

2021 Annual Report

Spring Terrace Public School



3093

Introduction

The Annual Report for 2021 is provided to the community of Spring Terrace Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School vision

Our vision is to work collaboratively to develop resilient, self directed learners who value learning and experience success.

The Spring Terrace Public School community believes that every student deserves to learn in a caring, respectful and inclusive environment with high expectations, where they feel safe and valued as individuals. We strongly believe that every student has the potential to learn and experience success and should be provided with a challenging and and engaging educational experience.

School context

Spring Terrace Public School is located close to the central western city of Orange in a semi-rural setting and has a student enrolment of 45. The number of Aboriginal students has increased significantly to 9% in the last 12 months .The community is very supportive of the school and works with the staff to foster a culture of inclusion and excellence.

The school is situated on Wiradjuri land and draws students from surrounding properties as well as the city of Orange.

The schools strong connection with local learning communities and entities such as the Orange Small Schools Association, SPARKE Learning Community and the Orange Regional Conservatorium of Music allows it to provides the students with a wide variety of extra curricula activities including sport, music, performing arts and science. This ensures students both have the opportunity to participate in a broad range of experience as well as excelling in those where they have an interest or talent.

The whole school community was consulted during the process of completing a thorough situational analysis that has informed the development of the School Improvement Plan. Our situational analysis identified opportunities for the school to further improve teacher practice and student outcomes by tailoring teaching and learning through the effective use of assessment and data, fostering a culture of high expectations and focusing on the well-being of all students.

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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning of every student in reading and numeracy and to build a culture of high expectations for success and growth, driven by evidence informed teaching practice.

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.

- Effective Practice
- Data Skills and use
- Excellence in Reading
- Excellence in Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$28,111.53

QTSS release: \$6,278.61

Professional learning: \$5,972.00

Integration funding support: \$51,332.00

Socio-economic background: \$13,645.57

School support allocation (principal support): \$13,604.00

Per capita: \$10,107.00

Summary of progress

Staff participated in professional learning in collecting and analysing data with the aim of collaboratively developing a systematic approach to establishing and monitoring individual student needs captured on a visible data wall that represented student progress towards the achievement of identified outcomes. Staff worked collaboratively to identify individual learning goals for students that drive individual learning including the development of individual education plans. Identifying and reviewing current data sources enabled staff to analyse and refine practices associated with data collection. As a result, 25% of students developed an individual education plan that reflected their identified need in the areas of reading and numeracy with appropriate goals set. Parent participation in the development of the individual education plans was hindered by state wide restrictions and periods of remote learning.

A focus in 2022 will be to ensure individual education plans are developed for identified students in K-6 with collaboration with all parents a priority. Moving all individual education plans to an online platform will enable all stakeholders to access and refine more readily. Staff will also utilise PLAN2 to track student progress in reading and numeracy.

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
Continue improvement towards the lower bound system negotiated target for Orange Small Schools in reading across the network of Spring Terrace, Mumbil, Stuart Town and Borenore Public Schools.	<ul style="list-style-type: none">• Data indicates 57.1% of students are in the top two skill bands for reading which is a decrease against baseline data.
Continue improvement towards the lower bound system negotiated target for Orange Small Schools in numeracy across the network of Spring Terrace, Mumbil, Stuart Town and Borenore Public Schools.	<ul style="list-style-type: none">• In numeracy, 42.9% of students are in the top two skill bands indicating a decrease against baseline data.• 30% of students are now in the top two skill bands (NAPLAN) for reading and 20% for numeracy, indicating progress toward the annual progress measure.
Increase the % of students achieving	The percentage of students achieving expected growth in reading and

<p>expected growth in NAPLAN Reading to meet or exceed the lower bound system negotiated target of 60%.</p> <p>Increase the % of students achieving expected growth in NAPLAN Numeracy by to meet or exceed the lower bound system negotiated target of 60%</p>	<p>numeracy decreased indicating progress yet to be seen toward the lower bound target. Due to the small size of the cohort accurate/actual percentages cannot be reported.</p> <p>Individual student results are reported directly to parents and carers</p>
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Strategic Direction 2: Connect, Succeed, Thrive

Purpose

To maximise attendance and engagement of every student through strong connections by providing a safe, positive and stimulating learning environment.

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.

- Wellbeing
- Engagement

Resources allocated to this strategic direction

Summary of progress

Staff and students implemented the Bounce Back program across the school that supported students with social and emotional regulation. Continuity of learning was interrupted due to periods of remote learning and a more individualised approach was implemented to support students and families.

In 2022, our school will participate in professional learning associated with The Resilience Project with the aim of implementing it across the school K-6.

Staff reviewed and updated the attendance policy to reflect the needs of the school community. As a result, a clear and logical sequence of actions was developed to support student attendance including implementing a more personalised approach to working in partnership with families. Due to periods of remote learning and state wide restrictions, the long term impact of the policy has not been able to be measured. A focus in 2022 will be to continually review and refine the attendance policy in consultation with parents.

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
Achieve a target of 60% students attending of students attending school 90% of the time.	69.4% of students attended school more than 90% of the time.
Self-assessment in the School Excellence Framework determines the school delivering in the Wellbeing domain theme level of: <ul style="list-style-type: none">• A Planned Approach to Wellbeing The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$51,332.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Spring Terrace Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Students received individualised support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with targeted interventions.</p>
<p>Socio-economic background</p> <p>\$13,645.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Spring Terrace Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement individualised support identified students with additional needs <p>The allocation of this funding has resulted in: Development and implementation of targeted interventions for individual students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to deliver individualised support to identified students.</p>
<p>Aboriginal background</p> <p>\$5,542.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Spring Terrace 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: Support provided to Aboriginal students in literacy and numeracy.</p>

<p>Aboriginal background</p> <p>\$5,542.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue to support Aboriginal students in identifies areas of need.</p>
<p>Low level adjustment for disability</p> <p>\$28,111.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Spring Terrace Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Practice • Data Skills and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Teachers being able to collaborate and analyse data to inform and create meaningful Individual Education Plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to analyse multiple data sources to create Individual Education Plans in consultation with families.</p>
<p>Location</p> <p>\$1,394.00</p>	<p>The location funding allocation is provided to Spring Terrace Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Transition program <p>The allocation of this funding has resulted in: Students accessing transition programs to support successful transition</p> <p>After evaluation, the next steps to support our students with this funding will be: Identify students needing additional transition</p>
<p>Literacy and numeracy</p> <p>\$2,924.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Spring Terrace Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Individualised and targeted literacy and numeracy support for students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy</p> <p>\$2,924.00</p>	<p>Continue with literacy and numeracy interventions.</p>
<p>QTSS release</p> <p>\$6,278.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Spring Terrace Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Teachers providing each other with quality feedback after observations of practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide opportunities for teachers to provide feedback to each other after observations.</p>
<p>COVID ILSP</p> <p>\$23,599.95</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Intensive small group tuition program, meeting students 'point of need' in literacy and numeracy as identified through student assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue small group tuition after needs have been identified using internal and external assessments.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	16	22	27	26
Girls	9	13	14	21

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.5	93.1	92	92.6
1	89.9	94.3	93.9	92.2
2	90.4	88.1	94.2	87.3
3	99.5	98.4	91.2	94.6
4	99.6	97.8	97.6	92.2
5	100	92.1	98.7	88
6	97.1	90	93.7	93.7
All Years	96.3	93	94.1	90.6
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)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	21,091
Revenue	692,866
Appropriation	668,366
Sale of Goods and Services	150
Grants and contributions	24,331
Investment income	20
Expenses	-674,771
Employee related	-621,290
Operating expenses	-53,481
Surplus / deficit for the year	18,096
Closing Balance	39,186

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 SBAR Adjustments (\$)
Targeted Total	51,332
Equity Total	47,300
Equity - Aboriginal	5,542
Equity - Socio-economic	13,646
Equity - Language	0
Equity - Disability	28,112
Base Total	501,895
Base - Per Capita	10,107
Base - Location	1,394
Base - Other	490,394
Other Total	24,509
Grand Total	625,036

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.

Parent/caregiver, student, teacher satisfaction

The year 2021 was a difficult year for all involved. The School made the transition between online and classroom learning quite smooth offering technology to those households with multiple children or little technology. A welcomed gesture in a difficult time.

Feedback was taken on board by the school from parents/caregivers for the way in which lessons and learning was delivered in 2021 as opposed to 2020 a much smoother timetable, lessons and interactions.

Attendance, resilience and positive behaviour for learning was a whole school focus with staff and students seeing small gains in these areas throughout the year.

There were limited interactions between the school and parents/caregivers for the year due to restrictions but managed well with care and respect for the children's best interest.

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.