

# Smithtown Public School

## Annual Report



2017



3075

## Introduction

The Annual Report for **2017** is provided to the community of **Smithtown 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.

Smithtown Public School is recognised as a school with a strong and clear focus on learning. Teachers are committed to regular, high quality professional learning which translates to effective pedagogical practices. They are constantly reviewing student achievement and development aligned to their daily practices to ensure all students are achieving their full potential. They work within a reflective cycle of measuring student achievement aligned to their practice and then determine aspects of their teaching they will adjust in order to achieve the future goals of the students. We collectively believe when teachers see themselves through the eyes of their students they deepen their understanding and effectiveness.

Students are also becoming more effective teachers of themselves as they grow in their ability to recognise and articulate what they are learning, how well they are doing with that learning, as well as a variety of strategies they can apply to achieve success. Professional learning through the visible learning framework has supported students to achieve a growth mindset and a strong belief in themselves as learners.

Jennifer Sawyer

Principal

### School contact details

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## 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 throughout the planning and implementation cycle. 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. There are no retirements approaching and no active transfers.

We are also are part of the Early Action For Success initiative which has provided professional learning. School funds provide money to be spent on wages for SLSO's ( School Learning Support Officers) and teachers professional learning 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. 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.

In our school we have developed a school culture that demonstrates the building of educational aspiration and ongoing performance improvement across our school community. Students are growing in their ability to accept responsibility for their ongoing learning. There is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Support is provided in class and school programs with the support of interagency services. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Through the systematic implementation of PBL (Positive Behaviour for Learning) students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the school positive behaviour matrix.

All teachers at Smithtown Public School are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Teachers regularly review and revise teaching and learning programs. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

The school staff collectively work as a team leadership team to support a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement. There is evidence of a shared school-wide responsibility through leadership, teaching, learning, and community evaluations to review learning improvements to generate learning and innovation.

- **SEF Self-assessment Survey 2017** Smithtown Public School (3075) As part of the school planning, self-assessment and reporting cycle of School Excellence, all schools self-assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. Schools critically reflect on their school improvement efforts to inform their decision making process for future directions. This School Excellence Framework Self-assessment Survey (SEF S-aS) has been designed to support schools to capture the "point-in-time" judgement that has been informed by their ongoing self-assessment processes using the School Excellence Framework. The statements of excellence in the School Excellence Framework are central to guiding a school's reflection on each element. The on-balance judgement determined by the school is a reflection of the school's progress on these statements.
- **Learning Culture** In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.
- The school's on-balance judgement for this element is: **Delivering**: teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups. Attendance rates are regularly monitored and action is taken promptly to address issues with individual
- **Learning: Wellbeing** In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. **The school's on-balance judgement for this element is: Delivering**
- The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe
- **Curriculum and Learning** In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students. **The school's on-balance judgement for this element is: Delivering**
- Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

- **Assessment and Reporting** In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.
- **The school's on-balance judgement for this element is: Delivering** The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children.
- **Effective Classroom Practice** In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. **The school's on-balance judgement for this element is: Sustaining and Growing** Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.
- Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

At Smithtown Public School all teachers are committed to identifying, understanding and implementing the most effective teaching practice, with a high priority given to evidence based teaching

Students achievement data (80% on track) in both literacy and numeracy

Teachers have a planned, clear learning intention and are teaching explicitly, one single lesson focus. Student reflections enable them to identify where they are in their work according to the rubric and to identify what they need to do to improve.

Video evidence is used share at staff meeting to define where to next.

Teachers are clear in the delivery of learning intentions and are using rubrics which are sometimes collaboratively developed, but the feedback to students is not explicitly related to the learning task.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff mentoring conversations	Casual teachers employed to cover classes to facilitate mentoring conversations.	Staff take part in five weekly mentoring conversations whereby they utilise student work samples to monitor progress. They also reflect on their teaching practice and define a shift in practice as well as where to next for students.
Students goal setting	Casual teachers employed to cover classes to facilitate student conversations.	Students can confidently reflect on their achievements in writing and are able to define 'where to next' and the strategies they are going to use to achieve it. The next focus is with reading within literacy and problem solving within numeracy.

#### Next Steps

Whilst teachers are using learning intentions and success criteria, they are not yet completely systematic in their delivery. Students have personal goals in writing which they are able to articulate and teachers are developing structures to enable explicit differentiated teaching at the point of need within writing. The use of consistency of teacher judgement strategies across a small school learning community will assist teachers in being able to clearly identify where students are at on the learning progressions and plan for the identified needs. Teachers are developing profromas for programming explicit lesson content and skill development aligned to the learning progressions which provide students with practice and apply activities to consolidate their learning. Assessment activities and measurements are beginning to be embedded with programs at the planning stages. Mentoring conversations with staff every five weeks utilise a spiral of inquiry, using data analyse to align teacher practice and student progress to determine where to next and the professional learning required to support teachers continuous improvement of student learning outcomes.

Whilst students know what they have to do next to demonstrate improvement in skill development within writing, they have yet to deepen their knowledge and abilities to apply the learning dispositions required to enable life long effective learning habits and behaviours. Greater explicit teaching is needed for students to develop the learning dispositions that support effective learning.



## 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

It is common practice in all classrooms that teachers deliver Balanced Literacy and Numeracy sessions that are rigorously evaluated and monitored for strength, development and relevance. Teachers have developed systematic lesson delivery to ensure students are provided with differentiated lesson content that is relevant to their individual needs and also provides students with the opportunity to work mathematically within problem solving situations. There is also time allocated for individual practice and apply strategies through the use of technology and online programs and apps.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff to identify where meta-cognition opportunities exist within their daily instruction.	Teachers are using data walls to record progress.	Whilst teachers are growing in their understanding of promoting a growth mindset with all learners it is not an embedded practice as yet.
Focus on working mathematically strand in Numeracy	All students participate in working mathematically within journals.	All teachers provide working mathematically opportunities as part of the daily routine within mathematics instruction. There will be continued focus on providing time for reflection by students so they can share alternative strategies with their peers.
Professional learning on the four forms of spelling	The school developed a school spelling policy.	The staff and community introduced a spelling policy which requires the structured program to address those needs through differentiated learning experiences. Additional resources have been allocated through an online practice and apply program.

#### Next Steps

Teacher and student use of data walls in the form of learning progressions whereby students are able to plot their learning and recognise the next most powerful step in their skill development. This will also support teachers in defining the next most powerful teaching they need to plan and implement that is differentiated according to need.

Learning maps have provided students with a format to explain how they learn best, who they learn from and the tools they use to access learning within a range of environments. It has promoted the idea that learning is individual and contextual and not just within the confines of the classroom. Students have used their learning maps to explain to parents during three way interviews their learning goals and parents have been given the opportunity to support their child in their learning in all aspects of their life. Staff develop trend analysis of learning. Staff and students are now ready to look for patterns which occur within the learning maps and develop a systematic response to the need for students to provide more effective feedback to their teachers on the effectiveness of their teaching. Students also need support in developing effective strategies to provide feedback to themselves and their peers

Students have developed personal learning goals within literacy, particularly within writing, however this is not embedded across all aspects of literacy.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	L3, EAfS Dhalayi Doctors	<p>Aboriginal students remain on par with non Aboriginal students within our school. Attendance however is an area which requires closer monitoring to improve lateness to school by particular students.</p> <p>All Aboriginal students in stage 2 and 3 took part in the Dhalayi Doctors program which graduated students as ambassadors for health and wellbeing within the student population and the wider community.</p>
<b>Low level adjustment for disability</b>	Additional practice time with SLSO's Technology to share and celebrate success of student learning	Students receiving additional support demonstrated significant gains in literacy and numeracy, particularly in reading. 5 weekly interventions and learning sprints with an explicit teaching focus, supported by parent partnership and SLSO practice and apply opportunities will tighten the focus for students with additional needs.
<b>Socio-economic background</b>	L3 pedagogy, EAfS Instructional Leader	All students who consistently attended our school throughout the year achieved stage appropriate outcomes in literacy. Peer support learning opportunities developed a culture of a love of learning. Learning outside the classroom is increasing student awareness of how we learn and the context in which learning takes place, not just at school, within four walls. Learning maps reveal that students are still predominately thinking this way. Learning maps will be integrated Kindergarten to year 6 each term in the coming years.
<b>Support for beginning teachers</b>	L3, EAfS, Instructional Leader	The teacher was able to focus on explicit aspects for improvement as she collaborated with and was mentored by the instructional leader. She was able to observe best practice within team teaching and modelling provided by the instructional leader both within the school context and other schools.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	32	39	35	32
Girls	44	43	32	32

Student enrolment has fluctuated as families move into and out of the area to seek employment. When family structures have shifted, students will leave the school to live with parents in other locations. This has had a significant impact on the enrolment of students. The availability of rental options within the town has also influenced population stability within our village. When recent road works were occurring many homes were rented to contractors who were working away from their families. This limited the affordability for many families.

More recently we have had an increase in non local enrolments as other schools have reached their non local enrolment threshold and can not offer placement to out of zone students. Many of our enrolments have also been provided to us from non government schools as parents choose to have a small local school that caters explicitly for the needs of their children. As parent awareness and satisfaction with programs offered by our school, word of mouth has promoted our school as providing excellent quality programs in a range of key learning areas within a positive school culture focused on learning. As a result our school population has grown. Students come from a range of settings. Parent satisfaction is extremely high and all report positive outcomes for their children.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.4	94.4	97.8	94.3
1	94.7	84.6	96.6	96.7
2	94.5	91.8	89.6	94.5
3	91.3	94.6	92.3	81.5
4	95.1	89.6	97.4	96.5
5	95.3	92.2	91.1	94.1
6	95.9	94.7	94.9	89.8
All Years	94.2	92.2	94.3	93.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Because we are a small school within a small community we have positive supportive relationships with our parents and community members. We notice if students are absent and other students are often able to enlighten staff as the reasons students are away. We know families and the difficulties that may be contributing to a child's attendance concerns and have resources to assist if needed.

Attendance is recorded as the child enters the classroom each morning on Sentral. The reports from Sentral are harvested each week and letters are sent home to ask for reasons why students were not at school. Parents are also regularly informed of the legal requirement to notify the reason for absence and the legal implications for irregular attendance through the school newsletter. At the beginning of Kindergarten and each school year all families are provided with a note pad format to explain why their child was absent. This has assisted parents to provide a simple explanation with minimum detail. Students have also been given a communication folder which is used to send all written communication home to families. This has significantly assisted parents to locate information and return forms etc. In addition coloured paper is used to signify to families the type of note and whether it is to be returned or simply used as information.

Information is also disseminated via facebook to prompt parents to recognise the importance of regular attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

\*Full Time Equivalent

The staff at our school has changed to reflect the needs of our learners and the skills and talents of our staff. Mrs Hollis is an experienced early stage one and stage one teacher who works as a mentor to many other early one teachers as a result of her expert practice teaching skills and organisation. Mr Lewis has remained a stage one and stage two teacher to enable him to continue to develop and refine his teaching skills within this area particularly in literacy. This is a two year commitment to professional learning and has enabled him to consolidate skills in this area of his expertise. Mr Duprez is a skilful music teacher who has been given the opportunity to demonstrate his skills across a number of schools to share his passion and excellence in teaching music. Ms Williams provided a safe, effective and nurturing classroom environment for stage 3 students. Mrs Jo Astorini has been a wonderful new addition to our school and has lead professional learning for many of her colleagues across a range of topics. She is highly efficient, skilled and willingly undertakes duties above and beyond her role. Mrs Helen Pedrola is an outstanding learning support officer and has worked alongside Alison Perrin who retired at the end of this year, after years of dedicated service. Mr Wayne Buckley is an outstanding general assistant who always has our school grounds immaculately manicured to showcase our school gardens. No staff member identifies as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

The NSW Education Standards Authority (NESA) is responsible for monitoring the compliance of non-government schools with the registration and accreditation requirements of the Education Act 1990. Once teachers have received either Provisional or Conditional Accreditation teachers are required to work towards Proficient Teacher Accreditation over a set timeframe. The path to Proficient Teacher is a structured induction into teaching that supports the development of teacher practice at the level of Proficient Teacher. It develops confidence and expertise in the practice of teaching through consistently meeting the Standard Descriptors at this level.

The requirements for achieving accreditation at Proficient Teacher have been revised in response to evidence-based research and stakeholder feedback. The new Proficient Teacher Accreditation Policy took effect on 1 January 2018

All teachers work through the process of :

- collecting evidence against at least one of the Standard Descriptors for each of the seven Proficient Teacher Standards
- selecting five to eight items of documentary evidence that each address two to four Standard Descriptors. ensure that evidence collected is authenticated by a colleague or your supervising teacher
- selecting and taking their best evidence to provide examples on how practice meets the standards. They are not required to submit documentary evidence that addresses every Standard Descriptor from the Australian Professional Standards for Teachers
- having teaching practice observed and documented by their supervisor and or principal/service director
- ensuring that a report on an observation of their practice is completed by their supervisor which is provided to them
- co-coordinating with their supervisor on the completion of their written Accreditation Report.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

At Smithtown Public School voluntary school contributions are encouraged at the beginning of the school year. Income was secured and held in trust at the end of the year as we moved into a new financial system. funds were secured to pay for outstanding staffing costs and the building project to increase the size of the Kindergarten and Early stage one room. A significant amount of income was spent on teacher salaries to employ additional staff to cater for a wide variety of learning opportunities for students. In addition a large proportion of funds was used to supply improved technological devices and programs.

Receipts	\$
<b>Balance brought forward</b>	<b>119,922</b>
Global funds	102,161
Tied funds	201,594
School & community sources	16,000
Interest	1,254
Trust receipts	9,311
Canteen	0
<b>Total Receipts</b>	<b>330,320</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	12,222
Excursions	10,844
Extracurricular dissections	10,200
Library	958
Training & Development	7,567
Tied Funds Payments	196,231
Short Term Relief	1,181
Administration & Office	22,517
Canteen Payments	0
Utilities	7,261
Maintenance	7,316
Trust Payments	7,070
Capital Programs	7,678
<b>Total Payments</b>	<b>291,046</b>
<b>Balance carried forward</b>	<b>159,195</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	169,220
Appropriation	159,349
Sale of Goods and Services	136
Grants and Contributions	9,678
Gain and Loss	0
Other Revenue	0
Investment Income	57
<b>Expenses</b>	-106,146
Recurrent Expenses	-106,146
Employee Related	-57,709
Operating Expenses	-48,436
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	63,074
<b>Balance Carried Forward</b>	63,074

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Smithtown Public school's financial management processes and governance structures to meet financial policy requirements

Our School can now accept online payments from parent/carers using banking facilities.

Parent online payments (POP) provides parents with a secure payment facility to deposit into the school's account via a credit or debit card. It gives parent/carers a convenient and alternative means of paying the school while the school may benefit from a reduction in cash handling, increase in contributions, less security banking and prompt availability of funds.

School principals are responsible for the financial management of their schools. They have authority over the use of all funds provided, whether by the state

government or by their school community.

The department has a responsibility to support schools and school leaders in financial management. One feature of a sound financial management support environment is the ability to identify schools which may require guidance and provide necessary assistance.

Schools Finance manages the functional activities associated with the financial management, planning, reporting and performance of schools using SAP across NSW and its functions include:

- providing high quality, expert and strategic policy advice in relation to the management, allocation and control of financial resourcing to schools and reporting of school financial performance for schools using SAP
- developing monitoring and analysis tools and processes to ensure correct and reliable accounting processes in schools using SAP.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	603,502
Base Per Capita	10,239
Base Location	14,744
Other Base	578,519
<b>Equity Total</b>	185,613
Equity Aboriginal	27,153
Equity Socio economic	106,757
Equity Language	0
Equity Disability	51,704
<b>Targeted Total</b>	37,700
<b>Other Total</b>	67,260
<b>Grand Total</b>	894,075

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The school has demonstrated improved average growth in writing from Year 3 to Year 5 in 2017 as evidenced by NAPLAN results: In 2017 the State average growth was 78.2, while school average growth was slightly higher at 78.6. In 2017 75% of Year 5 students achieved greater than or equal to expected growth in NAPLAN from Year 3 to Year 5

### 2017 Year 3 NAPLAN data results show

67% of students at National minimum standards for reading,

33 % of students at National minimum standards for writing,

67% of students at National minimum standards for spelling,

67% of students a National minimum standards for grammar and punctuation.

### 2017 Year 5 NAPLAN data results show

33% of students at National minimum standards for reading,

22% of students at National minimum standards for writing,

11% of students at National minimum standards for spelling,

22% of students at proficiency for grammar and punctuation and

22% of students at proficiency for numeracy.

This is greatly increased from previous years and is attributed to Early Action for Success, L3, TEN and intervention programs.

In 2017 66% of Year 3 students achieved results in the top three bands within numeracy, compared to only 27% achieving results in these bands in 2016.

Year 5 students demonstrated 44% of students achieving results in the top three bands within numeracy compared to only 30% in the previous year.

75% of all Year 5 students achieved growth equal to or greater than that predicted from Year 3 to Year 5 in numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. this priority aims to increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%

The government wants all NSW school students to reach their potential, including Aboriginal and Torres Strait Islander students.

Currently, these students are under-represented in the top two NAPLAN bands and this needs to change. The government has introduced reforms to help ensure more Aboriginal and Torres Strait Islander students perform better at school.

These reforms include the Connected Communities program which builds partnerships between the school, the community and government agencies to improve indigenous education outcomes, and needs-based school funding, which provides additional resources for Aboriginal and Torres Strait Islander students to ensure they have the support they need.

At Smithtown Public School 66% of our Aboriginal students in year 5 as achieved results in the top two bands of Naplan in reading , with 50% in writing, 33% in spelling, grammar and numeracy. This exceeds the expected target as in 2016 no Aboriginal child had achieved in the top 2 bands in any aspect of Naplan.

## 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 teachers are always available to have honest and open discussions about their child and their learning.

Parents feel informed about their child's progress and believe they are communicated with in a positive and respectful manner. Many parents expressed gratitude at the preparedness of teachers within the 3 way parent, student and teacher conversation. Many would like the opportunity of greater time to discuss additional aspects of learning and as a result the time slot will be varied in future interview structures.

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. As a result students are now undertaking leader roles when delivering PBL( Positive Behaviour for Learning ) lessons and awareness days around the themes of bullying etc.

All classes now have regular student lead discussions that inform the student representative council. Students will also undertake leadership roles within the upcoming breakfast program and peer group activities.

Excellence in School Customer Service 360 Tool was conducted with parents in 2017.

The competency statements below form the survey questions of the 360 tool. For each competency statement, the person filled out the survey was asked how often they see this behaviour on a 5point scale from never to always.

### Work Collaboratively

- Staff at my school share information with us.
- Teachers work collaboratively to provide accurate information and guidance to others.
- Administrative staff at my school communicate well with one another.
- Staff at my school develop partnerships with the community that supports and strengthens the school.
- There are high expectations for staff that they will collaborate with each other and the community.
- I feel that staff at my school value my contribution to the school.
- I see administrative staff at my school being acknowledged for their work.
- Teachers are valued and appreciated for their work.
- My school has partnerships with the community and sees me as a valued partner, committed to the school.
- I see administrative staff at my school reflecting on the school culture and working together to implement improvements.
- Teachers at my school represent the school at all times and act as positive ambassadors of the school as well as public education.
- Members of the school community get access to the same information, in a transparent way.
- Staff at my school work together to develop better processes and solve issues.
- My school has well developed procedures and processes to support information sharing, communication and collaboration.

### Consistency and vision in planning

- I see administrative staff performing their duties in a manner that is respectful, honest and ethical.
- I observe teachers making ethical decisions and exercising sound judgement.
- Even in difficult situations staff at my school,

remain steadfast in their support of the Code of Conduct.

- I am able to see the direction of the school and its vision through the school's processes, policies and procedures.
- Staff engage me about the school plan and clearly communicate the school plan and vision to me.
- I have been asked to provide input to the school plan, my input has been reflected in the revised
- The results were overwhelming positive and provided the school with future directions.



## 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 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 countries flag to the school with a report on their learning.

Human Society and its Environment units enhanced multicultural awareness, while games and foods 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 students from the conservatorium of music. Students were able to participate in attempting to play a variety of instruments and appreciate the various qualities each instrument is able to provide.