

Spring Ridge Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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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 they individually learn
- 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 wider community.

School context

Spring Ridge Public School is a K–6 school of 30 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 four days per week to support our infant's students. The school enjoys the support of an active P&C and School Council.

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.

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

In the domain of Learning, Spring Ridge Public School has assessed itself against the framework as Sustaining and Growing.

* Learning Culture – Sustaining and Growing

Spring Ridge Public School has a school culture that fosters high expectations for all students of the school. The school together with parents and students support each other to deliver their best and continually improve their learning.

* Wellbeing – Sustaining and Growing

Spring Ridge Public School recognises that student wellbeing and engagement are important conditions for student learning. The school collects, analyses and uses data to monitor and refine a whole school approach to well being and engagement that supports the well being of all students so they can connect, succeed, thrive and learn.

* Curriculum – Sustaining and Growing

Spring Ridge Public School has an integrated approach to quality teaching, curriculum planning and delivery and assessment when promoting learning excellence and responsiveness in meeting the needs of all students. The school continually monitors and reviews its teaching and learning to meet changing requirements of all students. Teachers differentiate their curriculum delivery for all students including those with special learning provisions and those who require extended learning.

* Assessment – Sustaining and Growing

Teachers of Spring Ridge Public School routinely use evidence of learning through a wide range of formative and summative assessments to inform their teaching, to adapt their practice and ensure learning is happening in their classrooms. Teachers share criteria and learning goals with students and provide feedback to students about their learning.

Reporting – Sustaining and Growing

At Spring Ridge Public School reporting is clear, timely and gives parents accurate information on their child's progress. Students Reports contain personalised information about individual learning progress and achievements as well as future learning needs.

Student Performances Measures – Sustaining and Growing

Students of Spring Ridge Public School continually perform at high levels on external (NAPLAN) and internal school performance measures. (Progressions and Syllabus outcomes) The school's value trend is positive and most students achieve in the top two bands for NAPLAN in Reading, Writing and Numeracy.

In the domain of Teaching, Spring Ridge Public School has assessed itself against the framework as Sustaining and Growing.

* Effective Classroom Practice – Sustaining and Growing

All teachers of Spring Ridge Public School are committed to identifying, understanding and implementing the most effective explicit teaching practices. Teachers use questioning, feedback and shared curriculum knowledge to help develop programs and lessons which meet the needs of all students. All teachers are confident and competent in managing behaviour in the classroom to create a positive learning environment.

*** Data Skills and Use – Sustaining and Growing**

Student assessment data is regularly collected throughout the year to identify student achievements and progress. All teachers contribute to gathering and analysing data and regularly evaluate how it can be used effectively to monitor students understanding of lesson content. Assessment data is collected to help promote consistent and comparable judgements of students learning, monitor student progress and identify gaps for improvement and areas of extension.

*** Professional Standards – Sustaining and Growing**

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Teachers use the Australian Professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

*** Learning and Development – Delivering**

Professional learning is aligned to the school plan and its impact on the quality of teaching and student learning is regularly evaluated. The school identifies expertise within its staff and draws on this to further improve student learning outcomes.

In the domain of Leading, Spring Ridge Public School has assessed itself against the framework as Delivering.

Educational Leadership – Delivering

At Spring Ridge Public School, our staff supports a culture of high expectations and community engagement resulting in sustained and measurable whole school improvements. Parents have opportunities to engage in a wide range of school based activities which help build the school as a cohesive educational community.

School Planning, Implementation and Reporting – Delivering

The Spring Ridge Public School, School Plan is well conceived, effectively implemented and is the basis on which our school's vision, values and priorities are seen in all teaching and learning activities both inside and outside the classroom.

School Resources – Sustaining and Growing

School resources are strategically used to achieve improved student outcomes and ensures high quality service delivery. The school's physical resources and facilities are well maintained and are used to ensure optimum learning for the students. Technology is effectively used by all teachers and students and is expertly integrated into all lessons taught across all curriculum strands.

Management Practices and Processes – Delivering

Administrative systems, structures and processes underpin ongoing school improvements and the professional effectiveness of all school members where all staff, both teaching and SASS, show a positive, welcoming customer service ethic to students, parents and the wider community.

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.

Improvement Measures

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.

Teaching and learning programs are centred around Future Focussed Learning as evidenced by programs, student feedback and student and staff surveys.

Progress towards achieving improvement measures

Process 1: FUTURE FOCUSED LEARNING

* Collegial work with Small School Alliance with regular professional learning for teachers through external teachers and specialised teaching practices and program related to Future Focussed Learning including technology, STEAM, coding and robotics.

Evaluation	Funds Expended (Resources)
<p>Question: Have students become active, engaged and informed self directed learners through the use of technology to prepare them for potential life roles?</p> <p>Data : Students survey on technology usage in the classroom.</p> <p>Resource : Spheros, ozobots, coding equipment(ipads)</p> <p>Analysis : All students exposed to and experienced technology Stem lessons weekly during literacy and science lessons.</p> <p>Implications : All students fully engaged, active and more confident in understanding the importance of technology and the role that it plays in preparing them to be successful, creative learners.</p>	

Process 2: CURRICULUM ENRICHMENT

* Focussed learning sessions with other small schools and local High School based around technology, academic, sporting and cultural lessons.

Evaluation	Funds Expended (Resources)
<p>Question: Has extra curricula days been a success for 2019? Were the activities chosen meaningful?</p> <p>Data; : Student surveys, Peer Support discussions. parent surveys.</p> <p>90% of parents see extra curricular days as important and like the children to be exposed to many activities maybe " outside their comfort zone" : chess, public speaking</p> <p>100% of students love attending extra curricula days at other schools around the district.</p>	

Progress towards achieving improvement measures

Analyses : Staff will discuss early Term 4 activities and programs for 2020. Extra curricula and Taster Days very important for primary School – High School transition.

Implications: Extra curricula days very successful for 2019 school year.

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.

Improvement Measures

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.

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.

Progress towards achieving improvement measures

Process 1: COLLABORATIVE ASSESSMENT AND FEEDBACK

Development of rich assessment tasks with criteria – specific rubrics that can be used across grades and stages to enable consistency of teacher judgment when providing feedback to students and parents.

Evaluation	Funds Expended (Resources)
<p>Questions: Have assessment tasks for 2019, given us appropriate information to assess student learning and allowed us to give informed judgement of student learning and plot students' achievements' correctly on the progressions ?</p> <p>Data : Students plotted on progressions for multiplicative strategies, creating texts</p> <p>Analysis : PL needed for all staff in PLAN 2 – Staff to attend PL in Term One 2020.</p> <p>Implications; All staff successfully plotted students onto the progressions in the area of multiplicative strategies and creating texts. (paper version not on PLAN 2)</p>	Professional Learning by all Staff in PLAN2 and Progressions \$1000

Process 2: DATA SKILLS AND USE

The School Excellence Framework /Teaching standards is used to target training and development and data use to ensure quality learning practices for all students.

All students are assessed using progressions twice a term and plotted and mapped on PLAN2

Evaluation	Funds Expended (Resources)
<p>Question: Has SCOUT, PLAN2, SEF analysis been used to it's full potential to ensure quality teaching and consistent teachers judgement when assessing student learning?</p> <p>Resource : SCOUT, PLAN2, SEF framework, teaching standards (Assessment Standard 5)</p> <p>DATA : SCOUT data results can often be construed due to small numbers in</p>	<p>SCOUT, Progressions, PLAN 2 and Professional learning in Reading and Using Data with Confidence for all staff.</p> <p>\$2000</p>

Progress towards achieving improvement measures

the cohort/ PL to be done in Term One 2020 around progressions and PLAN 2 DATA. SEF :Data in Literacy/ Data in Teaching (Sustaining and Growing)

Analyses : Staff recognise the importance of data and feel a little less stressed in how we can use it the upcoming EV process.

Implications:Staff feeling more confident in using data to drive student learning and their teaching.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5 759	The Learning and Support Teacher and Classroom teacher coordinated intervention programs to support academic, social and emotional learning in the K–2. classroom. Resulting in a smooth transition into the 3–6 classroom.
Low level adjustment for disability	\$13 616	The Learning and Support Teacher and Classroom teacher coordinated intervention programs to support academic, social and emotional learning in the K–2. classroom. Resulting in a smooth transition into the 3–6 classroom.
Quality Teaching, Successful Students (QTSS)	\$5976	The Learning and Support Teacher and Classroom teacher coordinated intervention programs to support academic, social and emotional learning in the K–2. classroom. Resulting in a smooth transition into the 3–6 classroom.
Socio–economic background	\$3 015	The Learning and Support Teacher and Classroom teacher coordinated intervention programs to support academic, social and emotional learning in the K–2. classroom. Resulting in a smooth transition into the 3–6 classroom.

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	13	17	23	19
Girls	12	11	10	10

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.5	94.4	90.7	89.4
1	92.6	96.3	90.5	93.5
2	90	94.8	91.6	94.6
3	97.3	90.6	94.1	97.2
4	96.2	95	90.7	96.1
5	95.8	95.3	97.9	90.2
6	95.4	98.4	93.7	96.9
All Years	93.6	94.7	92.6	94
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	125,063
Revenue	590,171
Appropriation	548,801
Grants and contributions	39,966
Investment income	1,405
Expenses	-572,143
Employee related	-484,332
Operating expenses	-87,812
Surplus / deficit for the year	18,028

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	22,390
Equity - Aboriginal	5,759
Equity - Socio-economic	3,015
Equity - Language	0
Equity - Disability	13,616
Base Total	506,002
Base - Per Capita	7,743
Base - Location	28,948
Base - Other	469,311
Other Total	7,478
Grand Total	535,870

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of parent, students and teachers about the school. In 2019 survey questions were focused around positive experiences based around wellbeing, learning and technology.

Students

Students from K–6 participated in a paper survey during peer support time. Students were asked to discuss and rate 3 positive things at Spring Ridge School based around wellbeing, learning and technology.

Results showed that:

93% of children love coming to school to learn.

88% agreed what they learn is fun, interesting and meaningful.

100% loved the opportunity to learn about and use technology in the classroom especially the beebots and spheros.

Parents

Parents were also asked to participate in the same paper survey outlining the areas of wellbeing, learning and technology.

80% of parents feel Spring Ridge Public School is very welcoming especially towards new parents.

90% of parents feel that their children are given great opportunities to learn across all KLAS.

90% of parents love the great opportunities the students have been given in STEAM (technology) lessons including coding, scratch and tinker.

The staff had a 100% response rate to the People Matters Survey that indicated increased results in all of the areas measured including; Engagement with Work, Senior Managers, High Performance, Public Sector Values, Diversity and Inclusion and Flexible Working Satisfaction.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.