literacy.

All students produced wonderful art projects and artworks for the Country Women's Association CWA annual competition. Our Early Stage One and Stage One students entered in the colouring competition while Stage 2 and Stage 3 students completed projects based on the country Mongolia

Our annual Showcase Day was a day where parents, community members and grandparents dined on student prepared foods from countries in Europe. Stage 2 and 3 students learnt the finer details on European Foods through a unit of work studied during Term 3 and 4 using the History and Geography Syllabus.