

Springwood Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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 2019 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 2019 Springwood Public School celebrated 141 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 background

School vision statement

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! 1878–2019*

School context

Springwood Public School began 2019 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.

We continue to grow as a strong school community, enjoying a 15% increase in our student population in the last three years.

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/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

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.

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)
Overview to be completed in 2020	Executive release

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

Evaluation	Funds Expended (Resources)
All stages have an operational database for use in 2020.	Annual licence fees for Filemaker Pro software Executive release (collaborative database development)

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)
Tasks still in need of development are: K – Complete S1 – Complete S2 – Complete S3 – Complete Tasks will continue to be reviewed year by year. Support students will	Team meetings Executive meetings

Progress towards achieving improvement measures

complete stage tasks as appropriate.

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

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

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. 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.

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)
A range of feedback and self-assessment forms have been developed across Mathematics and English. These follow a natural progression, starting with informal, verbal feedback in Early Stage 1, and resulting in formal, written feedback with accompanying grades and marks in Stage 3. Formal self assessment is completed in Stages 2 and 3 on select Mathematics and English tasks.	Team meetings

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

Evaluation	Funds Expended (Resources)
Whole staff exploration and discussion around feedback was filtered back through Stage teams to develop age appropriate statements and approaches. Feedback statements are documented in key units of work.	Major Committees Professional Development Staff Meetings

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

Evaluation	Funds Expended (Resources)
3 way interviews are utilised as an optional model in Stages 2 and 3.	Executive 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.

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)
Expo afternoons and committee led staff meetings have given a range of exec and non-exec staff opportunities to present .	Meetings

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

Evaluation	Funds Expended (Resources)
Stage teams have developed annual PDPs collaboratively, incorporating both shared and personal goals that reflect whole school, team and individual priorities.	Committee Meetings Team Meetings Exec Meetings

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

Evaluation	Funds Expended (Resources)
A number of contributing factors, including the unavailability of casual teachers at key times has resulted in planned formal classroom visits becoming informal team teaching arrangements that reflect the collaborative approaches taken within Stage teams.	Executive meetings Team meetings

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$15 024.00)	Students with Aboriginal/Torres Strait Islander backgrounds are in the process of having Individualised Learning Plans developed and are continuing to make comparable improvements in Literacy and Numeracy. Indigenous Programs were funded for whole school programs during NAIDOC Week and regular curriculum lessons involving Indigenous studies.
English language proficiency	Funding Sources: • English language proficiency (\$2 854.00)	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.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$115 019.00)	<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>The Learning Support program provided by our LaSTs (Learning and Support Teachers) achieved the following results with the students referred to the program in 2019:</p> <ol style="list-style-type: none"> 1. The average student growth was 18 months in 12 months. 2. The lowest growth was 12 months in 12 months (1 student). 3. The greatest growth was 24 months in 12 months (3 students). 4. 65% of students who have been on load this year will exit having reached/exceeded the state minimum requirement for their grade.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$90 388.00)	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.
Socio-economic background	Funding Sources: • Socio-economic background (\$29 747.00)	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

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$29 747.00) 	<p>teaching of science, access to drama productions and access to new learning resources. In 2019, 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.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$22 668.00) 	<p>Two beginning teachers in their second year of permanent teaching have been given extra support, professional learning opportunities, mentoring from Stage Leaders and extracurricular opportunities to enable them to develop their teaching and planning skills. They have also been guided in assessment and evaluation processes by Team leaders and through collaborative programming opportunities.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	213	242	233	249
Girls	206	217	227	230

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95	95.8	94.9	95.5
1	96.5	93.6	93.8	95
2	96.4	94.9	93.1	95.5
3	93.1	95.3	94.1	93.6
4	94.8	93.5	94.4	93.5
5	93.8	90.8	91.9	94.2
6	94.5	93.5	89.7	93.1
All Years	94.8	94.1	93.3	94.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	18.7
Teacher of Reading Recovery	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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	364,629
Revenue	4,550,943
Appropriation	4,309,202
Sale of Goods and Services	14,612
Grants and contributions	224,520
Investment income	2,308
Other revenue	300
Expenses	-4,302,900
Employee related	-3,916,947
Operating expenses	-385,953
Surplus / deficit for the year	248,043

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	647,253
Equity Total	162,644
Equity - Aboriginal	15,024
Equity - Socio-economic	29,747
Equity - Language	2,854
Equity - Disability	115,019
Base Total	3,116,331
Base - Per Capita	111,969
Base - Location	0
Base - Other	3,004,362
Other Total	231,373
Grand Total	4,157,602

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Please refer to the Tell Them From Me survey data for 2019 on the Springwood Public School website. The link is here –

<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.

Springwood Public School incorporates programs designed to educate our students about Aboriginal history, culture and contemporary Aboriginal Australia, particularly within the Human Society and its Environment (HSIE) syllabus. Aboriginal perspectives are incorporated into the curriculum for all years. All students identified as Aboriginal/Torres Strait Islander are also provided with a Personal Learning Pathway (PLP) to set goals and objectives for the coming year in collaboration with the parents, teachers and support staff. These PLPs are designed to support the students in improving literacy and numeracy skills.

Each year, Springwood Public School also organises either an Aboriginal Cultural Show and/or activities/shows supported and authorised by the Department of Education. These events are also organised in line with NAIDOC Week celebrations and help us in Building Stronger Relationships. Our student Aboriginal/Torres Strait Islander identified number is 4.4% of our student population. Our staff also attend and are crucial members of the local AECG meetings for the Blue Mountains network.

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.

In 2019, 15.3% of our student population was identified as having a background other than English. These backgrounds included Spanish, Croatian, Portuguese, German, Korean, Dutch, Mandarin, Japanese, Turkish and Cantonese, to name a few. Cultural Diversity is acknowledged and celebrated at Springwood Public School and is embedded into our teaching and learning programs. Harmony Day is an example of how the school celebrates diversity in our society.

Other School Programs (optional)

Achievements in Arts and Sports

Students of Springwood Public School are offered a wide range of opportunities to participate and excel in Performing Arts, Sports and extra-curricular events. All students participated in the Dance/Gym program which covered a range of gymnastics skill development activities and dance styles including individual and partner dances. The health and fitness aspects of this program had huge benefits for all students. A significant percentage of children performed in the Springwood Spectacular which is an annual event and showcases class and individual performances in singing, dance, poetry and music. Parents in the audience appreciated the high standard of items and the confidence of the children.

The annual Poetry Competition once again resulted in some excellent poems from K–6 which were all recited with

enthusiasm at special assemblies and also at the Springwood Spectacular. We provide a whole school approach to learning and performing a selected repertoire of songs at school assemblies. Our African Drumming program, Guitar Lessons, Ukulele groups, Recorder groups and Choir and Band program also performed at all special assemblies and events and provided students with extra-curricular music opportunities. Students of Springwood Public School are also offered many opportunities to participate in regional performing arts events.

Opportunities for sport, physical education and fitness are essential for a well-balanced curriculum. At Springwood Public School students are given many opportunities to engage in sporting and fitness activities. They include but are certainly not limited to the following: Three major carnivals – Swimming, Cross Country and Athletics; Specific Sport competitions – Greg Alexander Shield, Paul Kelly Cup, NSW Cricket T20, Royce Simmons Shield, PSSA State Knockouts, Winmalee Cup and Summer Games; Kindergarten students are offered an annual skill development program by the AFL to help develop their gross motor skills; Our students represent their school at zone, regional and state carnivals as they progress through major carnivals; and, Weekly sporting events which are skill based and include modified games. Opportunities and Successes aplenty!

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"*.