Spalding Primary School
Annual Report
2013

*Respect  *Excellence  *Safety
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 Classes and have multiple opportunities for whole school learning. Students are taught all subjects of the National Australian curriculum (Maths, Science, English, History and Geography) and the SACSA subjects of 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, table tennis 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.

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, harmony 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) is run and participated in by all students. SRC is held fortnightly and is attended by all students. 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 supporting 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, therefor 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.
2013 Highlights

- Swimming lessons for all students
- School and Play Centre wood cutting fundraiser
- ‘Life Be in it’ hub day at Koolunga
- Successful school assemblies
- Participants in Premier’s Reading Challenge
- Participant in Premier’s Be Active Challenge
- Visit to Gladstone High for Opal performance
- Booborowie Swim carnival
- Bike SA visit
- Wheels Day
- School visit to bowls club
- year 7 Canberra Camp
- Landcare Grant which help towards developing the new garden area
- Drama and Art Hub day at Booborowie
- Staff professional days on Geography, History and Sheena Cameron reading and writing development
- Updated policies and procedures (anti bullying, behaviour policies, data mapping, Bushfire safety procedures)
- Footy colours Day
- Sports Day
- School Working Bee
- Successful application for two building maintenance grants
- Sand pit redevelopment
- Opal Participation lessons
- Overhaul of library and staff room resources
- New curriculum resources for classrooms and students
- New computers
- Whole School Camp to Narnu Farm, Hindmarsh Island
- Spalding Hub Day
- Landcare Day held at Spalding Oval
- Billy Cart night
Report from Governing Council

It is with pleasure and some pride that I present this Annual report on the last 12 month’s activities at the Spalding Primary School. This year has been a very busy, but rewarding year for Governing Council. At this time last year we were farewelling Ilia Tsoutouras and welcoming the newly appointed Principal, Jess Abraham for 5 years.

Jess has injected energetic ideas and resourcefulness in her approach to the school at a business level. As teacher and teacher coordinator she has involved everyone from staff, students and parents to put our school at a level that I feel we can be very proud of.

We currently have 22 students in our school and the future looks promising with all the young children in our community.

The School and its staff have once again provided a great range of activities the year.

Education
Billy Cart races
Camp to Narnu Farm
Parent Information nights
Open days & Assemblies
Combined days with other local schools

Opal Work shops
Sports Day
Land Care Workshop day
Canberra Camp for our year 7
SRC Activities
Newly re-vamped Garden plots

These are just to name a few

Staff have yet again had a very busy and rewarding year. I would like to acknowledge Sue Scott, April Matters, Kerren Abbot, David Thompson, Sonya Wohlfel, Sharon Middleton, Maria Toholke and Sandra Gresch. Unfortunately Sandra has ended an era at the school and moved onto pursue her teaching career. Sandra has been a strong supporter of our school and we wish her the best of luck in the future. We also farewell Maria Toholke and thank her for enabling our children to learn german at our school.

To Peter Shane as the Grounds care taker and Jane Owens for cleaning, your positions are always recognised. The grounds are changing every year. This year with successful grant applications from Philmac and the Natural Resource Management Board, we were able to establish 8 raised veggie / garden beds, in which the children have planted a range of vegetables. The sand pit has been extended and the area is now enclosed and has been revamped with a putt putt golf set up.

The play centre I feel is currently the thriving key to the future of our school. Thanks to the coordinator Claire Longbottom for providing the opportunity for our young children to learn and develop along side of our school children. There are currently 38 enrolments at the centre so the future looks promising.
If our past students are an example of the grounding were are able to provide for them, then we are setting ourselves a high level of achievement with a large number being very successful at the high school presentations this year. Some of these were:

Year 7 female dux                      Academic colours award (top 15% year level PAC)
Nominee for year 7 male dux            Runner up in the ninnes scholarship award
Year 8 male dux                        Year 9 male dux
Year 10 male dux                       National youth science award winner
Nominee for year 11 male dux           Nominee for year 12 male dux
Budarick all rounder award nominee     Winner of wool, wine and wheat scholarship

Well done to those former students you are providing a great example to the next generation.

Our Naplan results over the last 5 years have us significantly above the state and regional averages, which also shows the strong education received at Spalding Primary School.

Finally thanks to my other Governing Councillors Darren Longbottom, Trevor Kriesl, Sonya Wohlfeil, Paula Gill, Colin Goode, Amanda Gerritsen and Megan Williams, Without the support of parents and families our school wouldn’t be where it is today.

Keep the good work up.

Spalding Primary School Governing Chairperson:

Ben Sommerville
Report from Play Centre Director

Spalding Play Centre has had a great year. We have looked at a range of different themes and focused on numerous areas of learning and play. We started off with the topic ‘UP in the Sky’ and looking at Imagination. Most times, the children don’t realize that they are learning, but I’m sure they take it all in through activities that are set to help them learn through play.

During Term one, we had a ‘Bikes and Trikes’ day, where all the children brought their bikes, trikes or scooters to ride around on, this is always fun for everyone and gives the children something different to do at play group.

Most terms we have a visit from the CAFS nurse, Trish Pearson from Clare. She is able to help parents with their children’s issues or just weigh and measure children. It is up to the parent what they would like to discus.

Term two brought the theme ‘Environmental Appreciation’ and we also looked at recycling. We made all sorts of art and craft out of recycled material and I’m sure that the children enjoyed using different types of materials to do this. We had a visit to the Clare Kinder Gym, along with a visit to the school, with parents having a tour around the school by the Principal Jess Abraham. This was a great way for some parents to see what the school has on offer or just to have a look around through the buildings. I had great feedback from this and think we will look at doing this again in 2014.

The Play Centre took part in the Wood Chopping fundraiser and this was a huge contribution to the wealth of the bank account. Thank you to the school for having us involved in this, as it made it possible to purchase new gates at the Play Centre, inside and out. The new gate and fence that was needed in the kitchen is fantastic. We are so happy with this addition to the Play Centre, as it prevents children from being at close proximity to the hot water and cold water when they don’t need to be there.

We also have had gates erected outside which make it so much easier for parents to have their mind at ease, not having to worry if the gate is shut properly or trying to juggle kids, bags and whatever else they need to have when going to and from the car.

On different occasions throughout each term, the children would have birthday parties, shared fruit mornings, this is to help children have a chance to try new foods, have a celebration for birthdays and enjoy sharing food with their friends, and not always about toys and art and craft.

Term three was about Nursery Rhymes and Literature. We also celebrated Father’s Day during this term, and we decided to have a “Father’s Day” where the dads were invited to join us. (All mums and Dads are welcome to come to each session however we made this a DAD focused day) We had a couple of Dads who could make it, though being a farming community and it was ‘Spraying time’, not all could get there. The children loved having their dads there, painting with tractors and building houses out of boxes for the three little pigs Nursery Rhyme.

Throughout the terms we have visits to and from the Junior Primary Class. This is to help integrate the children and parents. This is good for children who are starting school and helping them realize
what their classroom will be like when they begin, who their teacher will be and who will be in their class.

To finish the year off, we have looked at ‘The Zoo’. As nice as it would have been to get to the zoo, we didn’t get there. Though could be fun to try another time. The children have also been focusing on Numeracy.

We decided to have an excursion to the Bundaleer Forest on one of the Wednesday Sessions, where we all went along, had a packed lunch and picnic and went for a walk along some of the walking trails. Some children had never been there and loved seeing the old metal made musical instruments. They had a great day with lovely weather and a great turn out by families.

We decided not have a fundraiser in Term 3, however, we had great day with our High Tea in the Garden at Glen and Lindley Trengove’s Garden in Term 4. We had people from around the district attend and raised just over $1000 dollars. We were very happy with the turn out of around 50 people, happy that the weather was kind enough not to rain and there was a great range of food and drink for everyone.

Christmas has snuck up on us quickly and so it’s Christmas decorations and activities for the last few weeks. We are going to recite and sing the Alphabet song this year at the Community Concert and have the children decorate their letters in the alphabet.

This has been a great year, watching the children play and learn about them self and their abilities. To see them grow and discover ways of sharing and playing has been wonderful. We have had new families come and go, and it’s always growing in numbers. I will not be Team Leader Term One in 2014, due to having a baby. I feel it is best for the Centre that someone else takes control, while I take leave. This person is going to be Paula Gill. I have great faith in her and will look forward to having the term off and returning in term two next year.

Thank you to Jess and all the staff at the school for all their support and guidance. I have enjoyed my year and hope the families have too.

Spalding Play Center Director:

Claire Longbottom
Site Improvement Planning

Priority One: LITERACY (READING)

*Our whole school approach delivers improved skill development and achievement in Literacy by Improve the Quality Teaching of Literacy (R-7) in Reading and Oral Language*

<table>
<thead>
<tr>
<th>TfEL Links</th>
<th>DIAF PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Develop deep pedagogical knowledge</td>
<td>1. Quality Teaching and Learning</td>
</tr>
<tr>
<td>1.3 Participate in professional learning communities</td>
<td>2. Curriculum Coherence</td>
</tr>
<tr>
<td>1.6 Design, plan and organise for learning and teaching</td>
<td>3. Improving Learner Outcomes</td>
</tr>
<tr>
<td>4.3 Apply and assess learning in authentic contexts</td>
<td>4. Leading Improvement</td>
</tr>
</tbody>
</table>

**Strategies Used:**

- Implement the whole school agreement about the teaching of reading
- Staff professional development in the Big 6 of reading
- Liaise with Preschools regarding TROLL results for new transition students
- Work with parents and students to set goals about learning, particularly relating to Literacy (Reading)
- Regular discussion, observations and feedback in performance development discussions relating to the teaching of Literacy
- Screen all students’ reading to identify, plan and implement intervention programs as deemed appropriate
- Investigate/ implement appropriate intervention programs (WAVE model of intervention)

**2013 Summary:**

We have made a very contentious effort to focus and develop this literacy priority throughout 2013. We continued to develop Staff’s personal understanding and teaching of reading by providing many opportunities to attend professional develop of the ‘Big 6’ training and of Sheena Cameron’s reading comprehension teaching development. We used our Whole Site Literacy approach to ensure that we are using testing and strategies that are recommended for student development. The Junior primary class have adopted the ‘Jolly Phonics’ Programme into their daily class routines and have started using the computer program ‘Reading Doctor’ for identified intervention students. Within the upper primary classrooms we have continued with the use of the ‘Toe by Toe’ reading intervention program for identified students and we have introduced the Lexile program for all upper students. This program allows all students to be tested and given a reading comprehension level. They then read and try to improve their reading comprehension weekly by reading and testing their understanding. We are seeing impressive improvement in this area for all students.
Priority Two: CURRICULUM AND PEDAGOGIES FOR ENGAGEMENT

Our whole school approach delivers successful implementation of the Australian Curriculum

Facilitate ongoing professional development in the Australian Curriculum and TfEL to ensure greater curriculum coherence (Maths/ English/ Science)

Tfel Links | DIAF PRIORITIES
--- | ---
1.2 Develop deep pedagogical Knowledge | 1. Quality Teaching and Learning
1.6 Design, Plan and organise for learning teaching | 2. Curriculum coherence

Strategies Used:

Completed: ✅ | Developing: ⬤

♦ Plan for staff learning on 2 allocated Pupil Free Days integrating the teaching for Effective Learning framework (TfEL) and Australian Curriculum  
♦ Teachers implement and assess using the Australian Curriculum in English, Maths and Science  
♦ Digital tools support aspects of learning and continue to be a priority for resourcing, teacher training and student utilisation  
♦ Staff Agreements on the use of pedagogical approaches as described in TfEL established  
♦ Individual teachers identify a goal relating to pedagogical approaches to teaching using TfEL as part of their Professional Development Plan

Intervention and support processes ensure equitable access, rigorous planning and strategic implementation at the classroom level. Develop/ document data collection practices to inform future actions (validation recommendation)

Tfel Links | DIAF PRIORITIES
--- | ---
1.4 Engage with the community | 3. Improving Learner Outcome
1.6 Design, Plan and organise for learning and teaching | 4. Leading Improvement
4.3 Apply and Assess learning in authentic contexts

Strategies Used:

Completed: ✅ | Developing: ⬤

♦ Investigate the WAVE model of intervention and implement  
♦ Creation of Individual learning plans for all students and involve parents in ILP process by discussing ILP’s at 3 way discussions  
♦ Assessment/ Recording/ Reporting timeline with key dates including timelines for Self Review  
♦ Continuous cycle review of curriculum, pedagogy and programs based on current research to facilitate improvement
2013 Summary:
This priority has been split into two key areas, Australian Curriculum and Intervention. There has been much work done both through professional learning and putting in place processes and structures. The wave model was a big focus throughout Term 2 and Term 3 in staff meetings and focus meeting times. We have and will continue to monitor and review students understanding to ensure that we are catering for each individual student and their developing needs. Across both of the key areas, the points that we have identified as still continuing to develop are area we believe will forever demand continually improvement to ensure that students are provided with the most updated and current teaching practices and strategies. As a staff we have agreed that we must continue to place focus on the different approaches in the TfEl framework to help improve each students individual’s learning and development.
**Student Achievement**

This year as per our Site Improvement plan, our focus has been on improving reading comprehension and understanding for all students. Staff undertook professional development of reading strategies through the ‘Big 6’ research and Sheena Cameron’s reading comprehension strategy book. We also introduced the Lexilie reading program into the upper primary class.

Students were all tested early in Term 1 and then begun the reading of novels as per the level they were given from their original test. Students look for any progress and development.

The below graph highlights the progress made by students from Term 1 to Term 4. We found that the students that had the higher development scores were those that continually read their lexilie books and were testing their knowledge on a regular base. This data also highlighted the need for us to continue to focus on reading comprehension strategies and teaching throughout 2014.

**Lexilies Reading Development**

![Lexilies Reading Development Graph]

**Term 1:** Term 4:
**NAPLAN**

NAPLAN data can not be displayed as we have a cohort less than 5 in all year levels. This year we had 2 Year 3 students, 2 Year 5 and 1 Year 7 student complete the tests.

Our results were particularly pleasing and have improved from our previous years results. We are above regional and state means in two of the three year levels tested.

The same is to be said with our R-2 running records data. As we don’t have a big enough cohort of students these results cannot be published either. Our running record and NAPLAN data have been included in our ILP’s which were implemented this year and will again be reviewed at the beginning of 2014.

**Student Data**

**Attendance**

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Reception</td>
<td>88.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>62.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.9</td>
</tr>
<tr>
<td>Year 3</td>
<td>98.5</td>
</tr>
<tr>
<td>Year 4</td>
<td>86.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.6</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.8</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
</tr>
<tr>
<td>Total All year levels</td>
<td>91.1</td>
</tr>
<tr>
<td>Total ACARA 1 to 10</td>
<td>91.7</td>
</tr>
</tbody>
</table>

Attendance levels are impressively high at Spalding Primary. For three years in a row now we continue to meet and go above the attendance rate that is set at both regional and state levels. Absences are followed up by class teachers and patterns of absence are followed up by leadership.
Client Opinion

This year Spalding Primary used the DECD Parent and Staff Opinion surveys to measure parents, staff and students opinions of the school. We have as a school collated the data.

All families were given the opportunity to respond through the parent feedback surveys, even if they had not been randomly selected.

Parent Opinion Surveys
Parent feedback through parent opinion surveys was extremely positive. Almost 100% of the surveys returned indicated parents Agreed or Strongly Agreed to the questions asked in regards to Quality of the Teaching and Learning, Relationships and Communication, Support of Learning and Leadership and Decision making.

Written comments on Parent Opinion Surveys read:

“High quality and very informative School”.

“Positive and effective at all times”.

“We are always made to feel welcome at the School and all of our issues are always heard and dealt with promptly.”

“The School is always open and transparent when deciding programs or events at the School. They generally ask parent opinions on things regularly also”.

“The Teachers and Staff are always very approachable and open to discussions regarding our child’s learning”.

“Spalding Primary has a lovely vibe of happy, dedicated staff and a supportive parent body”.

“Spalding Primary’s leader and dedicated staff run a brilliant school”.

“As Parents, we could not find a better School for our children to attend, could not ask for a better education than that provided at Spalding Primary School”.

Student Opinion Surveys

Quality of Teaching and Learning
A majority of students (93%) up on (88%) from last year believe class activities are interesting and help them learn. 93% of students believed teachers know what they can do at school, understand how they are doing and that they like the kinds of subjects they are learning at school. 100% of students reported that they like learning at this school.

Support of Learning
100% of students believed that teachers had high expectations of them in regards to their learning and their behaviour and that staff looked after their safety and well-being. 100% (up on 94%) of
students believe the library is well resourced, their teachers helped them when they didn’t understand, the school is well cared for and there are lots of things to play with at recess and lunch.

Relationships and Communication
100% of students agreed that they were helpful of others when they needed it; they could easily talk to teachers when they needed to and that they were happy to be at School. As staff we decided a development point for us would be to encourage students to try new things and feel ‘safe’ to make a mistake (currently sitting at 85%).

Leadership and Decision making
100% of students agreed that the school is well organised this year. (71%) of students agreed they were involved in making decisions about some of their education and that there were a number of ways they could be involved in decision making about the school.

Staff Opinion Surveys
Staff opinion surveys were particularly pleasing. All staff Agreed or Strongly Agreed with all questions asked in the Quality of Teaching and Learning, Support of Learning and Leadership and Decision making. Almost all areas of Relationships and Communication staff Agreed or Strongly Agreed to, with two of the questions being neutral from one respondent.

Spalding Primary has a strong and proud history of continuous improvement, all of the surveys were particularly pleasing to see and have also given us areas to further develop and strengthen for next year.

Staff

Teacher Qualifications
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
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<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
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<tr>
<td>Post Graduate Qualifications</td>
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</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.
Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<td>2.20</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>3</td>
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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>$1000.00</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$2392.73</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$8629.62</td>
</tr>
<tr>
<td>4 Other</td>
<td>$12237.78</td>
</tr>
</tbody>
</table>
Annual Report Verification

This annual report provides the community and the Chief Executive and the Department for Education and Child Development with the important information on aspects of the operation of our School.

Copies of the report will be made available to

The Chief Executive
The School Community
All members of the Governing Council
The District Director

The annual report is one significant way in which our School meets accountability requirements.

This report is signed below by the Principal and the Chair Person of the Governing Council to signify that it represents an accurate account of the operations of the Spalding School and that it complies with the requirements for the preparation of annual reports.

Principal: Jessica Abraham
Governing Council Chairperson: Ben Sommerville
CONTENTS

Context..................................................................................................................1

2013 Highlights...............................................................................................2

Report from Governing Council....................................................................3

Report from Play Centre Director.................................................................5

Site Improvement Priorities............................................................................7

Priority One: Literacy Reading

Priority Two: CURRICULUM AND PEDAGOGIES FOR ENGAGEMENT

Student Data..................................................................................................10

Opinion Surveys............................................................................................12

Teacher Qualifications..................................................................................13

Financial Report............................................................................................14