Spring Hill Public School
Annual Report

2015
Introduction
The Annual Report for 2015 is provided to the community of Spring Hill 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.

Ann Marie McAnulty
Principal

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Spring Hill  2800
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Phone: 02 6365 5259

Message from the Principal
As Principal of Spring Hill Public School I continue to be extremely proud of the many outstanding students achievements and the opportunities provided by our innovative school programs and initiatives.

Our amazing dedicated staff set high expectations for their students and achieve outstanding results. Our success is a result of teamwork and I have enjoyed working closely with the P&C and admire their enthusiasm and the support they offer our students.

2015 was a highly successful year for all students, staff and community.

Spring Hill Public School staff works tirelessly to ensure all students have every opportunity to succeed and reach their full potential.

Students had the opportunity to achieve in many areas including:

- Individual reading/fluency programs
- Pleasing NAPLAN results
- Robotics Program
- OSSA School Spectacular
- OSSA Sporting Events including swimming, athletics, cross country and individual sporting teams
- State representation in swimming and athletics with PP5 relay teams
- National representation for one student in athletics
- Live Life Well
- Schools fruit and vegetable Program which included garden activities
- Swimming program in Terms 1 & 4
This year has been very productive and enriching with many highlights and successes to celebrate. The support and assistance of our parents and the community has been an essential component of a welcoming productive school.

The support and hard work of our P&C has been much appreciated and ensured contributions to Music Program and employment of specialist teacher every Thursday. Each and every staff member in our school is significant to the development of each student. It is the value placed on each individual who influences our schools progress and development.

School vision statement

At Spring Hill Public School, we believe in “Striving for Success” within an inclusive environment so that students reach their true potential and become confident, creative individuals, who are prepared to embrace 21st century changes to build our community for today and tomorrow.
School context

Spring Hill Public School is situated in the centre of the Spring Hill village which is approximately 20 kilometres from the City of Orange. Our school was built in 1876, our school and community can be proud of the progress achieved and excellent amenities now available for students. Pupils are given every opportunity to compete equally with students at larger city schools whilst still enjoying their rural lifestyle and small class sizes.

The school provides a dynamic and caring educational environment in which all students’ access quality educational programs within a varied and balanced curriculum. In recent years major initiatives in the areas of literacy, numeracy, student well-being, technology, sport and creative arts, has brought about widespread recognition of excellence within the school and the wider community.

The school maintains a culture which is based upon continuous improvement and quality service. The school staff continually enhances students’ educational opportunities with the assistance of a highly interested, committed parent body & community.
Self-assessment using the School Excellence Framework

Spring Hill Public School is dedicated to delivering quality teaching and learning programs as a whole school. All staff dedicated to improving outcomes for all students in all KLAs. Our focus in 2015 was Literacy & Numeracy skills to be successful 21st Century learners. The school, in conjunction with three other local small schools, gained a rural and remote grant which enabled our school to employ an instructional leader in the area of writing. The focus is the enhancement of students’ outcomes in literacy. Results so far have been positive and student writing has improved through quality teacher delivery and programming.

Spring Hill Public School has initiated a robotics program and has been fortunate to work with Sharon Cloete who has professionally developed teachers and students in Robotics. Interested students have the opportunity to work in small groups each week with Mrs Carter.

All students are involved in sporting programs at school as well as competing in OSSA team sports and carnivals. Our PPS relay in swimming and athletics has participated at state level for the past 11 years.

Our self-assessment process will further assist the school to refine the strategic priorities in the School plan leading to further improvements in the delivery of education to our students.

Spring Hill Public School ensures that all school programs address the needs of every student every day.

**Strategic Direction 1**

The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners.

**Purpose**

- To support all students to become competent and creative learners ensuring they reach their individual full potential.
- To develop whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.
- To share collaborative school programs with other schools increasing teacher and student capacity for 21st century learning including WOW program with Cudal, Mullion Creek, Cumnock & Euchareena.

**Overall summary of progress**

Whole school staff was professionally developed in using PLAN. Staff had regular meetings to discuss planning, programming and ongoing collection and monitoring of student progress. From these meetings, adjustment of individual learning plans and input from specialists ensured ILP’s were current and effective. Regular communication with parents and negotiation of ILP’s was implemented in Term one and continued throughout the year.

Spring Hill Public School had no students in Year 3 in 2015 and a small cohort in Year 5. Most students showed an overall improvement in both Literacy and Numeracy.

Teachers were involved in a rural and remote initiative organised by our school to improve teacher quality.
in the teaching of writing. Students writing samples demonstrate an improvement in writing of narrative and persuasive texts.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To support all students to become competent and creative learners ensuring they reach their individual full potential. [Insert text here]</td>
<td>Another 10 iPads were purchased to complement our teaching and learning programs. Employment of specialist teacher to professionally develop students and staff on Robotics. Staff member attended Robotics Course at Macquarie University as part of her professional development.</td>
<td>$15,200.00</td>
</tr>
<tr>
<td>To develop whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.</td>
<td>Ipad resources were purchased to assist in Key Learning Areas along with multiple copies of quality novels for guided reading. Students attended workshops in Art at the Orange Art Gallery. Paul Stafford conducted writing workshops via VC for students in year 2-6. Music Program Employment of casual teachers to assist with the implementation of these dynamic learning programs.</td>
<td>$200.00 $5882.00</td>
</tr>
<tr>
<td>To share collaborative school programs with other schools thereby increasing teacher and student capacity.</td>
<td>Staff attended professional workshops in the WOW initiative, literacy (L3) workshops and professional development activities in technology and PD/ PE and Health. Consultants were employed to enhance learning opportunities for students and for professional development of teachers. Paul Stafford provided VC sessions at a subsidized rate whilst Writers Out West was funded by a Rural and Remote Grant.</td>
<td>$2500.00</td>
</tr>
</tbody>
</table>

**Next steps**

- Spring Hill Public Schools Robotic and Technology Program will continue to be a priority. A mentoring program has been initiated between technology staff and students from Canobolas Rural Technology High School and Spring Hill Public School students.

- Spring Hill Public School will be purchasing Beebots to implement in the infants classroom to introduce coding and ensure Robotics is a whole school program.

- Continue with professional development in the area of writing through the Rural and Remote initiative: WOW. This involves the use of an instructional leader to guide and develop teachers in programming and delivery of quality lessons. The instructional leader will also guide and develop students’ writing in a classroom situation. Regular publication of students’ writing in weekly school newsletters and CWD when appropriate.

- Regular writing workshops with Paul Stafford via VC to develop writing techniques and improve literacy results.
Strategic Direction 2

Lead whole school practices enabling all students to be highly engaged in schooling, emotionally aware and technologically competent.

Purpose

- Build leadership skills to improve student engagement in a positive school environment.
- To improve students social and emotional wellbeing.
- To continue positive partnerships with parents and community.

Overall summary of progress

Spring Hill Public School is a leader in the Creative and Performing Arts. Spring Hill initiated, planned and organised the OSSA Small School Spectacular in 2015.

- Students were actively involved in a multitude of learning experiences and workshops run by specialists across all KLA’s.
- Our school staff were involved in the Pre2 Collegial Network for professional development.
- Spring Hill is regularly involved in the OSSA (Orange Small Schools Association) network of schools.
- Spring Hill administration staff is involved with professional development and support of other small schools colleagues.
- All staff had the opportunity to engage and develop their professional learning and share their areas of expertise.
- Spring Hill Public School has an open door policy for all community members.
- A very strong partnership exists between Spring Hill and the local community. This has been achieved through;
  - Welcome BBQ at the beginning of every year
  - Support from the local Progress association and local businesses
  - Orange Ex-Services Club library grants for school resources.
  - Financial support from Orange Credit Union for the Robotics Program
  - Woolworths donation of fruit and vegetables twice a week
  - Grant from Cadia Mines for improvements to Kids Kitchen
  - CSU students donation towards improved student fitness

Evaluation Plan:

All students participated in OSSA Schools Spectacular held at the Orange Civic Theatre with several students selected for singing and dancing ensembles. One student was also selected for a starring role on the stage.

An increased number of students participated in the OSSA Swimming Carnival due to weekly swimming lessons funded by Sporting Schools Grant.

All students participated in daily fitness sessions as part of our Fundamental Movement Program. Students showed increased fitness and development of athletic skills as demonstrated at the OSSA Athletics and Cross Country.

Students competed in the Junior Robocup Relay competition held at CSU Bathurst.
## Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve students social and emotional wellbeing.</td>
<td>All students confidently participated in a variety of activities including the Small School Spectacular, Orange and Wellington Eisteddfods, NAIDOC Speeches, Premiers Spelling Bee.</td>
<td>$750</td>
</tr>
<tr>
<td>To develop technologically competent students.</td>
<td>New Ipad s and appropriate apps were purchased to enhance learning opportunities in the classrooms. All primary students participated in touch typing program twice a week which was tracked online.</td>
<td>$9114.90</td>
</tr>
<tr>
<td>To build leadership skills to improve student engagement in a positive school environment.</td>
<td>All Year 6 students ran weekly assemblies, organized equipment for morning fitness program and lead school based activities on a regular basis. Year 6 students were involved in regular transition activities to high school.</td>
<td>$0.00</td>
</tr>
<tr>
<td>To develop individual professional learning plans with staff to support all staff in meeting educational needs of students.</td>
<td>Staff attended Professional Development in robotics and coding at Macquarie University in Sydney. Spring Hill staff were involved in the Writers Out West initiative that was developed to employ an instructional leader to enhance the teaching of writing and improve student outcomes in the area of writing. Staff took the opportunity to attend workshops Live Life Well, Vision Support, Week of Taste, Science &amp; Tech History &amp; Geography, Support Students with Disabilities, AustSwim and L3.</td>
<td>$2300.00</td>
</tr>
</tbody>
</table>

## Next steps

What are the next steps required for 2016 to ensure Strategic Direction 2 is successfully implemented?

Spring Hill Public School professional development will be driven by staff Professional Learning Plans highlighting the areas of Literacy and Numeracy. This will involve the early Stage 1 / Stage 1 teacher Continuing with L3 in 2016.

Support release teacher in Professional development of OLIVER (Library).

Continued professional development on Robotics, Coding and iPads in the classroom for all staff.

Continue the school’s close association with Pre2 and OSSA to be involved in professional development programs for teachers to complement our school’s management plan. This association also provides leadership and networking opportunities for our students across all learning areas.

Staff will have the opportunity to be exposed to and involved in LMBR processes preparing them for future changes in administration and finance for schools. Anticipated rollout of the new system is 2017.
Strategic Direction 3
The school will prepare staff and community members for the successful introduction of LMBR system and investigate upgrade of administration facilities

Purpose
- To introduce staff to new LMBR systems (SALM: Student Administration, Wellbeing, Student Management and Student History), (SAP: Finance and HR/Payroll) and Oliver (Library).
- To prepare for transition to the new LMBR program.
- To develop staff confidence and skills when using the new systems and adapt to the changed business processes. To focus financial resources to improve student learning outcomes.

Overall summary of progress
Spring Hill Public School Principal and SAM have been involved in several professional development workshops focusing on Core Financial Management and Local Schools Local Decisions.

The school submitted an application for a wet weather shed to be jointly funded with DET. Money has been allocated in the school budget for this project.

<table>
<thead>
<tr>
<th>Progress towards achieving improvement measures</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improvement measure (to be achieved over 3 years)</strong></td>
<td><strong>Progress achieved this year</strong></td>
</tr>
<tr>
<td>Staff engagement in LMBR training and its implementation. Replacement of administration programs for easy implementation of LMBR.</td>
<td>School principal and Administration manager involved in core financial management workshops as well as Local Schools Local Decisions workshops.</td>
</tr>
<tr>
<td>Engage with P&amp;C and appropriate DEC directorates to investigate purchase and installation of Wet Weather Shed</td>
<td>Application for joint funding of Wet Weather Shed sent to DET</td>
</tr>
</tbody>
</table>

Next steps
Further investigation on funding for wet weather shed to be continued in 2016.
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>All primary ATSI students had the opportunity to participate in the NAIDOC speeches Day. All students participated in a NAIDOC games and Arts Day in Term 4. All ATSI students had an ILP and additional support where needed</td>
<td>$3857.00</td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Targeted students support for refugees and new arrivals</strong></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td>Students identified needing financial support were assisted by the school in the purchase of uniforms, attendance at excursions and subsidise fees to attend the National Athletics Carnival.</td>
<td>$1018.00</td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>Extra staff were employed to support individual students -</td>
<td>$18537.00</td>
</tr>
<tr>
<td><strong>Support for beginning teachers</strong></td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning and Support</strong></td>
<td>Teacher salaries and Aid paid from global budget to employ teacher to assist as a classroom teacher in the area of Literacy and Numeracy Principal Release This works out at one and a half days casual pay per week.</td>
<td>$24,000.00</td>
</tr>
</tbody>
</table>
Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile (mandatory)

![Enrolments graph]

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

### Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Professional learning and teacher accreditation
All staff attended professional development courses that related to the key target areas of the school plan and individual interests.

Throughout 2015 staff members were involved in the following professional development;

- CPR
- Anaphylaxis training
- Child Protection
- Code of Conduct
- L3
- WOW –Writers Out West
- Austswim
- Stephanie Alexander Kitchen Program
- Robotics Program at Macquarie University
- Oliver

### Class sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY</td>
<td>4</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>8</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFANTS</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>10</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5</td>
<td>19</td>
</tr>
</tbody>
</table>

### Workforce information
Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition (mandatory)

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.252</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
</tbody>
</table>
Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary 30/11/2015

Income

Balance brought forward 148331.83
Global funds 74154.03
Tied funds 83264.64
School & community sources 0.00
Interest 3427.36
Trust receipts 7003.50
Canteen 0.00
Total income 360628.64

Expenditure

Teaching & learning
Key learning areas 37190.25
Excursions 14341.71
Extracurricular dissections 9523.85
Library 0.00
Training & development 410.00
Tied funds 39948.41
Casual relief teachers 54035.40
Administration & office 24059.48
School-operated canteen 0.00
Utilities 10219.62
Maintenance 1454.05
Trust accounts 2168.51
Capital programs 0.00
Total expenditure 193351.28
Balance carried forward 167277.36

School performance

School-based assessment

Spring Hill Public School takes great pride in the many amazing achievements of all of its students. The school belief – “One in all in” ensures all students participate in all areas of school life and celebrate their individual and group successes together.

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.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2015 Spring Hill Public School had no students in Year 3. The following information is for students in Year 5

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>468.3</td>
<td>470.5</td>
<td>494.3</td>
</tr>
<tr>
<td>4</td>
<td>0.0</td>
<td>25.0</td>
<td>0.0</td>
</tr>
<tr>
<td>5</td>
<td>25.0</td>
<td>28.0</td>
<td>28.0</td>
</tr>
<tr>
<td>6</td>
<td>50.0</td>
<td>20.0</td>
<td>24.0</td>
</tr>
<tr>
<td>7</td>
<td>0.0</td>
<td>13.5</td>
<td>8.7</td>
</tr>
<tr>
<td>8</td>
<td>0.0</td>
<td>20.9</td>
<td>18.7</td>
</tr>
<tr>
<td>9</td>
<td>15.9</td>
<td>15.9</td>
<td>15.9</td>
</tr>
</tbody>
</table>

NAPLAN - Numeracy

In 2015 parents, staff and students were surveyed in relation to the programs offered to students at Spring Hill Public School.

Students

All students indicated they enjoyed the programs the school had incorporated. Some comments were;

- “I enjoy our Robotics program, I like to build the Lego robots”
- “I am enjoying learning how to make the robots work”

Staff

Staff indicated that they felt our Robotics program needed to be extended to involve our younger students.

- “I would like to see the purchase of BeeBots” for the younger students to be taught programming”

Parents

45% of our parents surveyed thought their students were engaged in our technology program. Parents would like to see the Robotics Program extended to include younger students.
• “I would of loved programs like this when I was at school.”

Policy requirements

Aboriginal education

Aboriginal Education has been integrated in all teaching and learning programs with special emphasis on HSIE. The school is committed to the development of cultural awareness and promoting Aboriginal history to students – indigenous and non-indigenous. Spring Hill Public School also held the NAIDOC Speeches Day for the Orange area.

Multicultural Education and Anti-racism

Multicultural and Indigenous Education

Multicultural and Indigenous Education at Spring Hill Public School encourages children to understand different cultures and develops a sense of identity. Spring Hill supports children’s learning about their community and living in a multicultural society.

Multicultural education is incorporated into the KLA’s through literacy themes and the creative/performing arts.

All staff have a solid understanding of the anti-racism policy. Mrs Marriott is the Anti-racism Officer at Spring Hill Public School.

Students at Spring Hill Public School were exposed to and able to learn from, a range of multicultural activities. The study of other cultures around the world is taught as part of our HSIE program in all stages and the integration of News from Around the World via the Smartboard, encourages students to be globally aware and have an appreciation of their own culture. Tolerance of other cultures which differ from our own is stressed and differences are valued. Our school endeavors to recognize other cultures and National days. Spring Hill students are also involved in Harmony Day each year.

Other school programs

Premiers Spelling Bee

Three students competed in the students competed in the Premiers Spelling Bee held at Raglan Public School. Aaron, Lily and Finley competed for Spring Hill Public School.

Robotics

Spring Hill Public School received some funding from the Orange Credit Union to expand our Robotics Program in 2015.

Senior students competed in the Robotics Competition at CSU in Bathurst with the help of Mrs. Cloete and Mrs. Carter.

Scattered Bones Writing Workshop

All students in the primary classroom took part in the Scattered Bones Writing Workshops which were done by VC with Paul Stafford.

Other Achievements

Sport

OSSA Swimming Carnival

Another action packed year with students participating in a variety of sporting activities. The year started with the OSSA Swimming Carnival in Orange with Spring Hill winning the Percentage Trophy. Spring Hill had 16 students competed at the carnival.

Liam McDonald was named Junior Boy Champion. Our PP5 Relay Team of Liam, Jordan, Joseph & Flynn (Reserve Zali) qualified for the Regional Carnival in Dubbo and also the State Swimming Carnival at Homebush. This successful team came 18th in the State.
OSSA Athletics

The OSSA Athletics Carnival was also held in Term 1 with most students competing at the carnival. Spring Hill won the Percentage Trophy for this event. We had 8 students qualify for the District Carnival with our PPS relay team also qualifying for the Regional Carnival at Dubbo. Our PPS relay team went on to compete at Homebush State Athletics Carnival. The team consisting of Sharna, Nathan, Liam, Mackenzie & Ki.

Mackenzie and Ki were also in the OSSA Junior Girls relay team who ran at state.

OSSA Cross Country

In the OSSA Cross Country Spring Hill Public School participated enthusiastically and most students improved their placing’s from the previous year. Nine students placed in the top ten at the event with three students qualifying for the District Cross Country.

May Cup

The May Cup was held again this year with Spring Hill students competing against students from Spring Terrace and Euchareena Public Schools. Students competed in both athletics in Term 1 and swimming in Term 4, with Spring Hill students winning both carnivals.

Tenpin Bowling

All students were involved in our Tenpin Bowling Program which was run in Term 3. This program was funded by Sporting Schools.

Primary Excursion – Sydney

Most primary students travelled to Sydney in Term 4. Students from Mullion Creek Public School joined Spring Hill for this excursion.

Students were involved in activities at Wet’n’Wild, visits to Hyde Park Barracks and the Sydney Museum, a ferry ride to Manly, dinner at Chinatown and surfing at Long Reef.

Transition Program

Transition for student’s ages 4 to 5 years was held every Tuesday. Six students were involved in the program.

Tree Planting

Mrs. Carter organized a planting day with Bunning’s to redo our vegetable garden.

Apple Art

All students created apple art items for the Orange Apple Show.
Eisteddfods
All students competed in the Orange and Wellington Eisteddfod’s in both group and individual sections. Students competed in Verse Speaking, Dance and Choir.

Excursions
Students were also involved in the following excursions;
T20 Cricket, Orange Art Gallery, Youth Olympics, Football clinic.

Creative Arts
The Small School Spectacular has provided students with a diverse and challenging range of learning opportunities. All students have been actively engaged in a variety of learning experiences including music and dance implemented by specialist teachers. This year Spring Hill performed in the Small School Spec with 10 other small schools. Students were given the opportunity to help write the script, perform in selected ensembles, and also perform with their school group on the stage.

Junior Press
Students in Year 6 competed in a local newspaper competition where they had to design a advertisement for a local Orange business.