

Spring Terrace Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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 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

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Every student achieves at least one years growth for a year's learning.

Improve levels of student wellbeing.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning– Individual Support

Deliver quality student-centred and self-regulated learning experiences which enable all students to achieve a years growth in a years worth of learning.

Evaluation	Funds Expended (Resources)
Staff implemented individualised learning plans for all students and provided student with support in areas of need. On average student growth in reading and mathematics was greater than one year. In 2020 we will continue to implement individual learning plans and provide support to students in need.	Staff meetings Release staff

Process 2: Reporting

Review and refine the student reporting system so that it responds directly to teaching and learning programs, is customisable each semester and provides relevant information to parents.

Evaluation	Funds Expended (Resources)
As a school we surveyed parents regarding the effectiveness of the current report structure. This enabled refinement of the report structure and language to better communicate student achievement to the school community in preparation for 2020. in 2020 the school will implement report changes and continue to evaluate the effectiveness of the reporting structure.	Release time for teaching staff to survey parents and evaluate reports

Process 3: Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
As a school we completed community information evenings to help parents understands the importance of children being resilient learners and introduced them to the Bounce Back Training Impact	Purchased staff training and in Bounce Back social skills program. \$850

Progress towards achieving improvement measures

School and parents using shared language to support well being practices across the school.

Future Direction

Implement Bounce Back program to strengthen student resilience. Hold community workshops to continue to compliment the program being run in school.

Process 4: Curriculum and Learning– Visible Learning

Deliver quality student-centred and self-regulated learning experiences which enable all students to achieve a years growth in a years worth of learning.

Evaluation	Funds Expended (Resources)
<p>Staff implemented Visible Learning strategies that enabled students to work towards self direct, individualised learning goals.</p> <p>As a result students confidence and ability to understand individual success and self regulate learning grew.</p> <p>Future Directions</p> <p>In 2020 we will continue to embed the language of Visible Learning, learning intentions and success criteria across the school.</p>	<p>Staff training 4 days.</p> <p>Staff meetings</p>

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.

Improvement Measures

Staff use evidence informed teaching strategies.

Staff regularly use and analyse internal and external data to inform teaching and learning.

Progress towards achieving improvement measures

Process 1: Explicit Teaching

Implement evidence-based teaching that optimise learning progress for all students across a full range of abilities.

Evaluation	Funds Expended (Resources)
Trained in use of PLAN 2 and strengthened teacher knowledge of PLAN 2 The result of this was that teachers began using plan 2 to evaluate student progress and plan next steps in learning. As a school in 2020 teachers will implement the use of PLAN 2 K to 6 in all aspects of literacy and numeracy.	Staff Meetings PL Literacy Consultant Release

Process 2: Data Use In Teaching

Strengthen staffs ability to use student data to inform the teaching and learning cycle.

Evaluation	Funds Expended (Resources)
As a school we updated our assessment schedule and data collection and trained staff in the use and collection of data. This enabled a consistent approach to tracking students progress. Continue to build teacher confidence in using data to track progress and plan teaching.	Staff meetings

Process 3: Collaborative Process and Feedback

Staff participate in professional dialogue, classroom observation, the modelling of effective practice and the provision of feedback through.

Evaluation	Funds Expended (Resources)
Staff developed teacher observation and feedback protocols and collaboratively assessed teaching strategies. This enabled teachers to provide each other with feedback on teaching and identify strategies for improvement. Staff will continue collaborate and use the observation and feedback protocols to share and embed best practice, promoting school wide improvement in teaching	Collaboration 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.

Improvement Measures

Increased parent and community participation in the school.

Progress towards achieving improvement measures

Process 1: Community Engagement

Strengthen school community relationships to enable meaningful participation within the school.

Evaluation	Funds Expended (Resources)
<p>Evaluated and updated office systems and processes that guide communication with parents.</p> <p>These changes lead to improved communication with parents giving them greater knowledge of school events and procedures, improving community engagement.</p> <p>In 2020 the school will continue to evaluate office and communication procedures to ensure efficient and effective management.</p>	<p>Staff meetings</p> <p>Release of administration staff</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$0	During 2019 Spring Terrace didn't receive Aboriginal background funding.
Low level adjustment for disability	\$26631	<p>Staff implemented individualised learning plans for all students and provided students identified as having low level support needs.</p> <p>On average these students' growth in reading and mathematics was greater than one year.</p> <p>In 2020 we will continue to implement individual learning plans and provide support to students in need.</p>
Quality Teaching, Successful Students (QTSS)	\$4586	<p>Teachers trained in use of PLAN 2 and strengthened teacher knowledge of PLAN 2</p> <p>The result of this was that teachers began using plan 2 to evaluate student progress and plan next steps in learning.</p> <p>As a school in 2020 teachers will implement the use of PLAN 2 K to 6 in all aspects of literacy and numeracy.</p>
Socio-economic background	\$17732 1 teaching day per week	<p>Staff implemented individualised learning plans for all students and provided student with support in areas of need.</p> <p>On average student growth in reading and mathematics was greater than one year.</p> <p>In 2020 we will continue to implement individual learning plans and provide support to students in need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	17	15	16	22
Girls	15	11	9	13

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.9	95.5	96.5	93.1
1	96.2	92.3	89.9	94.3
2	94.6	93.8	90.4	88.1
3	96.2	93	99.5	98.4
4	95.2	98.9	99.6	97.8
5	90.2	90	100	92.1
6	93.1	89.8	97.1	90
All Years	95	93.5	96.3	93
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)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*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	-1,950
Revenue	624,793
Appropriation	601,232
Sale of Goods and Services	-123
Grants and contributions	23,538
Investment income	145
Expenses	-620,479
Employee related	-562,611
Operating expenses	-57,868
Surplus / deficit for the year	4,314

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	32,638
Equity Total	46,363
Equity - Aboriginal	0
Equity - Socio-economic	19,732
Equity - Language	0
Equity - Disability	26,631
Base Total	473,964
Base - Per Capita	5,866
Base - Location	1,344
Base - Other	466,754
Other Total	18,810
Grand Total	571,775

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

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 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.