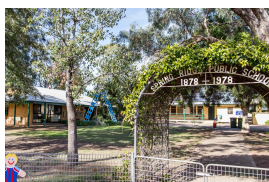


Spring Ridge Public School

Annual Report



2018



3091

Introduction

The Annual Report for **2018** 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 continually amazes me what we fit into a year. As always, it is a great pleasure to be a part of Spring Ridge Public School in 2018.

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 throughout 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 and Spring Ridge Public School certainly gives every child the chance to succeed at something.

This year alone we have had sporting clinics, spelling bees, zone, regional and state representatives, the Small Schools and infants eisteddfods, excursions, Show case day and celebrations including Harmony and NAIDOC Day just to name a few. In fact the children had over 80 extra experiences this year alone which is outrageous for a school with only 33 students. .

Thanks once again to the wonderful teaching staff of Sue, Emily 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 dedicated, enthusiastic staff certainly makes my job easier and less stressful.

Thank you to Kay and Sonia our lovely ladies in the office. Once again you have kept the school humming along nicely. This year the ladies have had to endure the change of the new Finance system which hasn't been easy. I thank them for all they do and more importantly keeping me focused and on track.

I would also like to thank Matt our hardworking groundsman. Thanks for keeping our school looking so good despite experiencing the worst drought in many years.

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 another huge profit. Your hard work is appreciated by all especially the children who get to experienced even more because of your hard work and dedication to the school. This year alone the P/C have helped towards teachers, excursions, books, computer programs, buses and just about anything we ask for.

Goodbye and goodluck to our year 6 students Cate, Sam, Wylie, Tom and Gus. You have been a delight to have at Spring Ridge and we are very proud of your achievements and who you have become as people. 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.

Here's to a very busy and successful 2019.

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 focus on promoting equity and excellence, and students becoming successful learners, confident and creative individuals and active informed citizens.

Our vision requires teachers and leaders who:

- know their students and how their individual learns.
- know 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 wide community.

School context

Spring Ridge Public School is a K–6 school of 33 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 three 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, Cars and Stars Comprehension Reading program and Stepping Stones.

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 achieve well as solid performances in PSSA sports.

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 assessed itself against the framework as **delivering**. We are primarily focused on curriculum (teaching and learning programs) and assessment. The staff were actively involved in both the Small Schools and Liverpool Plains Alliances where emphasis was placed on future focused learning through STEM/ technology lessons and curriculum enrichment opportunities for all students including technology, sporting, academic and cultural activities. This was accomplished by engaging experts in the areas of STEM and sporting coaches which allowed students to experience a whole learning approach and undertake skills that is suited to the 21st century learner.

In the domain of Teaching, Spring Ridge Public Schools priorities have been Data Skills and Use and collaborative practice. All teaching staff continue to participate in appropriate professional learning during our Small School Alliance meetings to build on improving their teaching practices to ensure that they deliver student learning that is relevant, challenging and engaging. Teachers regularly use student performance data analysis (NAPLAN, student work samples, classroom observations, SENA testing) in their teaching to help monitor student progress and achievement as well as to help promote consistent and comparable judgement of student learning. This was evidenced by the Assessment for Learning Paradigm been embedded across the whole school as well as attending CTJ professional learning sessions based around writing during our Small Schools sessions.

In the domain of Leading, our main priorities have been community engagement and school resources (technology). Parents and community members have the opportunity to engage in a wide range of school-related activities at least once a Term. The school has ensured that all staff and students have technology that is accessible and is regularly integrated into lessons. This is evidenced by weekly technology lessons based around coding, robotics and STEM activities across the whole school.

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.

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

FUTURE FOCUSED LEARNING

Purpose

Future Focused Learning refers to teaching and preparing students to be successful learners, confident and creative individuals and active informed citizens.

To ensure that students will become active, engaged and informed self directed learners through the use of technology to prepare them for potential life roles.

Overall summary of progress

Future Focused Learning has continued to be the 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 Alliances.

All students have been exposed to a wide variety of technology activities with the introduction of weekly technology lessons based around STEM, coding and robotics.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff embedding Future Focussed Learning into classroom practise. This will be evidenced in programs, classroom observations, student work samples, eportfolios and attendance at professional learning.	\$3800 expended for professional learning and purchase of Bee Bots out of school funds 6100	All staff attend " Using STEM in your School " professional learning seminar with other small Schools in the Alliance delivered by Ralph Perruzo All teachers to attend small schools conference in Tamworth with 1 session needing to focus on technology workshops. School purchase robotics to help aid in teaching of STEAM across the school School has been resourced through the purchase of Bee Bots. Staff implemented coding to develop deeper understandings of the mathematics syllabus and provided a scaffold to cross curriculum perspectives in Science and Technology.
Teaching and learning programs are centred around Future Focussed Learning as evidenced by programs, student feedback and student and staff surveys.	\$0	Through regular visits to the Small School Alliance schools students will have had an increased opportunity to further development life long learning skills in different environments, ease the transition from a small country school to a more substantial populated high school as well as opening their minds to the need of acceptance of other cultures.

Next Steps

DATA COLLECTION : using Literacy and Numeracy Progressions to plot students in Creating Text Multiplicative Strategies

DATA Recording using PLAN 2

DIGITAL SKILLS: typing skills, NAPLAN Online and Coding.

Strategic Direction 2

KNOWLEDGEABLE STAFF

Purpose

Great Teachers are knowledgeable. They know their students, they know their curriculum, they know best practice pedagogy, they welcome feedback and they embrace reflection.

Teachers will utilise explicit systems for collaboratively assessing student learning with high priority given to evidence based teaching strategies and collection of data.

Overall summary of progress

Having a knowledgeable staff has been a major focus in 2018 for the School's Strategic Direction Two.

Throughout 2018 our staff attended Professional learning around consistent teacher judgment and the use of progressions in mapping student learning.

Individual and Stage assessment tasks based around writing were developed to help promote consistent and comparable judgement of student learning, monitor student progress and identify skill gaps for improvement and areas of extension for all students.

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 a consistent approach to assessment tasks in the areas of writing, numeracy and reading across stages resulting in a more informed judgement of student learning.	\$0	Information from initial assessment (Multiplicative Strategies) will be used as base line data for later assessment during Term 3 Previous base line data and new data will be compared to see growth of students and future areas of need. Teacher use Consistent teachers judgement to place students A–E. and used for reporting and providing feedback to both students and parents.
Teachers use data effectively to plan and identify skill gaps for improvement using progressions and reporting on PLAN2. Teachers identify, monitor and track students progress through progressions evidenced by students work samples, classroom observations and student and staff feedback.	\$2000 funded by 6100	Spring Ridge Staff use the School excellence Framework/progressions to identify areas of growth in data and assessment. for all students. Evidenced by Spring Ridge Public School sustaining and growing in the area of data use and skills in teaching, analysis and planning.

Next Steps

COLLABORATIVE FEEDBACK: Continue TPL in Consistent Teacher Judgment through Small Schools Alliance

DATA SKILLS AND USE ; Map school on School excellence framework using PLAN Data and Progressions in literacy and numeracy.

Use SLO to assist data collection and drafting of ILP for students who require differentiated learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5759	Strategic Direction One Curriculum Enrichment (cultural) 100% of students took part in the Annual Small School Alliance NAIDOC Celebrations at Blackville School.
Low level adjustment for disability	\$12343	Strategic Direction One School Learning Support Officer was employed in K–2 Room for explicit literacy and numeracy intervention and Year 2 transition
Quality Teaching, Successful Students (QTSS)	\$5976	Employment of Teacher in K–2 Room Specialised K–2 teaching for extra day. Release for Principal to discuss PDP, classroom observations, future professional learning opportunities, teaching priorities and provide feedback to all staff.
Socio–economic background	\$3015	Strategic Direction One School Learning Support Officer was employed in K–2 Room for explicit literacy and numeracy intervention and Year 2 transition



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	20	13	17	23
Girls	12	12	11	10

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	92.5	94.4	90.7
1	90.8	92.6	96.3	90.5
2	95.9	90	94.8	91.6
3	95.9	97.3	90.6	94.1
4	92.7	96.2	95	90.7
5	94.8	95.8	95.3	97.9
6	97.8	95.4	98.4	93.7
All Years	94.7	93.6	94.7	92.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Our school adheres to the DoE policy for attendance. Prompt follow-up occurs where necessary to ensure that all students attend where possible every day.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Our school currently does not employ any Aboriginal or Torres Strait Islander staff.

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 the school plan. Developing an expert teaching team who are responsive to the needs of students and supportive of school priorities leads to an educational environment that is exciting, fun, and full of enriched learning experiences for all children.

Spring Ridge Public School participated in collaborative learning within our Small School Network. In 2018, teachers from Spring Ridge Public School, Blackville Public School and Walhallow Public School met fortnightly to undertake profession learning in the following areas

TERM ONE :-

SDD : Small School Alliance – Code of Conduct. Child Protection, WWCC, School, Attendance Policy, and E emergency Care, WHS

Accreditation Process

Access requests

Enterprise Financial Planning Tool (eFPT) (SASS staff and Principal)

TERM TWO

SDD : Small School Alliance – STEM DAY with guest presenter Ralph Pirozza

Unpacking of Teachers standards 1–7 – Guest Presenter Anne Scott

Introduction to Literacy and Numeracy Progressions

Using Data with confidence

TERM THREE

SDD ; Small School Conference – CPR and Anaphylaxis training (face to face), finance training,

Managing School Budgets / Enterprise Financial Planning(SASS staff and Principal)

TERM FOUR

NESA Registration and Accreditation – Anne Scott

Using the Progressions PLAN 2

Professional Learning also took part at

PPA meetings

Liverpool Plains Alliance Meetings/ Small School Principals meeting

Director interviews

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	104,393
Revenue	527,509
Appropriation	498,017
Sale of Goods and Services	-1,040
Grants and Contributions	28,945
Gain and Loss	0
Other Revenue	0
Investment Income	1,587
Expenses	-506,839
Recurrent Expenses	-506,839
Employee Related	-437,983
Operating Expenses	-68,856
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	20,670
Balance Carried Forward	125,063

Our school in 2018 allocated \$3800 to develop the robotics program.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	468,784
Base Per Capita	5,414
Base Location	25,584
Other Base	437,786
Equity Total	19,027
Equity Aboriginal	4,384
Equity Socio economic	2,561
Equity Language	0
Equity Disability	12,082
Targeted Total	0
Other Total	4,796
Grand Total	492,608

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Our school, due to its size, is unable to report on literacy performance due to privacy restrictions.

Our school, due to its size, is unable to report on Numeracy due to privacy restrictions.

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.>

Our school, due to its size, is unable to report on the Premiers Priorities for Reading and Numeracy due to privacy restrictions.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of parents, students and teachers about the school. In 2018 survey questions were focussed around learning.

Comments included;

Parents about Learning ; Parents want the basics to be forefront of teaching and learning with a real focus on literacy and numeracy.

Continue to support the schools focus on curriculum enrichment by employing special staff throughout the year.

Student about Learning ; Students feel well supported and feel they are encouraged to learn all they can.

Over 90% of students feel they have improved in the areas of literacy and math.

Teachers about Learning ; All staff are committed to differentiated learning that supports all students and delivers exciting and engaging lessons

Staff indicated that they wanted ongoing Professional Learning in the area of progressions and PLAN 2.

Policy requirements

Aboriginal education

Aboriginal Education

Aboriginal Perspectives have 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.

In Term One students travelled to Walhallow Public School to help celebrate Respect Day. The students participated in a wide variety of activities all designed to teach respect, tolerance , listening and the skills of working together and getting along with others.

During Term Two all students travelled to Blackville Public School to help celebrate the Aboriginal culture during NAIDOC Week. The students were treated to a wide variety of activities including :

- * Aboriginal games taught by the local CLONTAFF boys from Quirindi High School

- * Aboriginal weaving where each child made and received a traditional bracelet made out of grasses

- * Aboriginal Art

- * Aboriginal Language – Students were taught new words and phrases from the local Gomilaroi language.



Multicultural and anti-racism education

Multicultural and Anti – Racism education.

Multicultural Education and Anti– racism in line with the Multicultural Education Policy, teaching and learning programs at Spring Ridge are embedded with multi–cultural and anti – perspectives and programs.

The year the students participated in a wide variety of educational experiences to help embed respect , tolerance and acceptance of all from all cultures.

Activities include:

* Harmony Day at Walhallow Public school

Other school programs

SPORT

Spring Ridge Public School has had an exceptional year representing and playing sport with representations in the Hockey PSSA knockout and North West and State levels in 2018.

Students represented in a range of sports with seventeen students participating at Zone level in the sports of basketball, cricket, hockey, softball, Rugby, touch, athletics, swimming and X country.

Eight students qualified for Regional representation in basketball, softball, rugby, hockey, swimming, X country and athletics.

A record seven students represented at State level in basketball, softball, hockey, swimming, X country and athletics.

The year 2108, saw for the first time in 15 years, Spring Ridge Public School take part in the Hockey PSSA knockout competition in Tamworth. The students were very successful in winning two rounds but were beaten in a tight match in the semi finals.

MUSIC

Spring Ridge Public School students participated in weekly music lessons thanks to a music program supported by Quirindi High School. Once a week a specialised music teacher visited the school to teach all 3–6 students a music instrument of their choice. Children were exposed to a variety of instruments including the electric and acoustic guitar, clarinets, saxophones, recorders and drums.

Each Term, Stage Three students were invited to attend Quirindi High School to perform in the Liverpool Plains Alliance orchestra. Here the students were able to demonstrate their musical talents and perform in front of an audience.