

Spring Terrace Public School

Annual Report



2017



3093

Introduction

The Annual Report for **2017** is provided to the community of **Spring Terrace 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.

Peter Scott

Principal

School contact details

Spring Terrace Public School

573 Forest Rd

Spring Terrace, 2798

www.springterr-p.schools.nsw.edu.au

springterr-p.School@det.nsw.edu.au

6365 4287

School background

School vision statement

Spring Terrace Public School aims to develop independent, lifelong learners who are well equipped to meet the challenges of an ever-changing world.

- The staff and the community want to work together to provide a safe, supporting environment where students are engaged and motivated to learn. We want highly skilled enthusiastic teachers, who feel valued, connected and supported by the school and community.

School context

Spring Terrace Public School was established in 1869 in a farming community 12 km south of Orange. It is a two-teacher school situated in an idyllic country setting. The P&C and wider community provide great support to the school and value the academic and extra-curricular opportunities provided to their children. Each child in the school is seen as an individual and the curriculum is planned accordingly to cater for each child's needs. Commitment to learning is valued as is commitment to each other's success. Many opportunities are presented to students during their years at Spring Terrace including the chance to perform, compete and participate in sporting, arts and academic activities. The school promotes excellence and encourages each child to achieve their personal best. This is achieved by providing quality educational programs incorporating a range of resources including technology and the garden and kitchen in a supportive learning environment. Spring Terrace Public School belongs to the Orange Small Schools Association. Students participate in a wide range of curriculum opportunities created by this organisation including swimming and athletics carnivals, team sports, science days and the OSSA Schools Spectacular. Spring Terrace Public School is a small school providing big opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Learning

Teachers used PLAN and classroom assessment to ensure they had excellent of individual student learning achievement and areas for growth. In the future the staff will work to align process and school systems for collecting, analysing and using data.

Teaching

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. In the future the teachers will regularly review learning goals with students, ensuring all students have a clear understanding of how to improve their learning.

Leading

Physical learning spaces are used flexibly and technology is accessible to staff and students. In the future the use of school facilities will be optimised within the local community.

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

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For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Literacy and Numeracy

Purpose

To enhance fundamental learning in Literacy and Numeracy for all students to become independent, critical and confident learners.

Overall summary of progress

Staff have participated in professional in Literacy and Numeracy. All beginning teachers have completed accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">To ensure that 100% of beginning teachers have engaged in beneficial professional learning to enhance Literacy and Numeracy learning programs.	\$2800	Teachers have attended courses in Literacy and Numeracy professional learning. One teacher has achieved accreditation.
<ul style="list-style-type: none">All staff will be involved in developing a strategy for meaningful use of the K–6 Literacy and Numeracy continuums in teaching and learning programs.	\$980	Teachers attended meetings to discuss ways to use Literacy and Numeracy continuums in teaching and learning programs.

Next Steps

Individual Student Learning Programs will incorporate **Student learning goals** that are linked to the Literacy and Numeracy Continuums. *All students will have developed learning goals in collaboration with their teacher. Learning goals will be communicated to support staff to assist with implementation*. Learning goals will be visible on students' desks for self-reflection. Teacher and student to visit goals regularly to review.

A more comprehensive collation of **assessments** and assimilation of assessment data will drive Literacy and Numeracy teaching and learning programs. *Teachers will administer current assessments in the school year at designated times. Analysis of assessment data to guide teaching and learning programs*. Teachers and students will use be familiar with levels, indicators and clusters on the Literacy and Numeracy Continuum. Students will be more informed and able to reflect on learning as they progress.

Strategic Direction 2

Strong Learning Community

Purpose

To develop and maintain strong partnerships within and beyond our school community which will benefit student learning outcomes and provide a platform for staff to engage in regular high quality professional learning.

Overall summary of progress

25% of students attended inter-school sports including OSSA Athletics and swimming carnivals. Staff attended Pre2 Professional Learning and OSSA network meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increase current participation in inter-school sports from approximately 25% to 50%	\$0	25% of students were eligible for inter-school sports including OSSA Athletics Carnival and OSSA Swimming Carnival.
<ul style="list-style-type: none">Full participation of all staff in appropriate Pre2 Professional Learning.	Teachers attended professional outside school hours.	Pre2 Professional Learning attended by classroom teachers and LAST teacher.

Next Steps

Active community role in local public events. All students will engage in friendly competitive inter-school sporting competitions. For example, May Cup and Swimming Carnival. Students to participate in events such as Anzac Day March, Orange Show, Orange Eisteddfod and Education week.

Positive regular use of social media to promote school activities to the broader community, e.g. facebook, school website. Post positive photographs of student activities in the classroom and involvement in community events.

Strategic Direction 3

Challenging, Engaging and Inclusive Curriculum

Purpose

To maintain, further build and sustain a community of inspired learners through technology, leadership and curriculum opportunities.

Overall summary of progress

Teachers and students attended a range of STEM professional learning and workshops days and parents were introduced to PLAN software.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will have access to current technology.	\$5860	All students have access to computers and current iPads. Advice by local technology experts is to update existing iPads with new models. Two large computer monitors were installed for teacher demonstration and student use. The Principal co-ordinated the development of a specialised technology room. Classroom teachers educated parents on the use of PLAN software in relation to their child's progress.
All teachers will undertake professional development around technology in classroom practice.	\$860	Teachers attended a Robotics workshop and research into current teaching practices identified STEM as a worthwhile teaching practice to be implemented in the classroom.
50% of staff will lead others in their professional learning.	0\$	The Principal guided all staff in their PDP development and aided staff to access relevant professional learning linked to their PDP and School Plan.
50% of staff will lead and organise community learning within school context.	0\$	The Principal attended meetings at OCA, facilitated educational sessions at OSSA networking sessions. Staff provided education to community members on the use of MultiLit.

Next Steps

All students will be given tuition on accessing computer programs. ICT lessons will be provided to students.

Existing technology hardware to be categorised for upgrading. Review, sync and update iPads as required for student use.

Implement a new integrated teaching practice of Science, Technology Engineering and Maths known as STEM. Staff to attend STEM training and acquire STEM resources for teaching and learning programs.

Parents to be better informed of student activities and achievements within the school setting through the use of technology.

Implement a new application called Seesaw that is accessible on computer and smartphones. Educate parents in its use and upload relevant student activities and progress for parents to view.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1556 • Aboriginal background loading (\$1 600.00)	Aboriginal students were provided with support in working towards identifies goals in Literacy and Numeracy. 90% of goals were achieved.
Low level adjustment for disability	\$12091	Learning support team wrote Individual Learning Plans for all students identified as requiring low level adjustments. The classroom teacher and SLSO implemented strategies in to the classroom and delivered Multilit to support these students 80% of gaols set for these students were achieved.
Quality Teaching, Successful Students (QTSS)	0.022 staffing entitlement	Staff were provided training in use of the Literacy and Numeracy continuum and worked together to develop strategies to implement the continuums into the classroom and to share student progress with all teachers.
Socio–economic background	\$2366	An SLSO was employed to provide individual support to students with identified needs in Numeracy and Literacy.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	15	13	17	15
Girls	12	14	15	11

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	97.8	96.9	95.5
1	97.8	88.8	96.2	92.3
2	94.2	96.9	94.6	93.8
3	100	97.8	96.2	93
4	94.8	92.6	95.2	98.9
5	97.5	92.5	90.2	90
6	98.1	99.5	93.1	89.8
All Years	96.4	93.9	95	93.5
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	0.7
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

During 2016 50% of the school's beginning teachers applied for and was successful in becoming accredited. All staff participated in professional learning in line with their Professional Development Plan and the School Management Plan.

Professional Learning included in-servicing staff on the Numeracy and Literacy Continuums and strategies to implement the use of the continuums into teaching programs and classroom practise.

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.

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	94,946
Appropriation	91,332
Sale of Goods and Services	0
Grants and Contributions	3,552
Gain and Loss	0
Other Revenue	0
Investment Income	61
Expenses	-42,150
Recurrent Expenses	-42,150
Employee Related	-35,796
Operating Expenses	-6,354
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	52,796
Balance Carried Forward	52,796

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	408,484
Base Per Capita	4,890
Base Location	1,660
Other Base	401,934
Equity Total	29,684
Equity Aboriginal	1,637
Equity Socio economic	15,958
Equity Language	0
Equity Disability	12,088
Targeted Total	29,710
Other Total	2,241
Grand Total	470,119

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.

Due to the small cohort it is not possible to draw conclusions for students in years 3 or 5.

When analysing results from the past three years, 2014, 2015 and 2016 some trends are apparent although this is still a statistically small number of students.

In Year 3 literacy over the last three years 25% of students were in the top 2 bands while 14% were in the bottom 2 bands.

In year 5 literacy 39% of students were in the top 2 bands while 14% were also in the bottom 2 bands.

In year 3 numeracy there were no students in the top 2 bands and 28% in the bottom 2 bands.

In year 5 numeracy there were 39% students in the top 2 bands and 45% in the bottom 2 bands.

Growth in from year 3 to year 5 over the three years has shown that only 1 of 9 students did not reach expected growth in Reading and 1 of 8 didn't reach expected growth in writing.

Over the past 3 years the school has performed very well in reading, writing and grammar and punctuation. NAPLAN results for the last three years show that the areas for potential improvement are in spelling and mathematics. These results show more specifically that those students who scored in the lower bands in these areas in year 3 have not shown the same growth as those who achieved were placed in the top bands.

Parent/caregiver, student, teacher satisfaction

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

Parents strongly indicated they believe Spring Terrace Public School is an attractive and well-resourced school and has experienced and committed teachers who set high standards of achievement. The school regularly communicates with parents and the wider community through newsletters, meetings etc. and

provides many opportunities for parents and community members to be involved with the students' education. In addition the school offers one-on-one programs to improve their child's educational outcomes and a high level of Sporting opportunities. There is also very good student access to computers and technology programs.

The results from the student surveys and discussions indicated that the students of Spring Terrace Public School are very happy with their school and the progress they are making. The students agree their teachers set high standards and the resources the school has to offer, help them with their learning.

Policy requirements

Aboriginal education

The school has an ongoing focus to fully incorporate Indigenous perspectives in the curriculum and ensure that students gain a deep knowledge and understanding of Australia's original inhabitants.

The school regularly reviews its Aboriginal Education policy and students participate in teaching and learning activities that focus on Aboriginal cultures, heritage, histories, art, craft and storytelling including NAIDOC Week activities.

Multicultural and anti-racism education

All students understand the need to look at cultures beyond their own and value their learning in this area. HSIE, History and Geography provide the vehicle to study other cultures and encourage attitudes of tolerance and respect for those different to themselves.