Spalding Primary School

Annual Report 2015

Respect    Excellence    Safety
1. CONTEXT

School Name: Spalding Primary School  
School Number: 0407  
Principal: Dianna Jarman  
Partnership: Yorke Mid North

Spalding is a small rural town in the Mid-North of South Australia, 178 km north of Adelaide and is situated at the centre of a network of creeks and rivers, which meet to form the Broughton River. All students live in the town or nearby farming properties. Spalding Primary is located in a well-kept and delightful setting with an abundance of trees, lawned play areas, a Covered Outdoor Learning Area and a shaded playground. We aim to provide opportunities that will challenge all students and encourage them to reach their maximum potential.

The School is currently placed into a Junior Primary and Upper Primary Class and have multiple opportunities for whole school learning. Students are taught all subjects of the national Australian Curriculum (Maths, Science, English, History and Geography, Design and Technology, Health and Physical Education, Language and the Arts). The language taught to all students is German; students have the opportunity to continue this language when they go on to high school.

Our students are involved in a whole school fitness programs, regular skill-based PE lessons, after school team practices and a variety of different sporting opportunities such as tennis, football, netball, basketball, golf and lawn bowls.

An onsite Play Centre provides two sessions a week (Monday and Wednesday) for children from birth to 5 years. These sessions are provided by an Early Childhood Worker. Children come from surrounding towns to attend these very popular sessions. Regular visits by the children to the junior primary class and vice versa make transition to school smooth and enjoyable for all involved.

The school networks with neighbouring schools, fostering social skills and relationships. Events are held in each of the schools on a rotational basis with Book week, Science day, and Sports Day being annual events. Strong parent and community support involvement encourages a sense of belonging for all students.

The school runs a number of whole school programs such as SRC, a vegetable garden, wheels days and Billy cart races. A Student representative Council (SRC) held fortnightly and is attended by all. Elections are held at the beginning of the year where all students vote for office bearers.

All staff need to be commended on their continual commitment to their teaching and support to the school and the students in their care. The continued conscientious approach to professional development and providing all students with the most current and updated approaches ensure that every student is provided with the highest opportunity for learning and development.

We strongly believe that positive learning is best achieved if a strong and positive partnership exists between home and school. We believe clear communication between home and school is vital for your child’s best possible development, therefore we strongly encourage parents and caregivers to take advantage of opportunities to be involved in the school’s activities and are made to feel welcome at the school at all times.

2. REPORT FROM GOVERNING COUNCIL
As always it has been an extremely busy and rewarding year at Spalding Primary School.

We currently have 28 students enrolled at our school. The projection for next year is approximately 25, which is a healthy number. Spalding appears to be bucking the trend of declining numbers at this stage. As you will see shortly, there are a few students finishing their education at Spalding this year. We have 3 new reception students starting in February 2016.

The hard working teaching staff is being rewarded by great results in our NAPLAN, PAT testing and math testing, the staff at the school have once again provided a great range of activities and learning programmes throughout the year.
Some of these include:
...Education, Parent Information Nights, Assemblies, Swimming Lessons, Sport Day, which was held at Blyth this year, Splash Day, Young Leader’s Day, JP Zoo Excursion, Camp, Hub Day, Book Week, The Young Environmental Leader’s new Chicken Pen, Bowls Tournament, Wombat Stew Performance, Circus Day, Amazing Drumming Monkeys, Billy Cart Night, Remembrance Day Ceremony, Premier’s Reading Challenge, Environmental Awareness sessions with Trevor Kriesl and a Wool Information Session.

I would like to acknowledge the efforts of our teachers, support staff and TRT’s this year.
Dianna Jamrman, Sue Scott, April Matters, Kerren Abbot, Anne Redden, Aimee Goode, Sonya Wohlfeil, Sharon Middleton, Dee, our CPS worker, Trevor Kriesl (who has been taking Environmental Awareness sessions).
Without the commitment and effort these people put into our school, it would not be the successful place it is.
Also to Peter Shane and Jane Owens, our grounds care taker and cleaner; your efforts are greatly appreciated and certainly do not go unnoticed.
The Playcentre is going very nicely, thanks to the efforts of Paula Kriesl and her band of willing helpers. This Playcentre provides the opportunity for our young children to learn and develop alongside of our school children.

We have made huge improvements this year in regards to our IT resources. We have installed new wiring, upgraded our wireless access points and purchased 12 new computers for the UP class. This, as well as our large number of ipads, means we have had a large financial outlay, but I believe it is well worth it for our student’s education.

A big congratulations needs to be made to some our former student’s achievements this year.
Jess Longbottom was nominee for Year 9 Dux, Nick Longmire was nominee for Year 9 Dux, Liam Fitzgerald was nominee for Year 11 Dux and was also awarded a Rotary sponsored National Youth Science Forum opportunity to explore science pathways further which will be held in Canberra.
Matt Longbottom was Year 12 Dux.
Congratulations to these students on their achievements. This shows the strong grounding our children get at Spalding Primary School.

A huge thank you must go to Governing Councillors, Trevor Kriesl, Sam Trengove, Colin Goode, Sonya Wohlfeil, Megan Williams, Paula Kriesl and Ruth Giels. Thank you for the huge amount of time and work you put into our school throughout the year. Without the support of parents and families, our school would not be the great place it is.

Finally, on a very sad, but also exciting note, our Principal, Dianna Jarman, has been successful in winning the Principal’s position at Bute. Thank you for your commitment to our school over the last 12 months. It has been a pleasure working with you and you will be missed. We wish you all the best at Bute.

Ben Sommerville
Chairperson 2015
### 3. 2015 HIGHLIGHTS

<table>
<thead>
<tr>
<th>Event</th>
<th>Event</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Night</td>
<td>Wombat Stew performance</td>
<td>Swimming Lessons</td>
</tr>
<tr>
<td>Splash Day</td>
<td>Splash Theatre</td>
<td>Environmental Awareness Sessions</td>
</tr>
<tr>
<td>JP Visits to the Play Group</td>
<td>Living Safely with Pets</td>
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<tr>
<td>Play Group visits to the JP class</td>
<td>Wheels Days</td>
<td>Tree planting</td>
</tr>
<tr>
<td>Rodeo</td>
<td>Amazing Drumming Monkeys</td>
<td>Opal Geocaching</td>
</tr>
<tr>
<td>Young Leaders Day</td>
<td>Book Week activities</td>
<td>Wood Work with Mr Blakey</td>
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<tr>
<td>Young Environmental Leaders</td>
<td>First Aid session</td>
<td>James’ Travelling Magic Show</td>
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<tr>
<td>Bowls Tournament</td>
<td>Sports Day</td>
<td>SCOSA visits</td>
</tr>
<tr>
<td>Ethiopan Talk</td>
<td>Art Exhibition</td>
<td>Wool Information Session</td>
</tr>
<tr>
<td>JP Zoo Trip</td>
<td>Circus Day</td>
<td>Staff Professional Development sessions</td>
</tr>
<tr>
<td>Ride to School Day</td>
<td>Loud Shirt Day</td>
<td>Community Christmas Concert</td>
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<tr>
<td>Interviews</td>
<td>Billy Carts</td>
<td>Spalsh Day</td>
</tr>
<tr>
<td>Camp</td>
<td>RAA Street Smart session</td>
<td>Clean Up Australia Day</td>
</tr>
<tr>
<td>Wood Chopping Fundraiser</td>
<td>Remembrance Day ceremony</td>
<td>Middle Years Wellbeing Survey</td>
</tr>
<tr>
<td>Walk Safely to School Day</td>
<td>Transition program</td>
<td>TFEL Compass Survey</td>
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<tr>
<td>UP 26 Storey Treehouse Excursion</td>
<td>Red Cross Singing</td>
<td>PAT testing</td>
</tr>
<tr>
<td>National Simultaneous Story Time</td>
<td>Premiers Reading Challenge involvement</td>
<td>NAPLAN</td>
</tr>
<tr>
<td>Reconciliation Day activities</td>
<td>Attending the Premiers Reading Challenge celebration in Adelaide</td>
<td></td>
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<tr>
<td>Deadly Australian Animals visit</td>
<td>Premiers Be Active challenge involvement</td>
<td></td>
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<tr>
<td>I pad sessions</td>
<td></td>
<td></td>
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<tr>
<td>Biggest Morning Tea fundraiser</td>
<td></td>
<td></td>
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<tr>
<td>Hub days</td>
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</tbody>
</table>

### 4. SITE IMPROVEMENT PLANNING AND TARGETS

**Key Priority 1:**
Whole School approach to deliver improved skill development and achievement in Literacy Writing.

**Target:**
80% of students in Year 3,5,7 achieve higher than state average for writing in NAPLAN testing.
100% of students achieve their ILP Writing goal.
Strategies **consolidated**:

- Australian Curriculum is used to plan and program
- Both classes will have the first hour dedicated to literacy
- Maintain and utilise whole school writing information and assessment folders
- Student data to be compiled in assessment folders
- Writing audit for students in Grade 1-7 in Term 1, Week 2/3 and Term 3, Week 8

**2015 Summary:**

Literacy, in particularly Writing, was a key priority in 2014. Much work was spent on undertaking staff professional development and developing whole school literacy approaches.

In 2015, this area continued to be a key priority for the school and many areas that had been developing, were consolidated to become a key part of the daily program.

Writing samples were collected and analysed at the Pupil Free Day in Term 4 where staff had the opportunity for moderation. ILP’s were analysed and while all students improved their quality and quantity of writing, not all achieved their ILP writing goal.

Staff discussions were had in regards to individual and class results and what this meant in regards to teaching writing in 2016. Writing programs, results and assessment will continue to be discussed regularly as it moves into the maintenance stage of Site Improvement. ILP writing goals will be reviewed and reset early in Term 1, 2016 and discussed with students in preparation for parent interviews.

**2015 Target Results:**

_Achived:_ 80% of students in Year 3, 5, 7 achieve higher than state average for writing in NAPLAN testing.

_Working towards:_ 75% of students achieved their ILP Writing Goal. The 25% that have not yet met the goal, had a very advanced goal that they are well on their way to achieving in 2016.
Key Priority 2:
Whole school approach to deliver improved skill development, confidence and achievement with the use of Information and Communication Technologies (ICT)

Target:
70% of students meet Spalding’s ICT assessment Checklist
70% of students indicated (through a survey) improved confidence and use of ICT in their classroom.

Strategies that are continuing to be developed:

- Ongoing Training and Development of ICT skills for all staff (one pupil free day)
- Increase the use of technologies – computers, whiteboards, I pads in the classroom through a variety of curriculum areas by both staff and students.
- Build teacher confidence and use of ICT skills.
- Sharing through “ICT BYTE” time in staff meeting when new ideas will be shared across staff.
- Upgrade curriculum networks and build ICT resources
- Explicit teaching on the use of ICT software by staff, community experts and peer mentoring.
- ICT skills assessment checklist to be developed for all students (R-7) ACARA Standards)
- Survey students on use and confidence of ICT in their classroom.

2015 Summary:
ICT has continued to be a priority for Spalding Primary School in 2015. Staff had one dedicated Pupil Free Day and spent time with Amanda Philips (Australian Curriculum advisor), unpacking and understanding the Digital Technologies Curriculum which will be used to assess against in 2016. From this session, staff began creating ICT skills assessment and Student Survey’s which they are developing ready to implement in 2016. Staff undertook additional training and development such as a Digital technologies online course, introduction to the program Scratch and I pad sessions.

The school increased its Digital Technology resources through purchasing 13 I pads for student use and 1 i pad for Student with Disability use. With the use of teacher I pads, this allows a ratio of I i pad to two students across the school.

The Upper Primary classroom had 12 new computers installed and the remainder of the school will be upgraded in accordance to a roll over plan.

Staff meetings allowed opportunities for staff to share new apps that they had discovered and these were often shared with parents in our fortnightly newsletter.

We made progress for all strategies, however further developments can be made as ICT continues to advance.

2015 Target Results:
Achieved: 100% of students improved confidence and use of ICT in their classroom
Key Priority 3: Whole school approach to implement Ann Baker strategies into our numeracy program.

Target: 100% of staff exposed to Ann Baker Training and Development

Strategies used and consolidated:
- Staff guided by the Top 5 Numeracy Plan
- Both classes will have a numeracy block

2015 Summary:
All staff were exposed to Ann Baker Natural maths strategies throughout the year thorough Training and Development as well as staff sharing opportunities. Natural Maths strategies were used in both classrooms as part of the Numeracy Block and strategies shared with parents through the fortnightly newsletter.

Parents and SSO’s were given the opportunity to attended Training and Development held externally.

Staff would like to further commit to this approach in 2016.

2015 Target Results:
Achieved: 100% of staff exposed to Ann Baker Training and Development

4.1 Junior Primary and Early Years Scheme Funding
Spalding Primary School was allocated $17,594.00 of Early Years Scheme Funding. The funding allows reduced class sizes in the early years of schooling through employing additional teacher staff to ensure a reduced teacher to student ratio in Years R-3. The funding also allowed staff to access training in order to build teacher capacity and focus on literacy improvements in R-2.

4.2 Better Schools Funding
Spalding Primary School was allocated $1658.00 through the Better Schools funding that was provided in two separate payments. Funding was allocated to support the Site Improvement Plan and associated operational plans.

5. STUDENT ACHIEVEMENT
Students are identified for intervention programs through teacher judgement, analysis of Running Records, NAPLAN, PAT Comprehension, Reading and Mathematics testing. Intervention programs include but are not limited to – Jolly Phonics, Reading Doctor and small group or individual Maths support.

Premiers Reading Challenge
100% of students who were at Spalding PS for the duration of the challenge, completed the Premiers Reading Challenge in 2015, The school was invited to be part of the Presentation Ceremony help at Adelaide Zoo.

Premiers Be Active Challenge
100% of students who were at Spalding PS for the duration of the challenge, completed the Premiers Be Active Challenge

Running Records
Running Record data cannot be published in the Annual Report due to the small cohort of students.

**5.1 NAPLAN**

NAPLAN data cannot be displayed as we have a cohort less than 5 in all year levels. This year we had 2 year 3 students and 1 year 5 student complete the test.

**PAT Testing**

Students in Year 1 – 7 completed the PAT-R Vocabulary, PAT-R Comprehension and PAT Maths 4th Edition

**Survey’s**

The year 6 students completed the MDI survey
All students R-6 completed the TFEL Compass survey
The Australian Early Development Census was completed for students in their first full year of schooling.

Due to the small cohort of students, we cannot display these results.

**6. STUDENT DATA**

**6.1 Attendance**

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>97.3</td>
<td>89.7</td>
<td>95.6</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.6</td>
<td>95.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.6</td>
<td>90.7</td>
<td>94.9</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.0</td>
<td>95.6</td>
<td>93.0</td>
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<tr>
<td>Year 4</td>
<td>97.3</td>
<td>93.1</td>
<td>92.1</td>
</tr>
<tr>
<td>Year 5</td>
<td>98.5</td>
<td>97.2</td>
<td>92.4</td>
</tr>
<tr>
<td>Year 6</td>
<td>89.0</td>
<td>98.5</td>
<td>96.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>95.0</td>
<td></td>
<td>100.0</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>94.9</td>
<td>94.9</td>
<td>95.4</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>94.6</td>
<td>95.5</td>
<td>95.3</td>
</tr>
</tbody>
</table>

Attendance levels have continued to maintain a high standard, above attendance rates set by the department. Student non-attendance is followed up through phone calls and text messages by classroom teachers. Patterns of absence are followed up by leadership. General reminders about the importance of attendance are regularly published in the school newsletter.
6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td>3.8%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>7.6%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Other</td>
<td>1.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>5.2%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>4.0%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>7.8%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>2</td>
<td>100.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>21.5%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
<td>0.0%</td>
</tr>
</tbody>
</table>

7. CLIENT OPINION

In 2015 Spalding Primary School used the online School Survey tool to measure parents, staff and students opinions of the school. All families were given the opportunity to complete the survey.

Student Opinion Survey: 100% of students were surveyed.

The school needs to make sure that the rain doesn’t come in.

This school is really good

I don’t feel safe when someone is mean

I love it because it a good school

It is the best school
Parent Opinion Survey: 60% of families responded to the survey

Parent Comments:
We're very happy with all the help that's been offered and the inclusive way students are treated at Spalding Primary. Great work!

I'm very happy and impressed with Spalding primary school, my children are having a really positive school experience and as a parent I feel all the staff work really hard to provide a very high standard across all areas for my children's education. Definitely no complaints with Spalding primary school.

A lovely community based country school that values each and every student by installing the foundation for children to want to learn.

I would like to thank all the teachers for the amazing job that they do. They are passionate and put students wellbeing first.

Staff Opinion Survey:
Enjoyable and supportive working environment

Friendly, inviting school, with staff, students understanding and caring for each other. Challenging student and staff learning and celebrating success together.

I enjoy being part of the school community. There is a "positive vibe" among the students, staff and school families. New students find their feet quickly and have told me they like being at SPS.

Very nice and caring group of Staff to work with.

My School Website
http://www.myschool.edu.au/

8. ACCOUNTABILITY

8.1 Behaviour Management

Students were surveyed over one week in regards to taking care of themselves and others in the yard. 84% of students reported that they had a great day (I really enjoyed it) or an okay day (it was as I expected it to be)

Of the 16% that reported a bad day (I am unhappy, sad or angry. I need help), the reasons quoted were
- I didn’t want to play their game
- I wanted to play by myself
- I didn’t get much play time because I had to finish work
- I didn’t want to play in cubby house and it took a long time to find something else to do so I didn’t get much play time.
- The children I asked didn’t want to play the game that I wanted to play.

In all but one instance, the student was able to solve the problem for themselves. In the case that one could not, they asked for teacher assistance and the problem was sorted as soon as possible.

8.2 Relevant History Screening

At Spalding Primary School all staff, third party providers, volunteers, Governing Council members and any other people that work or make decisions involved with students are to undertake a DECD History Screening before they are permitted to work or volunteer at the site. The school is regularly audited and has shown to be compliant with the guideline.


Where necessary, copies of History Screening are sighted and if required, copied and stored securely or alternatively, stored within EDSAS or accessed via HR.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.
### Qualification Level

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>3</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>0</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore, the total number of staff by qualification type may be more than the total number of teaching staff.

#### 8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non-Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>2.20</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>4</td>
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</table>

#### 9. FINANCIAL STATEMENT

**Income by Funding Source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>625940</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>5209</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>9739</td>
</tr>
<tr>
<td>4 Other</td>
<td>13203</td>
</tr>
</tbody>
</table>