At Spalding Primary School we value:

* RESPECT  * EXCELLENCE  * SAFETY

Annual Report

2012
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. 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 potential.

Our students are involved in fitness programs, regular skill-based PE lessons, after school team practices, and games (tennis, football, netball, basketball, table tennis and lawn bowls). We strongly believe that positive learning is best achieved if a strong and positive partnership exists between home and school. Therefore parents are encouraged to make regular contact with their child's teachers.

An on site Play Centre provides two sessions a week for children from birth to 5 years. These sessions are provided by an Early Childhood Worker. 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 and Sports Day being annual events.

The school runs a number of whole school programs which include SRC, a vegetable garden, wheels days and Billy cart races.

SRC is held fortnightly and is attended by all students. Elections are held twice a year where students vote for office bearers. We believe clear communication between home and school is vital for your child's best possible development, so we encourage parents and caregivers to take advantage of opportunities to be involved in the school's activities. We are always happy to discuss any issues or concerns you may have.
2012 Highlights

♦ The Parent information evening being well attended by nearly every family
♦ Updated school policies (behaviour, anti-bullying, well-being and Sun Smart)
♦ Whole site approach and school reading agreement
♦ Book week celebrations at Spalding with a visit from children’s authors David and Christine Harris and also Olympic medalist Deisrae Baynes
♦ Science day at Booborowie Primary
♦ Harmony day at Koolunga (African drumming)
♦ Whole school camp to Adelaide
♦ Visit to Jamestown Community School for OPAL performance, Think Feet First
♦ Successful application for a CPSW grant and subsequently Mr David Thompson appointed as CPSW worker
♦ Wheels day
♦ Billy Cart night
♦ SAPSASA competitors
♦ Swimming
♦ Staff professional development days on the Australian Curriculum
♦ New computers in classrooms equipped with learning programs and introduction of trial of iPads
♦ Introduction of Mathletics
♦ Governing Council fundraising and working bees were a huge success and a huge amount was raised
♦ School performance for Red Cross
♦ School visit to the bowls club
♦ New updated newsletter (school branding)
♦ Our Year 7 attending Canberra camp and Young Leaders day
♦ Introduction to and training in Jolly Phonics for staff
♦ Community concert

Report from Governing Council

It is with pleasure and great satisfaction that I present this year’s annual report for 2012. At this time last year our committee was faced with the uncertainty of not only having not secured a principal for 2012 but also tightening budget constraints. In December we were fortunate to have Ilia Tsoutouras appointed for a twelve month contract as principal of our school.

Ilia has injected energy, ideas and resourcefulness with his approach to the school at a business level. This year has seen our school come well within our financial budget even with some extra expenditure on new computer equipment. As teacher and teacher coordinator he has used and involved everyone from staff, students and parents to put our school at a level that I feel we can be very proud. Of particular note is that Ilia with the help of staff and feedback from parents has set up for all students specifically individualised learning plans. I would like to thank Ilia for his efforts and thank him for the way he has worked with governing council always communicating very openly any ideas or concerns. Ilia approaches everything with the mindset that we can always do better. Measurement and targeted teaching are now recognized terms at this school.
I would like to welcome Jess Abraham and wish her well on her five year appointment. Her role is very diverse at a small school like ours with management of people, budgets, policies and teaching requiring attention every day. Good luck Jess.

While thanking people I would also like to thank Sue Scott, Sarah Ramsdall, April Matters, Kerrin Abbot, Sandra Gresch, Maria Tohlke and our financial officer Sonya Wohlfeil. Also thank you to Play centre staff during the year Claire Longbottom and Sandra Gresch. The play centre continues to be I feel the key to the future of our school. Thanks also to Peter Shane as grounds person Jane Owens as cleaner and Meredith Wilsdon for providing a wider range of curriculum for our students. Also welcome to our new CPS worker David Thompson.

Spalding Primary School has once again had an excellent year with the great range of activities provided for students not only school work but activities such as Billy carts, camp to Adelaide, Student SRC, end of year concert, Parent Information nights and combined days with other schools encompassing learning and sport at different times.

Governing Council has been very busy during this year not only with Fundraising but also the adoption of several updated policies and working bees to keep the school in shape. Working bees trimmed trees, fixed pipes erected signs, cleaned gutters and restored benches. Thanks to Colin Goode for coordinating these.

Special Thanks to Ben Sommerville who has put extra time into attending the panel process for principal selection and his role as treasurer. Finally thanks to my other Governing Councilors Secretary Darren Longbottom, Facilities Officer Colin Goode, Sonya Wohlfeil, Judy Shapley, Amanda Gerritsen, Megan Williams and Trevor Kreisel as community rep.

Keep the great work up.

Darren Longmire

Chairperson Spalding Primary School
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

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)

2012 Summary:

There has been much work this year in our whole school approach to improving the quality of our reading program. We have developed a Whole Site Approach to reading that is inclusive of strategies to be used in the class as well as recommended testing for and of student learning. We have adopted the Jolly Phonics programme in the Junior Primary class and have also purchased programs such as the Reading Doctor and Toe by Toe. We have made a commitment to the Lexile framework in order to match readers to books.
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**

<table>
<thead>
<tr>
<th>DIAF PRIORITIES</th>
<th>TFEL LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality Teaching and Learning</td>
<td>1.2 Develop deep pedagogical knowledge</td>
</tr>
<tr>
<td>2. Curriculum Coherence</td>
<td>1.6 Design, plan and organise for learning and teaching</td>
</tr>
</tbody>
</table>

**Strategies Used:**

- 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**

<table>
<thead>
<tr>
<th>DIAF PRIORITIES</th>
<th>TFEL LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Improving Learner Outcome</td>
<td>1.4 Engage with the community</td>
</tr>
<tr>
<td>4. Leading Improvement</td>
<td>1.6 Design, plan and organise for learning and teaching</td>
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<td></td>
<td>4.3 Apply and assess learning in authentic contexts</td>
</tr>
</tbody>
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**Strategies Used:**

- 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 cyclic review of curriculum, pedagogy and programs based on current research to facilitate improvement

2012 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. These will need to be reviewed again in 2013.
Student Achievement

This year we had a focus on persuasive writing. Staff undertook professional development in understanding the marking rubric and guidelines. We took baseline data of all Year 3-7 students in early term one and also at the end of term two to measure student growth in Audience, Text Structure, Ideas, Persuasive Devices, Vocab, Cohesion, Paragraphs, Sentence structure, Spelling and Punctuation.

It has been highlighted that from the data collected we didn’t get as much growth as we would have liked in the Spelling aspect. When further interrogated, the data reflects not enough use and proof of difficult words in writing. There has been an emphasis with our Year 3 and above cohort of students to expand their vocabulary.

![Persuasive Writing Data](image)

**Persuasive Writing Data**

- **Audience**
- **Text Structure**
- **Ideas**
- **Persuasive Devices**
- **Vocab**
- **Cohesion**
NAPLAN data can not be displayed as we have a cohort less than 5 in all year levels. This year we had 3 Year 3 students, 1 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 2013.
# Student Data

## Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Reception</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>95.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>98.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.0</td>
</tr>
<tr>
<td>Year 5</td>
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<td>Year 6</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 7</td>
<td>96.0</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>95.0</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>95.0</td>
</tr>
</tbody>
</table>

Attendance this year has improved from last year and marginally improved from 2010. Absences are followed up by class teachers and patterns of absence are followed up by leadership.

## Client Opinion

As a school we had chosen in the past not to use the DECD surveys and had created our own. This year Spalding Primary used the DECD Parent and Staff Opinion surveys and a school designed student survey to measure parents, staff and students opinions of the school. We have as a school collated the data.

All families were invited to respond through the parent feedback surveys as they were sent out with a newsletter. We have also included ‘Parent Feedback’ forum to editions of our newsletter throughout the year.

**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;

“Very happy with the direction of the school in the past 12 months.”
“I believe the school should be proud of its uniform and duly enforced.”
**Student Opinion Surveys**

**Quality of Teaching and Learning**
A majority of students (88%) up on (77%) from last year believe class activities are interesting and help them learn, with (12%) responding that they didn’t know. (94%) of students believed teachers make learning interesting, that they are learning a lot at school and that teachers clearly explain what students are learning.

**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. (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**
Over 80% of students agreed that they learnt about other cultures, they liked trying new things, they were helpful of others when they needed it, they could easily talk to teachers when they needed to and that their work was marked so they knew how they were going.

**Leadership and Decision making**
94% of students agreed that they were able to make decisions about school and class rules. (77%) 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 next year.
Accountability

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>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>4</td>
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<tr>
<td>Post Graduate Qualifications</td>
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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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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</tr>
<tr>
<td>Persons</td>
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<td>3</td>
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Financial Statement

Income by Funding Source

<table>
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<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$750.00</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$2531.76</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$4114.50</td>
</tr>
<tr>
<td>4 Other (fundraising)</td>
<td>$3660.00</td>
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