

2020 Annual Report

Spring Ridge Public School



3091

Introduction

The Annual Report for 2020 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

Spring Ridge Public School

Darby Rd

Spring Ridge, 2343

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

springridg-p.school@det.nsw.edu.au

6747 3855

School vision

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 P/C 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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 Focused Learning into classroom practice. 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 Focused Learning including technology, STEAM, coding and robotics.

Evaluation	Funds Expended (Resources)
<p>Q: What impact has the introduction of technology had in helping improve student engagement and 21st century learning outcomes for all students?</p> <p>D: student surveys, teacher surveys, parent surveys.</p> <p>A: Student- All students enjoy using technology in the classroom and feel comfortable using a wide variety of technologies eg robotics, bee bots, scratch (coding)</p> <p>Teacher- All teachers feel better equipped to teach 21st century learning outcomes using a variety of technology devices.</p> <p>Parents - Parents agree that the use of technology help promote a problem- solving mindset. (future focused learning)</p> <p>I: Despite 2020 proving very challenging in the area of robotics, coding and technology lessons the staff feel that the school has come a long way in terms of future focused learning. The school has purchased a wide ranged of technology during the school plan period and they are used regularly in the classroom.</p>	<p>\$2000</p> <p>Purchase of lap tops for Stage 3 students.</p>

Process 2: CURRICULUM ENRICHMENT

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

Evaluation	Funds Expended (Resources)
<p>Curriculum Enrichment sessions now annual events entrenched in the calendar of activities in all Small School Alliance Schools.</p> <p>Q : Have curriculum enrichment days proved fruitful in engaging students in their learning?</p>	<p>\$1000</p> <p>Bus hire for Enrichment Activities.</p>

Progress towards achieving improvement measures

D: students satisfaction - surveys, discussions

staff satisfaction - surveys, discussions

parent satisfaction : survey, discussions

TTFM surveys

A: Staff, students and parents all see curriculum enrichment activities are purposeful especially in the areas of student learning, student engagement and wellbeing.

I : Curriculum enrichment activities are embedded in the small schools alliance calendar. Invitation extended to Willow Tree, Wallabadah and Werris Creek Schools. This opens up further learning experiences for the students as well as PL for teachers and using expertise in teaching.

Next Steps

- * Continue using technology to help improve student outcomes.
- * Development of a technology scope and sequence for K-6.

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>Q: Are all the schools committed to working together on similar goals and developing collaborative assessment tasks that are meaningful and supplying data that is useful for future teaching practices?</p> <p>D: Assessment Data : PAT tests, diagnostic tests (numeracy), writing tasks, spelling programs, progressions</p> <p>A: Small School network agrees that collaborative assessment task are meaningful and helpful in driving future reaching and learning directions.</p> <p>I: Assessment tasks and collecting data based on collaborative assessment practices will continue into next 4 year cycle for all schools of the alliance. New focus areas will be discussed during Term One next year.</p>	<p>\$1000</p> <p>Purchase of PAT tests : Numeracy, reading, spelling</p>

Process 2: DATA SKILLS AND USE

The School Excellence Framework /Teaching standards are used to target training, 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>Q: Are teachers confident in undertaking assessment tasks in their classroom? Are assessment tasks meaningful? Can teachers use and analyse the data collected to help drive future teaching directions or make changes to their teaching programs?</p> <p>D: PL : Reading Data, Confidence with Data</p> <p>What works best : Data skills , Assessment</p>	<p>\$800</p> <p>Professional Learning: Collecting Data with Confidence.</p>

Progress towards achieving improvement measures

School Excellence Framework : Assessment/ Data Skills and Use

Small School Network : Assessment Strategies

A; Teachers feel assessment practices at SRPS are strong.

EV suggests that the school is sustaining and growing in all areas of Assessment : Formative assessment, summative assessment, student engagement and whole school monitoring of student learning.

EV suggests that SRPS is sustaining and growing in all areas of Data Skills and Use: Data Analysis, data use in teaching, Data use in planning.

I: Continue emphasis on assessment is still needed and this will be a direction that will continue. Understanding data and using data will be a focus for the Small Schools alliance to ensure teaching effectiveness, student achievements and to help inform future school directions in numeracy and literacy.

Next Steps

* Assessment: Continue to be apart of Small Schools Alliance. Focus on CTJ, Check in's/ NAPLAN and explicit teaching.

Continued PL on using progressions and mapping progressions to help drive future teaching practice.

* Purchase a wide variety of online learning programs and assessment tasks. eg typing tournament, Cars and Stars Literacy, Reading Eggs, PAT Tests numeracy, literacy and spelling.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$4320</p> <p>Employment of SLSO to support Aboriginal Students across the school.</p>	<p>Q: Has the employment of extra staff helped in building student engagement, attendance and student outcomes for all Aboriginal Students?</p> <p>D: student surveys, attendance records, student work samples</p> <p>A: 100% of Aboriginal students enjoyed attending school (92.9% attendance: above state average)</p> <p>I: The employment of extra staff has had a positive impact on all Aboriginal students.</p>
Low level adjustment for disability	<p>\$13 938</p> <p>Employment of extra SASS staff to help support students with additional needs.</p>	<p>Q: Has the employment of extra SASS staff helped in improving student outcomes for all students with additional needs?</p> <p>D: student work samples,</p> <p>Literacy assessments: Running Records, Diagnostic Spelling Tests, Writing Samples,</p> <p>Numeracy assessments : Check in Stepping Stones, Check In Assessments, Diagnostic Numeracy Tests</p> <p>A: 100% of all students with additional needs have shown improvement in all areas assessed in both numeracy and literacy.</p> <p>I: The employment of extra staff has had a positive impact and all students have shown improvement in learning outcomes.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$ 5797</p> <p>Employment of extra SASS staff to help support students in numeracy and literacy.</p>	<p>Q: Has the employment of extra SASS staff helped in improving student outcomes in numeracy and literacy?</p> <p>D: Literacy assessments: Running Records, Diagnostic Spelling Tests, Writing Samples,</p> <p>Numeracy assessments : Check in Stepping Stones, Check In Assessments, Diagnostic Numeracy Tests</p> <p>A: 100% of all students have shown improvement in all areas assessed in both numeracy and literacy.</p> <p>I: The employment of extra staff has had a positive impact and all students have shown improvement in learning outcomes.</p>
Socio-economic background	<p>\$3092</p> <p>Employment of extra SASS staff to help support students.</p>	<p>Q: Has the employment of extra SASS staff helped in improving student outcomes, student attendance and student engagement?</p> <p>D: Literacy assessments: Running Records, Diagnostic Spelling Tests, Writing Samples,</p> <p>Numeracy assessments : Check in Stepping Stones, Check In Assessment,</p>

<p>Socio-economic background</p>	<p>\$3092</p> <p>Employment of extra SASS staff to help support students.</p>	<p>Diagnostic Numeracy Tests</p> <p>A; Student Outcomes: 100% of all students have shown improvement in all areas assessed in both numeracy and literacy.</p> <p>Students attendance : 94.3% (above State average)</p> <p>Students engagement : Student Surveys- 100% of students loved attending school and loved learning new things.</p> <p>I: The employment of extra staff has had a positive impact on all students. Student outcomes, student attendance and student engagement have shown improvement and this was reflected in the School External Validation with achieving sustaining and growing in the assessed areas.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	17	23	19	19
Girls	11	10	10	9

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.4	90.7	89.4	90
1	96.3	90.5	93.5	95
2	94.8	91.6	94.6	87.7
3	90.6	94.1	97.2	97.9
4	95	90.7	96.1	92.3
5	95.3	97.9	90.2	90.9
6	98.4	93.7	96.9	90
All Years	94.7	92.6	94	91.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	143,090
Revenue	594,385
Appropriation	557,265
Sale of Goods and Services	248
Grants and contributions	36,339
Investment income	533
Expenses	-544,328
Employee related	-475,219
Operating expenses	-69,108
Surplus / deficit for the year	50,057
Closing Balance	193,148

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	21,350
Equity - Aboriginal	4,320
Equity - Socio-economic	3,092
Equity - Language	0
Equity - Disability	13,938
Base Total	519,070
Base - Per Capita	6,975
Base - Location	26,053
Base - Other	486,043
Other Total	14,565
Grand Total	554,986

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 Stage 1, Stage 2 and Stage 3, Parents and Teachers participated in the Tell Them from Me survey. The survey focuses on levels of student engagement, a positive sense of belonging, motivation and effort. It gauges parents' perceptions of school and it examines teacher's understandings about leadership and pedagogy. Below is a snapshot of the three surveys undertaken in 2020

. Parent Survey

95% of parents feel welcome when they visit the school.

100% of parents find it easy to speak to, and approach, their child's teacher.

. 100% of parents feel they can easily speak to the Principal. *

. 95% of parents believe teachers show interest in their child's learning.

90% of parents feel their child feels safe going to and from school.

90% of parents feel teachers help students to develop positive friendships

Teacher Survey

The teacher survey found that teachers felt strongly that at Spring Ridge Public School:

* School leaders helped them to establish challenging and visible learning goals for students.

* School leaders helped them to create new learning opportunities for students.

* There were very high levels of collaboration across the learning environment.

* Levels of engagement were high in the learning culture.

* That data was regularly used to inform teaching and learning.

* That there were high levels of use of computers and interactive technology.

Student Survey

Student Outcomes and School Climate

100% of our students feel accepted and valued by their peers and by others at their school.

93% have friends at school they can trust and who encourage them to make positive choices.

100% of students believe that schooling is useful in their everyday life and will have a strong bearing on the future.

100% try hard to succeed in their learning.

Parents and students were also surveyed and asked to evaluate programs and policies that were the focus areas in the 2018-2020 School Plan

80% surveyed believed the use of technology to support learning in the classroom was excellent.

80% surveyed believed that all classrooms promote a problem- solving mindset through STEM activities

70% of parents believed the school offered students a wide variety of curriculum enrichment opportunities.

100% of students and parents enjoyed the Shared Focus Days with the Small Schools Alliance. (activities were limited due to COVID)

100% of parents rated the Transition Days to Spring Ridge Public School and to Quirindi High School as excellent.

70% of parents and students valued our new Wellbeing Programs : The Leader In ME and The Resilience Program.

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.