

# 2021 Annual Report

## Spring Ridge Public School



3091

## Introduction

The Annual Report for 2021 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 Strategic Improvement 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](http://www.springridg-p.schools.nsw.edu.au)

[springridg-p.school@det.nsw.edu.au](mailto: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 aligns with the Melbourne Declaration. Our goals at Spring Ridge Public School focuses on promoting equity and excellence., where students become successful learners, who are confident and creative individuals.

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, with an enrolment of 28 students, is 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. The school enjoys the support of an active P&C and School Council. Parents are active participants in school life, helping out regularly in classrooms with literacy activities, sporting carnivals, travel to and from external activities and the school canteen.

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. Student participation in sport is enthusiastic and they regularly participate in the Premier's Sporting Challenge. The student Representative Council meet each term. Students provide input into purchasing equipment and learning activities.

Spring Ridge Public Schools is part of the WARRAMA - LI Alliance, consisting of Blackville Public School, Walhallow Public School, Willow Tree Public School, Werris Creek Public School and Wallabadah Public School. Each term all schools in the alliance meet to participate in extracurricular learning experiences based around STEM, cultural, academic and sporting activities.

The school undertakes a wide variety of teaching and learning programs including Best Start, Cars and Stars Comprehension Reading program, Stepping Stones mathematics and Seven Steps writing.

Through our situational analysis, we have identified a need to use data driven practice to improve student outcomes and develop a whole-school learning approach to explicit teaching. This will ensure the most effective evidence based learning practices are used throughout the school. Further work to support the successful planning for and delivery of quality differentiated instruction to students with additional needs will take place.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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   | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Excelling              |
| 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: Student growth and attainment

### Purpose

Assessment is integral to the teaching and learning cycle. School wide practices for assessment are used to monitor, plan, and report on student learning across the curriculum.

Student assessment data needs to be collected regularly to identify student achievements, student growth and progress, as well as reflect on teaching effectiveness. Teaching and learning can then be adapted to meet individual learning needs that lead to improved student outcomes.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading/Numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$3,200.00

**School support allocation (principal support):** \$13,604.80

**Location:** \$23,447.61

**Low level adjustment for disability:** \$14,211.85

**Socio-economic background:** \$3,514.02

**Aboriginal background:** \$4,721.54

**Literacy and numeracy:** \$3,938.45

**QTSS release:** \$5,605.90

**Per capita:** \$6,902.46

### Summary of progress

All staff have a better understanding of what data is and the effect that effective data can have on driving future teaching directions.

All staff feel that students know when and why assessment is undertaken.

All staff believe Spring Ridge Public School may benefit from a more cohesive whole school approach to behaviour/management.

All staff have a better understanding of what explicit teaching looks like and how explicit teaching can improve student outcomes and drive future teaching directions.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure   | Progress towards achievement   |
|---|--|
| NAPLAN<br>Students move from the base line towards the lower bound system negotiated targets in expected growth in reading. | <ul style="list-style-type: none"><li>• The percentage of Year 5 students achieving expected growth in reading has decreased indicating progress yet to be seen toward the lower bound target.</li></ul>   |
| NAPLAN<br>Students move from the base line towards the lower bound system negotiated targets in the top 2 bands in reading. | <ul style="list-style-type: none"><li>• Data indicates Year 3 students are in the top two skill bands for reading which is an increase against baseline data.</li><li>• Data indicates Year 5 students are in the top two skill bands for reading which is an increase against baseline data.</li></ul> <p>*</p> |
|   |  |

|   |   |
|---|---|
| <p>NAPLAN</p> <p>Students move from the base line towards the lower bound system negotiated targets in expected growth in numeracy.</p> | <ul style="list-style-type: none"> <li>• The number of Year 5 students achieving expected growth in numeracy decreased indicating progress yet to be seen toward the lower bound target.</li> </ul>   |
| <p>NAPLAN</p> <p>Students move from the base line towards the lower bound system negotiated targets in the top 2 bands in numeracy.</p> | <ul style="list-style-type: none"> <li>• In numeracy, all of Year 3 students are in the top two skill bands indicating an increase against baseline data.</li> <li>• In numeracy, the number of Year 5 students in the top two skill bands decreased indicating progress yet to be seen against baseline data.</li> </ul> |

## Strategic Direction 2: Quality Learning through Evidence- Based Practices

### Purpose

Spring Ridge Public School has an integrated approach to quality teaching and learning, quality curriculum planning and delivery and quality assessment practices. This promotes learning excellence and responsiveness in meeting the needs of all students.

All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with the highest priority given to evidence-based teaching strategies.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- CURRICULUM
- EFFECTIVE CLASSROOM PRACTICE
- ATTENDANCE

### Resources allocated to this strategic direction

**Professional learning:** \$3,100.00

### Summary of progress

No online PL undertaken. PLAN 2 course undergoing changes.

All students needing a PLP have been written and signed off by parents.

Data input for the areas of spelling, understanding texts ( comprehension) , math (understanding units of measurement) by all staff.

Phone review not as effective as discussions were limited.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure   | Progress towards achievement   |
|---|--|
| New ILP proformas will be developed and written . These proformas will be used across all classes and students from Early Stage 1- Stage 3. | <ul style="list-style-type: none"><li>• Document analysis of learning programs indicate 100 % of learning programs include evidence of adjustments made to accommodate individual student needs through development and implementation of ILP's for students with additional needs in literacy/numeracy.</li></ul> |
| All staff have undertaken Professional Learning in teaching sprints and they are used in all classes across all stages.                     | <ul style="list-style-type: none"><li>• 100% of teachers participated in Professional Learning in teaching sprints and they are used in all classes across all stages.</li><li>• Teaching sprints focus in the areas of practical math-measurement, inferential questioning and spelling.</li></ul>                |
| Uplift of 75% of students attending greater than 90% of the time from the baseline.   | <ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has decreased.</li></ul>   |

| Funding sources                                       | Impact achieved this year   |
|---|---|
| <p>Integration funding support</p> <p>\$32,541.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Spring Ridge Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).<br/>employment of staff to provide additional support for students who have high-level learning needs</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continuation of SLSO employment for 2022. to maintain current focus on supporting the individual needs of students.</p> |
| <p>Socio-economic background</p> <p>\$3,514.02</p>    | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Spring Ridge Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading/Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support transition program implementation.</li> <li>• employment of additional staff to support literacy/numeracy program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Surveys: Positive impact on students in Kindergarten/Yr 3. 100% of students felt comfortable and more confident in the classroom.<br/>Year 3 Numeracy/ Literacy above both state and SSSG.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continuation of SLSO employment for 2022. to maintain current focus on supporting the individual needs of students.</p>   |
| <p>Aboriginal background</p> <p>\$4,721.54</p>        | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Spring Ridge Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>   |



|   |  |
|---|--|
| <p>Aboriginal background</p> <p>\$4,721.54</p>                | <ul style="list-style-type: none"> <li>• Reading/Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Surveys: Positive impact on students in Kindergarten/Yr 3.</p> <p>Assessment: All children showed great improvement in all areas of learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continuation of SLSO employment for 2022. to maintain current focus on supporting the individual needs of students.</p>   |
| <p>Low level adjustment for disability</p> <p>\$14,211.85</p> | <p>Low level adjustment for disability equity loading provides support for students at Spring Ridge Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading/Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continuation of SLSO employment for 2022. to maintain current focus on supporting the individual needs of students.</p> |
| <p>Location</p> <p>\$23,447.61</p>                            | <p>The location funding allocation is provided to Spring Ridge Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading/Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Surveys: Positive impact on students in Kindergarten/Yr 3.</p> <p>Assessment: All children showed great improvement in all areas of learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continuation of SLSO employment for 2022. to maintain current focus on supporting the individual needs of students.</p>  |
| <p>Literacy and numeracy</p> <p>\$3,938.45</p>                | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Spring Ridge Public School from Kindergarten to Year 6.</p>   |

|  |   |
|--|---|
| <p>Literacy and numeracy</p> <p>\$3,938.45</p> | <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading/Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• online program subscriptions to support literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Surveys: Positive impact on students in Kindergarten/Yr 3.</p> <p>Assessment: All children showed great improvement in all areas of learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continuation of SLSO employment for 2022. to maintain current focus on supporting the individual needs of students.</p>  |
| <p>QTSS release</p> <p>\$5,605.90</p>          | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Spring Ridge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading/Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Surveys: Positive impact on students in Kindergarten/Yr 3.</p> <p>Assessment: All children showed great improvement in all areas of learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continuation of SLSO employment for 2022. to maintain current focus on supporting the individual needs of students.</p>  |
| <p>COVID ILSP</p> <p>\$12,783.22</p>           | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Reading/ Spelling/Math</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>improved staff confidence and teaching practice. 100% of teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice through teaching sprints.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Extra tuition with students 1/2. One hour literacy 3 times per week ( small group 6)</p> |

|                                      |   |
|--------------------------------------|---|
| <p>COVID ILSP</p> <p>\$12,783.22</p> | <p>Extra tuition with students 1/2. One hour Math 3 times per week ( small group 6)</p> <p>Extra tuition with students 5/6. One hour Math 3 times per week ( small group 8)</p> |
|--------------------------------------|---|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 23         | 19   | 19   | 15   |
| Girls    | 10         | 10   | 9    | 12   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 90.7 | 89.4 | 90   | 87.1 |
| 1         | 90.5 | 93.5 | 95   | 88.6 |
| 2         | 91.6 | 94.6 | 87.7 | 92.1 |
| 3         | 94.1 | 97.2 | 97.9 | 92.9 |
| 4         | 90.7 | 96.1 | 92.3 | 94.4 |
| 5         | 97.9 | 90.2 | 90.9 | 87.8 |
| 6         | 93.7 | 96.9 | 90   | 90.1 |
| All Years | 92.6 | 94   | 91.2 | 89.6 |
| State DoE |      |      |      |      |
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 93.8 | 93.1 | 92.4 | 92.8 |
| 1         | 93.4 | 92.7 | 91.7 | 92.7 |
| 2         | 93.5 | 93   | 92   | 92.6 |
| 3         | 93.6 | 93   | 92.1 | 92.7 |
| 4         | 93.4 | 92.9 | 92   | 92.5 |
| 5         | 93.2 | 92.8 | 92   | 92.1 |
| 6         | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92   | 92.4 |

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### 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)         | 0.1  |
| 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 4.40%   |
| Teachers       | 3.30%                  | 3.20%   |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2021 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 193,148                 |
| <b>Revenue</b>                        | 629,441                 |
| Appropriation                         | 611,769                 |
| Sale of Goods and Services            | 982                     |
| Grants and contributions              | 5,638                   |
| Investment income                     | 252                     |
| Other revenue                         | 10,800                  |
| <b>Expenses</b>                       | -598,410                |
| Employee related                      | -525,193                |
| Operating expenses                    | -73,217                 |
| <b>Surplus / deficit for the year</b> | 31,031                  |
| <b>Closing Balance</b>                | 224,178                 |

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.

|                         | 2021 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 32,541                            |
| <b>Equity Total</b>     | 22,447                            |
| Equity - Aboriginal     | 4,722                             |
| Equity - Socio-economic | 3,514                             |
| Equity - Language       | 0                                 |
| Equity - Disability     | 14,212                            |
| <b>Base Total</b>       | 523,942                           |
| Base - Per Capita       | 6,902                             |
| Base - Location         | 23,448                            |
| Base - Other            | 493,592                           |
| <b>Other Total</b>      | 14,545                            |
| <b>Grand Total</b>      | 593,476                           |

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students about the school. This year, Spring Ridge Public School used Tell Them From Me to collect this information. Tell Them From Me is an online survey system devised by The Learning Bar that helps schools capture the views of students in the areas of sense of belonging, advocacy and expectations of success.

SENSE OF BELONGING: Spring Ridge Public School : 78%

State : 65%

EXPECTATIONS OF SUCCESS : Spring Ridge Public School : 100%

State : 85%

ADVOCACY : Spring Ridge Public School : 89%

State : 70%

Each Year parents of Spring Ridge Public School are surveyed outlining their thoughts on the successes/ areas of need of the school. In 2021 the annual survey provided feedback to the school in the areas of supportive learning, positive behaviour and the promotion of a safe and inclusive environment.

PARENTS FEEL WELCOME : 93%

PARENTS FEEL WELL INFORMED : 91%

SCHOOL SUPPORTS LEARNING : 98%

SCHOOL SUPPORTS POSITIVE BEHAVIOUR : 97%



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

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.