

# Spring Terrace Public School

## Annual Report



2018



3093

## Introduction

The Annual Report for **2018** 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

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# School background

## School vision statement

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

## 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 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

### 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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements.

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

To develop a whole school approach to the delivery of quality, learning experiences and wellbeing for all students.

### Overall summary of progress

In 2018, all teaching staff began the process of embedding Visible Learning methodologies in the classrooms. The goal is that all students achieve at least a year's growth for a year's learning. The introduction of this teaching methodology has been enthusiastically accepted into all classrooms. Students are learning what a good learner looks like; they can articulate this as well as understand how it applies to their own learning. Flexible learning spaces have been introduced into classrooms to allow students to work in ways that suit them. Standing tables, breakout areas, lounges with laptop tables and jellybean learning centres have been adapted to break away from traditional ways of sitting at a desk. Classroom strategies have adapted to this as well; for example guided work groups, reciprocal reading groups and individual maths programs on laptops.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student achieves at least one years growth for a year's learning.		Progressive Achievement Tests (PAT testing) in reading comprehension and numeracy occurred at the beginning of the year to be used as baseline data. Other measures such as Tests of Reading Comprehension (TORCH) and SA Spelling were also used to measure growth.
Improve levels of student wellbeing.	\$855 PAT and TORCH subscription	All classroom programs included learning around resilience and wellbeing. The Bounce Back program was used among others. Staff proactively contacted selected parents in weeks 3, 6, and 9 to discuss student progress. 'Check-ins' were implemented for students in need at regular, defined times of the day to improve their wellbeing and communication. Discipline policy was reviewed. School counsellor implemented focused small-group targeted learning. Staff have developed tighter processes for recording and responding to incidents. More staff are in the playground at playtimes to reduce incidents. Targeted students have provisions for playground participation. Year 5 and 6 students ran organised activities at lunchtime to ensure a large amount of students were engaged and had directed play. Positive, genuine feedback given to students at lines for displaying positive behaviours.

### Next Steps

Extra supervision to continue in the playground, including the addition of an Student Learning Support Officer (SLSO) and extra teaching staff.

Staff to continue 3, 6, 9 communications with parents.

Resilience programs to continue in classrooms

Entries onto Sentral will be formalised to include Who, Where, What, When and Why.

Deeper analysis into PAT, TORCH and SA testing in measuring growth. Assessment timetable to be revised.

## Strategic Direction 2

### Evidence Informed Teaching

#### Purpose

To provide a stimulating and engaging environment for educators where evidence based practices are embedded into teaching and learning programs.

#### Overall summary of progress

In 2018, all staff were trained in Visible Learning which uses evidence based 'best practice' to improve the learning impact of a teacher on their students. School leaders attended the 'Evidence into Action' workshop and wrote an Action Plan for the school to work towards. All staff attended meetings throughout the year, where teachers shared their experiences and successes with the Visual Learning plan. This kept all staff on track with their progress to ensure it became embedded in everyday practice

The Literacy and Numeracy progressions were introduced to staff who familiarised themselves with the levels to improve their understanding of the academic expectations for each stage. PAT and TORCH testing were a source of information when looking for student growth.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff use evidence informed teaching strategies.	\$3,700 Visible Learning Professional Learning (PL) \$1500 Casual relief	All teachers gained professional development in Visible Learning. Teachers routinely use strategies such as success criteria, learning goals and effective feedback to enhance student learning.
Staff regularly use and analyse internal and external data to inform teaching and learning.		Teachers and the learning support team discuss and analyse NAPLAN, PAT and SA spelling data to determine which students need greater support. The data also informs staff on what areas of learning should be targeted. Learning progressions are being utilised in some classes.

#### Next Steps

All staff will undertake Module 2 of Visible learning PL (Building and Developing Visible Learners

Staff meetings centred around Visible Learning progress and ideas.

Whole staff using Literacy and Numeracy Progression

Teaching staff undertaking NESA accredited PL to complete accreditation hours, being up to date on eTAMS, tracking PL hours and relating training to Teaching Standard

Quality Teaching Rounds where teaching standards are the focus of lesson observations and feedback.

## Strategic Direction 3

### Community Engagement

#### Purpose

To provide leadership that supports a culture of high expectations and community engagement for sustained and measurable whole-school improvement.

#### Overall summary of progress

Spring Terrace Public School community was surveyed about aspects of the school using the 360 tool. As the response size was too small to measure, the school conducted another survey which yielded a bigger response and valuable feedback for the school. Results showed that parents value the school environment, the staff, the community feel and the music. Parents have been more involved in classrooms, developing individual learning plans and the planning of the new playground design.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent and community participation in the school.		<p>Spring Terrace had increased parent and community involvement in the school through inviting parents into classrooms for reading groups, inviting parents to share their ideas for a new playground through a committee. and holding a parent open da</p> <p>Staff made contact with selected parents on a weeks 3, 6 and 9 schedule to keep lines of communication ope</p> <p>Teaching staff developed and implemented individual learning plans for selected students in collaboration with their parents. Some classrooms used SeeSaw as a daily communication tool. The school worked closely with the P&amp;C through parent welcome BBQs, cake day and other event</p> <p>The school looked for feedback to assist with decision making in the future by sending out a 360 survey for staff, parents and students.</p>

#### Next Steps

Spring Terrace staff will continue to develop others by presenting in areas of expertise at staff meetings.

he Leadership team will continue to observe and give feedback on lessons using the Teaching Standards as a guide.

The school will survey more parents and children to gain a greater sample size of data.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	13	17	15	16
Girls	14	15	11	9

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.8	96.9	95.5	96.5
1	88.8	96.2	92.3	89.9
2	96.9	94.6	93.8	90.4
3	97.8	96.2	93	99.5
4	92.6	95.2	98.9	99.6
5	92.5	90.2	90	100
6	99.5	93.1	89.8	97.1
All Years	93.9	95	93.5	96.3
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

A small number of students effected the attendance on some class. Overall the school's attendance figures are above state averages.

### Class sizes

Class	Total
K-2	13
3-Jun	13

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

Spring Terrace currently has no Aboriginal 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	

### 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

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	52,796
<b>Revenue</b>	586,272
Appropriation	553,281
Sale of Goods and Services	2,680
Grants and Contributions	29,669
Gain and Loss	0
Other Revenue	0
Investment Income	641
<b>Expenses</b>	-641,018
Recurrent Expenses	-641,018
Employee Related	-537,374
Operating Expenses	-103,644
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-54,746
<b>Balance Carried Forward</b>	-1,950

The school's financial management processes and governance structures to meet financial policy requirements.  
During 2010 the school received 50/50 funding from the department to construct a 'covered outdoor learning area' this lead to a small negative balance at the conclusion of 2018.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	444,661
Base Per Capita	5,028
Base Location	1,494
Other Base	438,140
<b>Equity Total</b>	47,626
Equity Aboriginal	1,228
Equity Socio economic	21,715
Equity Language	0
Equity Disability	24,683
<b>Targeted Total</b>	25,984
<b>Other Total</b>	5,323
<b>Grand Total</b>	523,594

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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### 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.

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, 2016, 2017 and 2018 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.

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.

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, 2016, 2017 and 2018 some trends are apparent although this is still a statistically small number of students.

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 Numeracy.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In literacy and Numeracy 24% of students are in the top two band in years 3 and 5.

## 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.