

Smithtown Public School Annual Report



2016



3075

Introduction

The Annual Report for 2016 is provided to the community of **Smithtown** 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.

Toby Coleman

Principal

School contact details

Smithtown Public School

Cannane St

Smithtown, 2440

www.smithtown-p.schools.nsw.edu.au

smithtown-p.School@det.nsw.edu.au

6567 4529

Message from the Principal

2016 was a significant year for Smithtown Public School, my staff and I have continued to build on the success of our achievements. We have remained focused on refining our strategic directions to provide quality education for the community of Smithtown based on our core principles of innovation, opportunity and success. We continually strive to ensure learning occurs in an environment that is caring, welcoming and collaborative. I wish to express my sincere gratitude to all members of our learning community, particularly the staff for their dedication and commitment to continuous improvement. I would also like to recognise and especially thank the P&C under Rick Brown's Presidency for its amazing support and financial contributions. Partnerships with our local community have remained a focus with the purchase of the Lower Macleay schools' bus which facilitates the before and after school care program and transport to extra curricula opportunities. Our combined fete with the Lower Macleay Preschool, Kinchela and Gladstone Public schools has consolidated a cohesive commitment to education in the Lower Macleay.

School background

School vision statement

Smithtown Public School engages students, parents and the community in a shared learning journey. We empower students to be safe, responsible and respectful global citizens who display empathy, resilience and self-belief.

Staff are committed to constantly improving their professional practice through implementing current pedagogy. Mentoring conversations aligned to an evidence based approach informs all teaching and wellbeing decisions.

We aim to develop students who are thinkers, who are aware of their own learning and can make adjustments to their own learning to achieve success.

We will create an environment where students, their parents and community members are supported and encouraged to promote and maintain mental and physical well-being.

School context

Smithtown is a small rural school with a diverse range of learners within each stage. Staff ranges from experienced through to new scheme teachers, all with a great deal of enthusiasm and commitment to providing quality educational opportunities within the planning and implementation. The staff has been involved in ongoing professional learning relationships with other networks that enable constant analysis of outcomes to target teacher and student learning according to need.

We have 2 permanent and 3 temporary staff members. This year we will recruit for a full time teacher. All except one of the staff have been here less than 2 years. There are no retirements approaching and no active transfers.

We are also part of the Early Action For Success initiative which has provided funding and staffing. The majority of this money is spent on wages for SLSO's (School Learning Support Officers) and teachers to support the wide range of students needs.

We have a strong commitment to professional learning and mentoring with the principal and our instructional leader guiding these processes in the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that on Tuesday 23rd August 2016 our school participated in external validation.

The results of this process indicated that in the School Excellence Framework domain of Learning the school is

Learning Culture: delivering

Wellbeing: delivering

Curriculum & Learning: delivering

Assessment & Reporting: sustaining and growing

Students, performance Measures: On Tuesday 23rd August our school will participate in external validation. In preparation for this meeting the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence. The results of this process indicated that in the School Excellence Framework domain of Learning the school is

Learning Culture: delivering

Wellbeing: delivering

Curriculum & Learning: delivering

Assessment & Reporting: sustaining and growing

Students, performance Measures: delivering

Overall: Delivering

The school leadership team demonstrates instructional leadership promoting and modelling effective evidence based practise. This is achieved through weekly staff training in professional development linked back to the school plan, and regular mentoring with the principal and instructional leader. Teachers clearly understand and utilise assessment for, of and as learning in determining teacher directions, school performance levels and effectiveness. We have processes in place that provide formal mentoring and coaching to improve teaching and leadership practise. Teachers draw on and implement evidence based research to improve their performance and development. Our Instructional Leader brings a wealth of uptodate knowledge around the teaching of early literacy and numeracy that is supported by the principal and teachers. The school staff engages in ongoing professional learning in current literacy and numeracy pedagogy

The results of this process indicated that in the School Excellence Framework domain of Teaching the school is

Effective classroom practise: sustaining and growing

Data Skills & Use: delivering

Collaborative practise: sustaining and growing

Learning and development: delivering

Professional standards: delivering

Overall: Delivering

Teaching Elements The school leadership team demonstrates instructional leadership promoting and modelling effective evidence based practise. This is achieved through weekly staff training in professional development linked back to the school plan, and regular mentoring with the principal and instructional leader. Teachers clearly understand and utilise assessment for, of and as learning in determining teacher directions, school performance levels and effectiveness. We have processes in place that provide formal mentoring and coaching to improve teaching and leadership practise. Teachers draw on and implement evidence based research to improve their performance and development. Our Instructional Leader brings a wealth of uptodate knowledge around the teaching of early literacy and numeracy that is supported by the principal and teachers. The school staff engages in ongoing professional learning in current literacy and numeracy pedagogy.

The results of this process indicated that in the School Excellence Framework domain of Leading the school is:

Leadership: Delivering

School planning: Delivering

School resources: Delivering

Management practises: Delivering

Overall: Delivering

At Smithtown, links exist with other community of schools, other educational providers, and other organisations to support the school's programs, such as our local preschool, the Macleay Educational Community of Schools, and relevant government agencies such as Family Referral Service and FACS. There is broad understanding of and support for school expectations and aspirations for improving student learning across the school community. Further work is required to make staff more aware of our mile stones within each of the strategic directions in the school plans. The use of school facilities is optimised within the local community to best meet the needs of students and the local community. This includes relationships with the preschool, the local bowling club and local sporting clubs including the PCYC and afterschool care. In management practices and

process we supply opportunities for regular feedback on school practises and procedures including regular P&C meetings, surveys and informal conversations with all staff.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching

Purpose

To increase opportunities for all staff, teachers, SLSO and administrative staff to engage in targeted professional learning that supports school priority areas and their own personal learning plans. As well as increasing staff capacity to mentor and goal set across our school networks in the areas of leadership, teacher practice and student goal setting.

To ensure staff have the opportunity to accredit with the National Standards for Teachers and the principal with the National Standards for Principals.

Inclusion of K–2 teachers in the Early Action for Success Initiative which assists in targeted intervention and support for students.

Overall summary of progress

All staff are involved within a cycle of inquiry through the use of data collection and analysis. Student achievement data is collaboratively reviewed and aligned to effective teaching practices. There is a focused and strategic approach to professional learning that reflects the areas identified within the cycle of continuous improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff mentoring conversations	Mentoring conversations support teachers to reflect on and determine effective teaching practices.	\$45404
Students goal setting	Less than 25% are able to articulate their current learning goal. Whilst teachers inform students of the learning intention of the lesson, students are unclear on what they individually had to do to achieve it and how they will know when they have achieved it. Goal setting is a random practice still to be embedded.	\$3350

Next Steps

- Student involvement in data collection and the development of tracking to enhance our focus on developing a growth mindset.
- Use of clear learning intentions to clarify for both teachers and students the expectations of what students are to know, do and understand as a result of explicit teaching and learning opportunities.
- Collaboratively developed success criteria and the use of individual learning goals within literacy.

Strategic Direction 2

Critical and Reflective Thinking

Purpose

Through explicit and targeted teacher instruction there will be an increase in student's ability to achieve their identified learning goals. This will be as a result of teachers changing and modifying how they teach, to place an emphasis on metacognition. Students will be taught to monitor their learning and to make adjustments to improve their learning.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff to identify where meta-cognition opportunities exist within their daily instruction.	Students are developing a shared language of learning. Most are unclear on their current learning goal and how to monitor their progress. They are still dependent on teacher feedback to assess their progress. Staff have a deeper understanding of the need to ensure they are clear in defining what it is they want students to know, do and understand as a result of the implementation of explicit teaching. Learning intentions are introduced by teachers and success criteria are established without student involvement.	\$6614
Focus on working mathematically strand in Numeracy	All students are provided opportunities to Work Mathematically within a balanced numeracy session. This promotes critical thinking and the application of skills and knowledge within problem solving tasks.	\$1866
Professional learning on the four forms of spelling	Staff have undertaken professional learning in the teaching of Spelling.	\$4656

Next Steps

- Use of data walls to inform students and their families of their learning progress in literacy and numeracy.
- Development of infinity learning maps to provide students, their peers and their families with a deeper understanding of the relationships that support and enhance their commitment to learning and their individual achievement.
- Planned sharing sessions to conclude a numeracy session to promote the articulation of strategies used to solve problems.
- Use of learning journals to document personal learning journeys and promote student ownership within a growth mindset.

Strategic Direction 3

Well Being and Leadership

Purpose

Students feel valued as learners and participants in their school community through increased ownership of their learning goals, self-direction and leadership.

Clear goals and expectations are set through PBL(Positive Behaviour for Learning) and Kidsmatter to provide students with knowledge of their relationships in the school community. Targeted teacher professional learning to support the understanding of mental health.

Regular opportunities are provided for students to participate in a variety of extra-curricular activities to expand expertise, experiences and confidence.

School Leadership team regularly participate in Leadership and Team Building opportunities to establish a clear set of behavioural and social expectations within the school.

Overall summary of progress

Our continued school wide focus on Positive Behaviour for Learning (PBL) has enables us to achieve significant progress through a consistent approach to the teaching and learning of appropriate behaviours in the various context of the school. There have been significant observable positive changes in behaviour, especially evident in the positive and respectful relationships between the older students and the younger ones.

Students leadership and pride has improved as students collaborate on sharing their ideas on school improvement and feel confident in their voices being heard. Initiatives conducted by student leaders have been fully supported by all other students and their efforts recognised by the school community.

Links with external agencies and service providers through the support of the school have enhanced community relationships. Parents feel supported by the school in ensuring there is synergy in the collaboration between home,school and other services.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Healthy lifestyles are encouraged through healthy eating programs.	43% of students regularly attend breakfast club and 37% of students bring or take part in the Sip and Crunch program. Most of these students are reliant on the fruit and vegetables that are offered by the school.	\$4354
Aboriginal engagement through community outreach programs.	The use of the school bus has enabled students to access OOHSC in collaboration with the Lower Macleay Preschool. This service has provided a much needed arrangement for students who require an alternative safe and productive setting after regular school hours.	\$14866

Next Steps

- Extension of the school community garden to encourage students to understand and enjoy the production of food that is seasonal, local and nutritious.
- Healthy eating focus activities to reduce the waste of food and the use of commercially available products.
- Promotion of healthy eating ideas through regular cooking groups, using produce from the school garden.
- Extension of transition to school program to boost enrolments in Kindergarten.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	SLSO's, parents and staff collaboratively develop Individual Learning Plans for all Aboriginal students. Aboriginal perspectives are explicitly taught in all KLA's. Families are linked to inter-agency support services when required and attendance has improved as a result.	\$27332
Low level adjustment for disability	All students with additional needs have an Personalised Learning Plan that has been collaboratively developed with their teacher, SLSO, parent and any additional service provider. SLSO's work with teachers to implement specific programs to address identified needs within the classroom. Service providers work with students both within the classrooms regular program as well as in a one to one situation both at school and at home.	\$11074
Socio-economic background	Funds are utilised to employ additional staff within the early years to develop a strong foundation for learning. Teacher training in L3 pedagogy in both Early Stage one and Stage one has ensured consistency in pedagogical practices.	\$86364
Support for beginning teachers	Teachers are given additional release from face to face time to work with a mentor, attend additional professional learning opportunities or planning time. They are involved in mentoring conversations as part of their continual reflective practice.	\$13377

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	39	32	39	35
Girls	40	44	43	32

Enrolment has declined last year as a large cohort left the school to commence High School and only a small number of Kindergarten students were enrolled. This is reflective of the changing demographics of the area.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.3	90.4	94.4	97.8
1	94.1	94.7	84.6	96.6
2	95.2	94.5	91.8	89.6
3	92.4	91.3	94.6	92.3
4	95.5	95.1	89.6	97.4
5	94	95.3	92.2	91.1
6	93.6	95.9	94.7	94.9
All Years	93.9	94.2	92.2	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is closely monitored. There is now a systematic approach to students who have partial attendance as a result of needing to leave the school early to attend appointments. Through conversations with parents we have been able to reduce the impact of these occurrences by encouraging parents to where possible book times outside of regular school hours.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.13

*Full Time Equivalent

No staff member currently identifies as being Aboriginal. Our school enjoys a close working relationship with our local Aboriginal Educational consultative Group.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	78
Postgraduate degree	22

Professional learning and teacher accreditation

Two teachers are currently seeking accreditation and are provided additional time to receive professional mentoring and coaching from within the school staff and externally.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

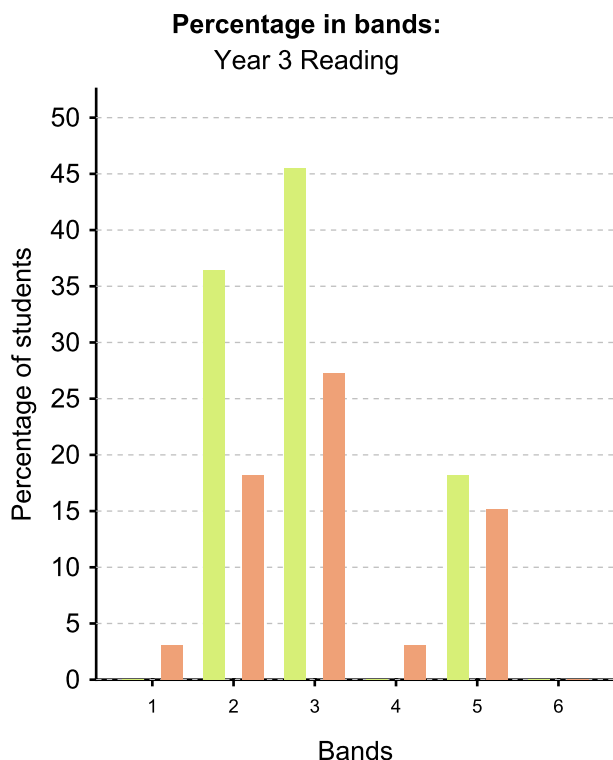
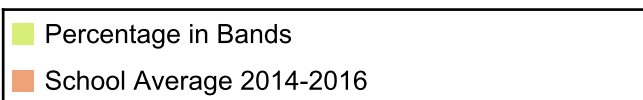
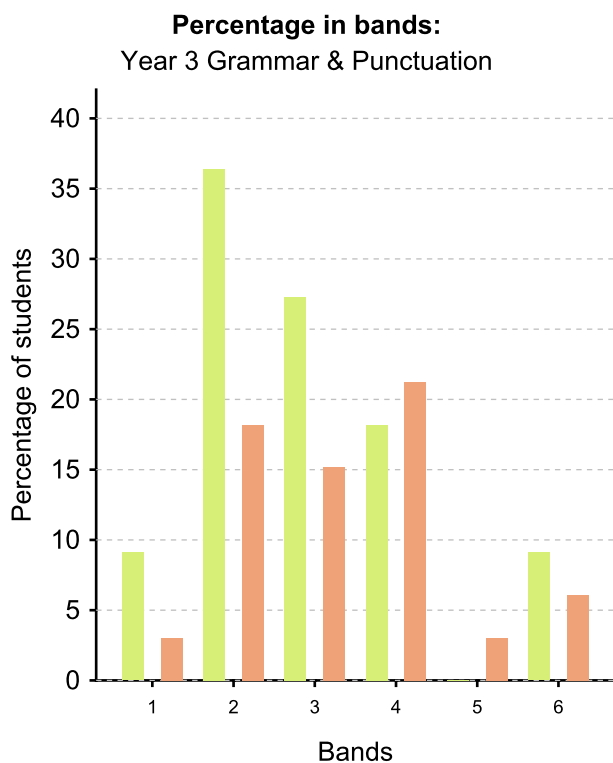
Income	\$
Balance brought forward	98 338.12
Global funds	99 285.69
Tied funds	254 253.19
School & community sources	38 378.67
Interest	2 977.99
Trust receipts	5 333.51
Canteen	0.00
Total income	498 567.17
Expenditure	
Teaching & learning	
Key learning areas	16 106.57
Excursions	29 987.25
Extracurricular dissections	16 974.43
Library	2 756.08
Training & development	3 321.92
Tied funds	221 627.33
Short term relief	11 627.26
Administration & office	32 288.99
School-operated canteen	0.00
Utilities	12 039.52
Maintenance	9 506.24
Trust accounts	2 409.96
Capital programs	20 000.00
Total expenditure	378 645.55
Balance carried forward	119 921.62

A full copy of the school's 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.

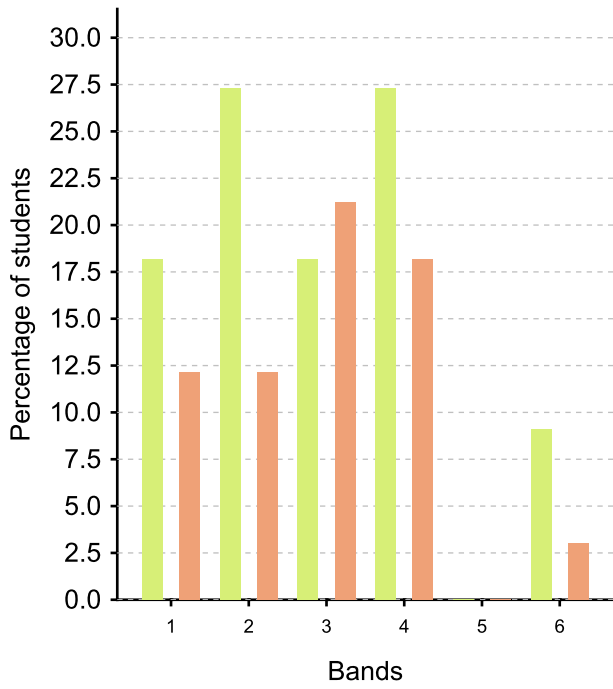
School performance

NAPLAN

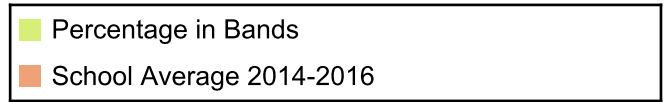
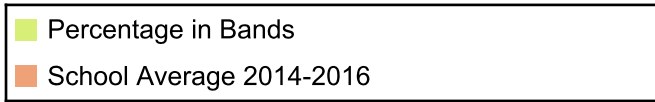
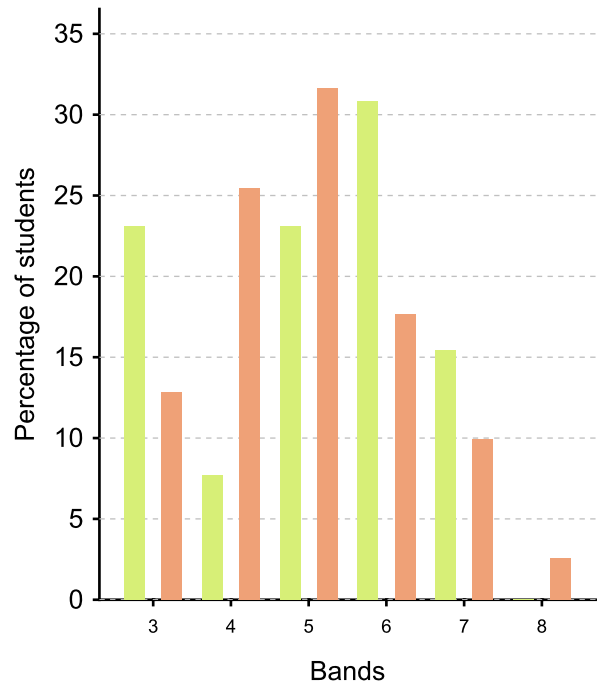
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



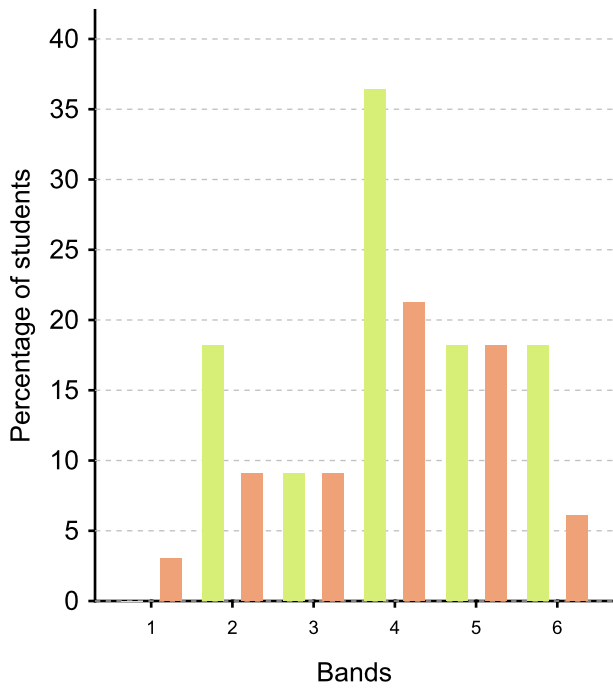
Percentage in bands:
Year 3 Spelling



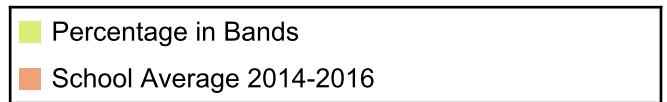
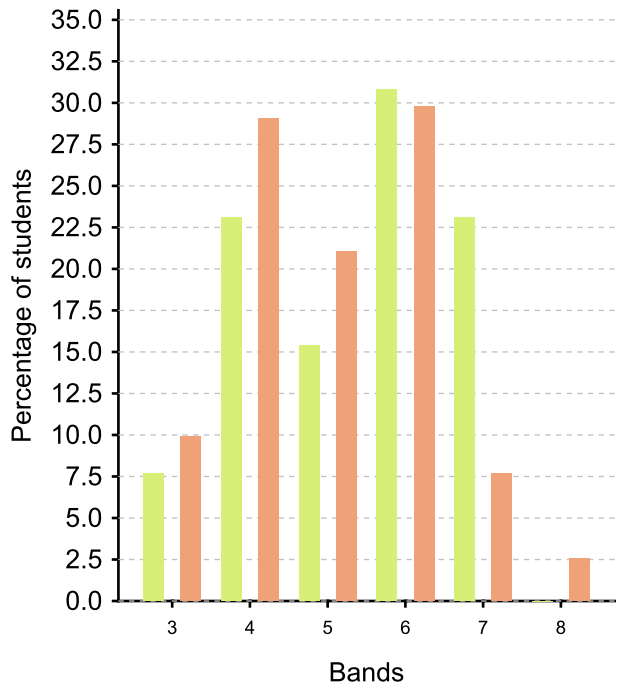
Percentage in bands:
Year 5 Grammar & Punctuation



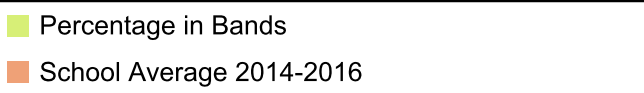
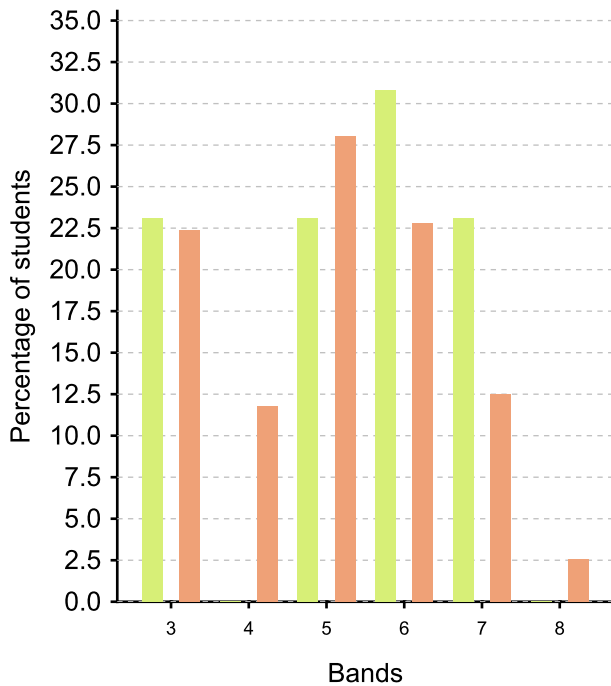
Percentage in bands:
Year 3 Writing



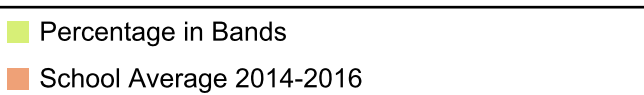
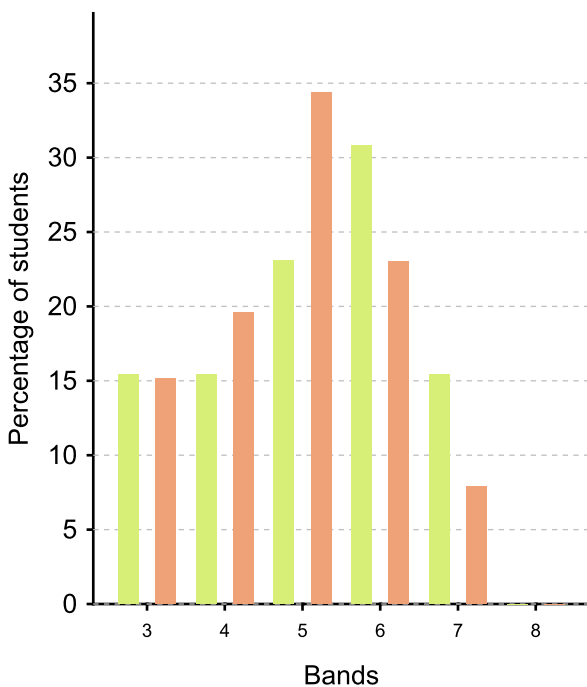
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

When surveyed 100% of students and their families responded that the positive aspect of our school that they enjoyed was the positive, open and honest relationships between the staff and the students. They also commented that learning is fun and it's OK to make mistakes because mistakes are welcome when they are seen as an opportunity to learn.

Parents feel informed about their child's progress and believe they are communicated with in a positive and respectful manner. Most feel there is a balance between sport and academic aspects of learning, with some expressing confusion about the pace of change of teaching strategies within daily classroom instruction.

When asked what could be improved parents and students suggested that there needs to be more opportunities for student leadership and governance to support greater cohesion between students of different year levels. Parents requested more information about the use of technology and an increase in it's use within daily classroom learning.

50% of parents requested a review of the current awards and assembly procedures to improve the sense of pride within the school community. A greater focus on spelling, art and cooking were also common themes from the responses received. Students expressed a desire for more frequent class meeting as a forum for presenting their ideas to the staff and the P&C.

Policy requirements

Aboriginal education

All teaching programs Early Stage 1 to Stage 3 include Aboriginal perspectives and content which teaches children about Aboriginal history, culture and current Aboriginal Australia. We also participated in a NAIDOC combined celebration day at Kempsey South Public School during NAIDOC week in Term 3. We participated in a variety of authentic cultural relevant activities including Aboriginal languages, art and craft creations, music and traditional dance. Students also experienced tastings of local indigenous bush tucker.

Multicultural and anti-racism education

Multiculturalism is included in all key learning areas. As an inclusive school we promote respect and acceptance of all individuals and encourage students to embrace and celebrate all cultures, races and ethnicities within our school and the wider community.

Within literacy programs we incorporate global values of tolerance, acceptance and inclusivity, providing all students access to a wide variety conceptual understandings of the diversity that exists beyond our local community.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Smithtown Public School in the Find a school and select GO to access the school data.

The multicultural program was delivered across all of key learning areas. We participated in Harmony Day activities here at school, with students engaging in global awareness activities which included learning about culturally traditional food, dance, celebrations, costumes and customs. Each class focused a particular country and presented that country's flag to the school with a report on their learning.

Human Society and its Environment units enhanced multicultural awareness while folk music and dance from other cultures was explored during physical education lessons.

Visiting musical performers provided students with the opportunity to learn about music from across the world. These included African drummers where our students were able to participate in the drumming and learn about rhythm, beats and percussion through story telling within a musical context.