

2020 Annual Report

Springwood Public School



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Introduction

The Annual Report for 2020 is provided to the community of Springwood 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.

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Message from the principal

Welcome to Springwood Public School's 2020 Annual Report. Thank you for your ongoing support and dedication to our wonderful school and community.

On behalf of all the students, staff and community of Springwood Public School, it is my pleasure to share with you the vast array of wonderful education that happens daily at our school of excellence affectionately known as "The Place To Be!" Established in 1878, Springwood Public School is located in a natural bush setting in the historic and World Heritage Listed Blue Mountains of NSW. It is in an established area drawing from the local Springwood community. The school enjoys excellent community relationships.

In 2020 Springwood Public School celebrated 142 years of Excellence in Public Education! Springwood Public School prides itself in the opportunities and experiences that it provides for all students, encompassing our mainstream classes, special education classes, Indigenous students and students from all walks of life. Our inclusiveness is our strength and we are proud of our students, community and of our achievements and future plans. We believe in the principles of continuous assessment and skill mastery and we endeavour to recognise and celebrate progress and achievement as we travel the learning continuum. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr Mehmet Mehmet

Principal

School vision

At Springwood Public School, we aim to provide quality learning in a harmonious and safe environment where all students are able to develop their potential academically, socially and emotionally, enabling them to become active, informed citizens. We provide this through our guiding goals -

- o Community
- o Opportunity
- o Excellence
- o Success

Springwood Public School was established in 1878 with the original school motto being -

"Strive To Serve"

The School continues to value and teach this tradition to the students. One hundred and forty one years of quality public education have truly made Springwood Public School - *The Place To Be! 1878-2020*

School context

Springwood Public School began 2020 with 466 students comprising of 18 Mainstream K-6 classes and 3 Special Education classes catering for students diagnosed with Autism and other disabilities. Almost 5% of our student population identifies as Aboriginal and/or Torres Strait Islander background and a strong Indigenous/Elders Program over recent years has allowed all our students to develop an understanding of and appreciation for our Indigenous history.

Recognising that engaging learners, building strong relationships and integrating information and communication technologies are crucial to 21st Century learning, we provide a well-rounded education that values and supports intellectual, creative, physical, social and emotional development of every child. Our guiding goals; "Community, Opportunity, Excellence, Success" guide our practice.

We offer opportunities for every child to achieve, including those with special needs, gifts and talents. Outstanding features of the school include: a well developed ethos of care; a focus on strong relationships with the community, positive behaviours shaped by restorative practice and high academic achievement ensuring lifelong success.

Our core values are: respect; compassion, honesty; responsibility and service. Core school rules assist students to become 'respectful, responsible learners'. There is a whole school philosophy where learning is cooperatively planned to meet individual needs and enthusiastic teachers use a variety of quality teaching strategies and resources. Extensive sporting, cultural and extra-curricular opportunities make each day challenging and exciting.

Staff, parents and students work closely together in a spirit of cooperation with high expectations for achievement. Parents and caregivers are encouraged to take an active role in school life, be it through P&C, classroom helpers or volunteers in a multitude of activities.

We also play an important role in the community by participating in a variety of events like NAIDOC Week, Foundation Day and ANZAC Day services, which encourage the wider community to make connections with the school. This truly is "The Place To Be!"

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing

Strategic Direction 1

Authentic assessment of learning

Purpose

To ensure authentic, consistent assessment practices are used to monitor and report on student progress, measure the success of teaching and learning programs and inform future practices, thus ensuring students are active, invested and informed participants in their learning progress.

Improvement Measures

1. Within three years, 80% of students will be able to complete a self-assessment in writing using a provided rubric and obtain results within a grade level of a teacher assessment on the same piece.

1. Within three years the school will have an assessment schedule in English and Mathematics in which 100% assessments are completed and moderated for consistent teacher judgement across the grade, with relevant feedback given to students regarding progress or achievement. A formal evaluation of assessment tasks and student achievement will be conducted at the conclusion of each stage assessment task.

1. Within three years, 100% of classroom teachers will monitor student progress in English and Mathematics, using stage databases to track progress and formulate grades and report statements.

Overall summary of progress

As a school we are happy with the level of progress of our previous three year school plan. In undertaking a deep review of this plan and incorporating the information into our situational analysis we have been able to refine our directions for our next four year School Improvement Plan.

Progress towards achieving improvement measures

Process 1: The development, use and moderation of a set of assessment tasks in English with accompanying rubrics as directed by stage assessment overviews.

Evaluation	Funds Expended (Resources)
Common English Assessment Task folders completed, regularly updated and ready for use and modification in 2021.	Team meetings

Process 2: The development and refinement of stage based assessment databases to ensure the management of data.

Evaluation	Funds Expended (Resources)
Stages collect data from common assessment tasks to inform future teaching and learning. Future school plans will provide further opportunities for continuity across the school.	Teams Executive

Process 3: The development, use and moderation of a set of assessment tasks in Mathematics with accompanying rubrics as directed by stage assessment overviews.

Evaluation	Funds Expended (Resources)
Common Mathematics assessment task folders completed. in use and informing future teaching and learning.	Teacher time/stage meeting/executive release.

Strategic Direction 2

Quality feedback informs learning

Purpose

To create a student centered learning environment that allows all students to engage positively with the curriculum and achieve real, measurable growth through the provision of timely, constructive and relevant feedback from classroom teachers.

Improvement Measures

Within three years,

1. students will receive timely, explicit, age-appropriate feedback on stage assessment tasks in English and Mathematics.
2. Parents will receive assessment feedback on at least one English and one Mathematics assessment each semester.

1. Year 3 and Year 5 student cohorts will continue to exceed departmental expectations in the numbers of students achieving bands identified as 'high'.

1. Through professional development opportunities, teachers will develop and refine a range of feedback strategies and incorporate these into classroom practice as seen in classroom visits and on formal assessment sheets.

Overall summary of progress

As a school we are happy with the level of progress of our previous three year school plan. In undertaking a deep review of this plan and incorporating the information into our situational analysis we have been able to refine our directions for our next four year School Improvement Plan.

Progress towards achieving improvement measures

Process 1: The development and use of feedback procedures and proformas to accompany selected stage assessments in English and Mathematics.

Evaluation	Funds Expended (Resources)
All folders prepared and available on Google drives. Future feedback strategies will require ongoing refinement. Formalising of common assessment tasks ongoing.	Team meetings

Process 2: The planning and documentation of feedback opportunities in Stage units.

Evaluation	Funds Expended (Resources)
In the process of formalising documentation, an ongoing task from year to year.	Executive, Stage meetings, collaborative engagement

Process 3: The development of a three-way interview process to review student learning

Evaluation	Funds Expended (Resources)
After successfully trialing three way interviews in 2019 on Stages 2 and 3, this process was unavailable due to Covid Restrictions in 2020. Will be looked at again from 2021.	Executive meetings, Stage Meetings.

Strategic Direction 3

Effective leadership

Purpose

To develop, under the school's executive team, a professional learning community focused on the continuous improvement of staff and students, and to recognise and foster leaders at all levels of the school.

Improvement Measures

A culture of shared leadership will be reflected in PDPs, with 50% of staff PDPs containing a leadership goal.

Personal leadership plans developed and monitored in conjunction with team leaders for staff identifying as interesting in future promotion.

All classroom teachers will spend time observing the teaching of other staff, reflecting on how these observations can inform and improve their own teaching.

Overall summary of progress

As a school we are happy with the level of progress of our previous three year school plan. In undertaking a deep review of this plan and incorporating the information into our situational analysis we have been able to refine our directions for our next four year School Improvement Plan.

Progress towards achieving improvement measures

Process 1: The development of a whole school leadership plan that reflects the skills and aspirations of all teaching staff and provides opportunities for these skills to develop.

Evaluation	Funds Expended (Resources)
Whole school leadership plans discussed at Executive level and Stage level meetings. Covid restrictions did not enable any further movement in this activity. Will be considered for future school plans.	Executive meetings

Process 2: The refinement of PDPs to ensure alignment with the three year plan and with Personal Leadership Plans.

Evaluation	Funds Expended (Resources)
All staff successfully completed PDPs. Alignments with three year plans established. No formal personal leadership plans identified. This activity was once again affected by covid problems. Will be looked at again in future plans.	.Stage meeting, staff meetings,

Process 3: The development and maintenance of a plan for the provision of classroom visits.

Evaluation	Funds Expended (Resources)
Once again, this activity was covid affected but, there were many informal opportunities where staff worked in teams and created online learning opportunities together.	.Stage teams

Key Initiatives	Resources (annual)	Impact achieved this year
<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$6 440.00) 	<p>LaST (Learning and Support Teacher) funding. Support Teacher assistance working with students identified through the Learning Support Team and referral system. Funding has allowed us to provide increased support over all stages. Students have shown improvements across all curriculum areas.</p>
<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$115 368.00) 	<p>Funding was once again crucial in providing support for students identified in this key initiative. School Learning Support Officers were employed to work with staff and students to support the learning needs of the students, through one on one and group work activities. Helping to differentiate and provide access to the curriculum has been the biggest impact of this funding.</p> <p>It should be remembered while additional home support was offered during Covid restrictions this disruption has still impacted on student progress.</p> <p>Number of students on withdrawal load: 55</p> <p>NB- Assessments have been done with multiple other students from ALL stages. Results have been discussed with class teachers. In many cases LaST provided in class supports rather than withdrawal. These students are not included in data analysis.</p> <p><i>Percentage of students receiving withdrawal support for the first time this year: 51%</i></p> <ul style="list-style-type: none"> Percentage of students on load from Early Stage 1: 24% Percentage of students on load from Stage 1: 56% Percentage of students on load from Stage 2: 17% Percentage of students on load from Stage 3: 3% Percentage of students on withdrawal load for 12 months: 37% Percentage of students on withdrawal load for 6 months: 63% <p>Average growth for students on load for 12 months: 16 months</p> <p>Highest growth for students on load for 12 months: 24 months</p> <p>Lowest growth for students on load for 12 months: 12 months</p> <p>*In 2019 the average growth was 18 months, two months more than this year. Interestingly, Covid restrictions had their biggest impact on school attendance for a period of 2 months.</p> <ul style="list-style-type: none"> Average growth for students on load for 6 months: 12 months Highest growth for students on load for 6 months: 19 months Lowest growth for students on load for 6 months: 6 months

Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$115 368.00) 	<p>Percentage of students on load who reached or exceeded grade expected level at point of discharge or by December: 60%</p> <p><i>These figures will guide where we concentrate Low Level adjustment for Disability funding in the next School Improvement Plans.</i></p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$94 727.00) 	<p>The impact of this funding has resulted in Curriculum Team development, Teacher mentoring and Extra Curricula programs for students. It has also allowed us to develop one of our main Strategic Directions involving Leadership development and leadership opportunities for junior staff. Leadership capacity has been increased. Curriculum Teams have been developed, budgets created and programs delivered by mainstream teachers aspiring to be executive.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$32 808.00) 	<p>Socio-economic funding was once again used to enhance student access to the curriculum and access to educational experiences that would otherwise have not been available. These have included access to science shows and resources to enrich the teaching of science, access to drama productions and access to new learning resources. In 2020, this funding was also used to provide learning support and curriculum differentiation opportunities to a wider range of students who were identified with needs through our Learning Support programs. Funding was also used to support students who were affected by the covid lockdown and required additional support.</p>
Support for beginning teachers		<p>There were no beginning teachers in 2020 and there was no Departmental funding for this program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	242	233	249	227
Girls	217	227	230	220

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	94.9	95.5	95.1
1	93.6	93.8	95	94.1
2	94.9	93.1	95.5	95.4
3	95.3	94.1	93.6	94.6
4	93.5	94.4	93.5	93.4
5	90.8	91.9	94.2	93.6
6	93.5	89.7	93.1	94.8
All Years	94.1	93.3	94.3	94.4
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
Assistant Principal(s)	5
Classroom Teacher(s)	17.67
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	6.48

*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	612,672
Revenue	4,336,967
Appropriation	4,240,264
Sale of Goods and Services	5,380
Grants and contributions	90,321
Investment income	1,002
Expenses	-4,094,143
Employee related	-3,747,906
Operating expenses	-346,236
Surplus / deficit for the year	242,824
Closing Balance	855,496

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	118,438
Equity Total	170,856
Equity - Aboriginal	16,240
Equity - Socio-economic	32,808
Equity - Language	6,440
Equity - Disability	115,368
Base Total	3,678,282
Base - Per Capita	119,545
Base - Location	0
Base - Other	3,558,737
Other Total	208,642
Grand Total	4,176,218

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.

As NAPLAN was deferred in 2020, the option to be involved in the Check-In Assessment program for Years 3 and 5 students through an online assessment option for Reading and Numeracy. Springwood students excelled in all areas, despite the Covid lockdown and associated problems. Well done to our students and staff!

CHECK IN ASSESSMENT RESULTS 2020 - **Cohort is the Springwood student group. *SSSG is a list of similar schools group across the state. *State is all state students.*

Year 3 - Reading: *Cohort **62.2%**, *SSSG 61.9%, *State 58.6%

Year 3 - Numeracy: Cohort **66.2%**, SSSG 65.7%, State 62.8%

Year 5 - Reading: Cohort **70.8%**, SSSG 63.8%, State 60.7%

Year 5 - Numeracy: Cohort **71.2%**, SSSG 63.3%, State 60%

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me surveys were once again implemented for students and parents. Feedback is provided at this website -

<https://springwood-p.schools.nsw.gov.au/about-our-school/school-planning-and-reporting/tell-them-from-me-survey-results.html>

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.

Other School Programs (optional)

Respect and Responsibility

The Rights and Responsibilities of Students at Springwood underpin our values focus. Students regularly revisit these rights and responsibilities in class. Our class and school rules are based on the Rights and Responsibilities framework and the Core Values of the NSW Department of Education which reinforces our Student Welfare Policy. The Core Values for Australian Schooling are:

1. Care and Compassion
2. Doing Your Best
3. Fair Go
4. Freedom
5. Honesty and Trustworthiness
6. Integrity
7. Respect
8. Responsibility
9. Understanding, Tolerance & Inclusion.

All teaching programs and activities at Springwood Public School use these core values as a guiding reference to all that is done so children are given opportunities to develop into fine young citizens.

A strong and effective Buddy program and Peer Mediator program helps to foster care and concern for younger students and assists the transition program for Kindergarten students. The school Student Welfare program is also supported by the Restorative Practices program- *"restorative practices improve relationships and communication among students, parents, teachers and administrators. When wrongdoing occurs, instead of simply doling out punishment, schools use restorative practices to engage students and truly hold them accountable. Directly involving the wrongdoers in repairing the harm they caused and in restoring relationships they have damaged fosters a sense of responsibility and empathy. Empathy creates understanding and respect for others and therefore is the key to changing behaviour"*.