

Spring Ridge Public School

Annual Report



2017



3091

Introduction

The Annual Report for 2017 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

Wow what a year. It amazes me continually what we fit into a year. As always it is a great pleasure to be a part of Spring Ridge Public School in 2017.

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 both in and out of the classroom and they always do it with great enthusiasm.

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. We all know that everybody is good at something. I know it takes more time for some but believe me it's true.

This year alone we have had sporting clinics, spelling bees, zone, regional and state representatives, the Small Schools and Infants eisteddfods, excursions, showcase day and CAPERS just to name a few.. In fact the children had over 80 extra experiences this year alone. Sometimes I wonder how they learn to read and write and no wonder I need a holiday.

Secondly

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.

I would also like to thank Matt our hardworking grounds man. Thanks for keeping our school looking so good despite the inconsistency of the weather and being the best bus driver ever.

Thirdly

but no means the lowest of importance to Kaye and Sonia. Once again you have kept the school humming along nicely in the office. This year the ladies in the office have had to endure the change of the new LMBR system and I thank them for keeping me on track.

Well done to the P/C and catering committee for a very successful Chicken and Prawn Night. This Year the night was a huge success and raked in a record profit. Your hard work is appreciated by all especially the children who get to experience even more because of your hard work and dedication to the school.

Thank You also to our very generous sponsors Quota, Upper Namoi Cotton, The Demarchelier Family, The Cronin Family and the Ranken Family. Your continued support of our Presentation Day is greatly appreciated.

Goodbye and goodluck to our year 6 students Annabel, Mimi and James. You have been a delight to have at Spring Ridge for the last 7 years. Annabel and Mimi have led the school with great pride and I know next year's captains have extremely big shoes to fill. As you move onto the next chapter of learning we wish you all the best at High School. We know you will enjoy it and be very successful in whatever you choose to do. You all have the capacity to learn and achieve and Dare to Dream. You all can get there.

As you know Mrs McCathie is leaving us next year and it's with great pleasure we welcome Ms Tomlinson to our staff next year on K-2.. Ms Tomlinson has come to us with a wealth of experience in teaching especially at the early stage and stage one level. I hope Ms Tomlinson enjoys her time at Spring Ridge School and I'm sure she will for Spring Ridge School is the best school with the best teachers.

As 2017 draws to a close, each year I sit and wonder how are we going to match what we do every year but rest assured my staff and I are all very committed to giving all your children a fun, memorable learning experience.

Here's to a very busy and successful 2018.

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, carers and the wider community.

School context

Spring Ridge Public School is a K–6 school of 29 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 3 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 performances 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.

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.

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

In the domain of Learning, Spring Ridge Public School continued its strong commitment to strengthening the learning culture of the school. The staff were actively involved in both the Small Schools and the Liverpool Plains Alliances where there was continued focus on 21st Century Learning including Assessment for Learning practices throughout the school. The school continued to provide and expand on a range of extra-curricula activities, to broaden students development both in and outside the classroom. This was accomplished by engaging experts in the specific areas of CAPA which allowed students to experience a whole learning approach and undertake learning and skills suited to the 21st Century learner.

Spring Ridge Public School successfully implemented scope and sequences for History, Geography and Science. All staff were actively involved ensuring all learning outcomes were addressed across all teaching stages.

In the domain of Teaching, staff at Spring Ridge Public School continued to build on improving their teaching practices to ensure that they deliver student learning that is relevant, challenging and engaging for all students. Teachers continue to participate in appropriate professional learning during our Small School Alliance meetings with particular focus on developing PDPS, personalised learning and Assessment for Learning. This was evidence by the Assessment for Learning paradigm becoming an embedded classroom practice across the whole school particularly in the areas of Mathematics and literacy and all staff successfully completed a PDP in line with the Australian Professional Standards for teachers..

In the domain of leading , the staff of Spring Ridge Public School developed purposeful leaderships roles based on expertise with sustainable living and well being areas of strength. Student leadership was further developed and embedded with students continuing to take ownership of their learning through writing of weekly learning goals.

The staff worked collaboratively in setting milestones that were achievable and evaluated the success of each milestone at regular intervals throughout the year. Allowing staff to work collaboratively allowed for increased awareness from all staff of the purpose of each strategic direction in our school plan, leading to a school that creates a dynamic learning culture for all.

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

As a school, not only do we as a staff have a clear vision of where we sit in terms of the School Excellence Framework but more importantly it outlines what we can do to further 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 continued to be 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 Schools and Liverpool Plains Alliance.

All students are able to reflect on their learning and set weekly goals. Having all students write individual learning goals led to more self directed learning evidenced by regular achievement of their weekly goals.

All Teaching staff has a Professional Development Plan (PDP) which is developed through collaboration and professional dialogue with colleagues and supervisors. All staff systematically gather evidence which demonstrates their progress towards their professional goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Resulting from working as an alliance developing a range of teacher professional learning activities in Assessment for Learning and CTJ will be evident across all schools. Evidenced in achievement of student goals and articulated in their weekly learning logs.		All children K–6 set a weekly learning goal through their learning logs and prove learning by providing evidence to classroom teaching once achieved. Having all students write individual learning goals leads to more self directed learning as evident in regular achievement of their weekly goals.
All staff to develop PDP using Australian professional standards for teachers. This is evidenced by completion of PDP in line with the school plan.		<ul style="list-style-type: none">• All staff accessed professional learning to support the achievement of goals, further develop knowledge, skills and capabilities and support career aspirations. 100% of teaching staff completed PDP in line with the school plan.

Next Steps

Future Focused Learning across school.

Technology enrichment sessions

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 2017 for the School's Strategic Direction 2.

Throughout 2017 class teachers attended Professional Learning around History, Science and Geography leading to a Scope and sequence been developed for each learning area which is now reflected in class programs. Resources were purchased to support units of work in Science and Technology.

All staff had regular professional learning in the areas of Assessment for Learning in the area of Math. Setting learning goals and success criteria across the whole school has allowed continuation of self directed learning for all students K–6. This is evident with making transition from the infants classroom to the primary classroom a much smoother process with a common language across the whole school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 and articulated in their learning logs.		100% of classes using assessment for learning strategies including learning goals and success criteria for each lesson in maths
Scope and Sequences in Science and Technology, History and Geography drives teaching and learning in line with current syllabus requirements and ensures consistency throughout the school. This is evidenced in the classroom programs and whole school activities in line with syllabus requirements.	\$1000 : classroom resources.	At the end of 2017 the History and Geography scope and sequence was fully implemented and on display in the staffroom for ready reference. Teacher programs, student work samples and classroom assessment tasks all reflected the effective implementation.

Next Steps

Professional learning : Future Focused learning., scope and sequence for technology (Small School Alliance)

STEM, Coding , Robotic, typing units

Professional Learning : Data collection for small schools

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 continued focus in 2017 for the Schools Strategic Direction Three.

All students K–6 had the opportunity to understand the need for sustainability for future years through the implementation of the Paddock to Plate and the Liverpool Plains food bowl units. These unit allowed all students to study their local area in which they live and understand the importance of their local area in the production of food and natural resources for the nation as a whole.

All students were given the opportunity to interact with other schools and students within the Small Schools alliance through termly visits based around academic, cultural and sporting activities. As a result 100% of students felt more confident in what they were learning, worked more effectively with others and developed resilience to others and their opinions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students feel more confident in who they are, work more effectively with others and develop resilience towards negative occurrences in their life.	\$4000 Bus Hire	100% of student had the opportunity to widen their educational experience and produce productive relationships with regular visits to other schools (3 per term) in the Small Schools Alliance and Liverpool Plains Alliance.
Students become more aware of their local produce and the need for land preservation and sustainability for future food bowl productions.	\$2000 Subscription : Paddock to Plate and Food Bowl.	100% of (K–2) children took part in Paddock to Plate programs 100% of (3–6) children took part in Liverpool Plains Food Bowl Projects and program.

Next Steps

Leader in Me : Lighthouse/online project

Sustainability Crop Gardens (Paddock to Plate)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$400 bus Hire	Strategic Direction Three : productive relationships/ interschool visits (cultural) 100% of students took part in the annual NAIDOC celebrations at Blackville Public School.
Low level adjustment for disability	\$1293 :- Employment of Aide	Strategic Direction One An aide employed to assist with the delivery of Speech Therapy via video link up with the Royal Far West for 1 child Child to continue with further Speech Lessons next year
Socio-economic background	\$2613 :- Employment of Aide \$1500 :- Royal Far West Program	Strategic Direction One An aide employed to assist with the delivery of Speech Therapy via video link up with the Royal Far West for 1 child Child to continue with further Speech Lessons next year



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	16	20	13	17
Girls	14	12	12	11

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	94.8	92.5	94.4
1	94.8	90.8	92.6	96.3
2	96.5	95.9	90	94.8
3	94.8	95.9	97.3	90.6
4	97.1	92.7	96.2	95
5	96.1	94.8	95.8	95.3
6	88.6	97.8	95.4	98.4
All Years	95.1	94.7	93.6	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.27
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

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	0

Professional learning and teacher accreditation

The staff have applied themselves to every opportunity this year to be involved in professional learning programs and projects to achieve some of our key priorities as set out in our School Plan. This involvement enhances their teaching skills and enriches the learning experiences of all our students.

Throughout the year, through the Small Schools Alliance, teachers met fortnightly to undertake professionally learning in the following areas.

* Online Training Course : Differentiated learning and Support

* Building Professional Practice

* Evidenced based Learning

* Providing Students with Effective Feedback

* Development of Scope and Sequence

Additional training and development was done in the areas of

CPR and Anaphylaxis training

LMBR Training

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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	87,041
Global funds	95,467
Tied funds	16,708
School & community sources	14,989
Interest	1,400
Trust receipts	598
Canteen	0
Total Receipts	129,161
Payments	
Teaching & learning	
Key Learning Areas	45,049
Excursions	2,698
Extracurricular dissections	3,012
Library	540
Training & Development	1,949
Tied Funds Payments	13,278
Short Term Relief	1,707
Administration & Office	12,548
Canteen Payments	0
Utilities	7,948
Maintenance	2,783
Trust Payments	823
Capital Programs	0
Total Payments	92,334
Balance carried forward	123,868

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	136,869
Appropriation	123,938
Sale of Goods and Services	0
Grants and Contributions	12,931
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-32,477
Recurrent Expenses	-32,477
Employee Related	-16,789
Operating Expenses	-15,687
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	104,393
Balance Carried Forward	104,393

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	440,533
Base Per Capita	3,821
Base Location	25,057
Other Base	411,655
Equity Total	15,810
Equity Aboriginal	1,747
Equity Socio economic	2,613
Equity Language	0
Equity Disability	11,450
Targeted Total	0
Other Total	1,835
Grand Total	458,178

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Policy requirements

Aboriginal education

Aboriginal Perspectives are been formulated into all units of work across the whole school. This ensures that all Aboriginal and non-Aboriginal students learn about the Aboriginal culture and its importance in the past, present and future of the Australian nation.

Once again through the small school alliance all students had the opportunity to participate in a wide variety of activities throughout 2017. In Term 1 all students travelled to Walhallow Public School to help celebrate Respect Day. During Term 2 all students travelled to Blackville Public School to help celebrate the Aboriginal culture during NAIDOC Week. The Students were treated to wide variety of activities including Aboriginal Art, Aboriginal Dance, Aboriginal Dreaming stories and Aboriginal Language.



Multicultural and anti-racism education

Multicultural Education and Anti-racism In line with the Multicultural Education Policy, teaching and learning programs at Spring Ridge Public School are embedded with multi-cultural and antiracism perspectives.

This year all students participated in a wide variety of educational experiences to help embed tolerance and acceptance of people from all cultures. Activities included Harmony Day celebrations at Walhallow Public School, Asian studies taught through Literacy and Geography units of work and our annual Showcase Day where students prepared multicultural meals for their parents, grandparents and community members.