

Smithtown Public School

Annual Report



2018



3075

Introduction

The Annual Report for **2018** 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.

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Principal

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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 learning to achieve success.

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

The leaders within the small school learning network maintain a focus on distributive instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement.

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 of quality teaching and learning programs. 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 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. 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.

Smithtown Public School has developed a culture of high expectations to ensure continuous improvement in student learning achievement and all aspects of school life. This year staff have undertaken extensive professional learning to deepen their pedagogical understanding of developing assessment capable learners who know and understand how they learn best. Our collaboration with our small school network has facilitated improved consistency of teacher judgement within our assessment cycle. Consistent analysis of data has informed professional learning foci to enable teaching practice shifts reflective of student learning needs. Utilising an improvement sprint model has supported staff to develop assessment for as and of learning and provide students with informative feedback to monitor their learning.

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

Inspired and Passionate Teachers

Purpose

To develop highly skilled, passionate teachers who inspire life-long learning through collaborative, evidence based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.

Overall summary of progress

Staff utilise student achievement data to inform students of levels of achievement and plan the next most powerful step. In numeracy staff have adjusted planning proformas to include assessment of as and for learning, using the for learning assessment as a diagnostic tool to inform students of their current levels of achievement. Programs contain the aspects of the progressions to demonstrate the develop of skills and knowledge. These form the success criteria to be shared with students Assessment of learning is recorded on the program and incorporates assessment as learning from work samples and anecdotal notes. Flexible grouping reflects assessment data. Staff have identified areas for continued professional learning within Learning Progressions AITSL teacher survey and school structured teacher practice survey.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence Based Practice School self assessment against the SEF indicates movement from: <ul style="list-style-type: none">• delivering to sustaining and growing within the teaching domain element of <i>effective classroom practice</i> (explicit teaching and feedback)• sustaining and growing to excelling in the teaching domain element of <i>use in teaching</i> and <i>data use in planning</i>	\$24463	Assessment of, as and for learning has improved student capacity to be assessment capable learners. Data for assessment is used to align teaching programs to student need with lessons having a clear learning intention and success criteria. Differentiated small group instruction provides learning targeted to need.
Literacy And Numeracy All students in Year 5 achieve equal to or greater than expected growth in numeracy within Naplan. Naplan results in writing for both Year 3 and Year 5 demonstrate a shift from 33% currently achieving results in the top 3 bands to 68%.(plus 2)	\$32616.96	50% of Year 5 students achieved equal to or greater than expected growth in numeracy. 30% of year 5 students achieved in the top 2 bands for writing whilst 50% achieved the in the top two bands for numeracy. The results indicate a need to focus on measurement and space aspects of the syllabus. Questions involving a two step approach also indicated a need for more rigorous practice and apply activities to consolidate this learning within daily direct instruction and reflection. Teachers have developed a school wide approach to improve student problem solving strategies using an approach similar to Newman's Error Analysis

Next Steps

We have commenced the planning and implementation of a school wide scope and continuum of assessment to inform the development and implementation of assessment of ,as and for learning within an inquiry model. Staff have identified the need to collaborative develop success criteria aligned to the progressions to support deeper understanding of 'what good looks like'. Having this learning visible and celebrating progress will continue to provide teachers with greater clarity to plan ,implement and evaluate the effectiveness of their own teaching aligned to student achievement. Our focus will be on evidence of learning rather than teaching strategies.

Strategic Direction 2

Reflective responsible learners

Purpose

To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning and why it matters. Students will fulfill their potential to be adaptive, responsible, contributing citizens who connect, succeed and thrive.

Overall summary of progress

The learning licencing system within the stage 3 classroom has facilitated greater student agency. Students are confident in knowing their level of achievement and can identify positive strategies that will support them continually improve their academic results. Use of the learning progressions and explicit small group learning structures in the younger years has increased the opportunity for students to assess their learning against a framework of progress.

Students are beginning to be able to identify what they are learning and what learner qualities they need to display to achieve progress. Students need continued opportunities to collaboratively develop the success criteria to be able to identify their current level of achievement and to then determine what they need to do next.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All students, teachers and parents understand the skills and dispositions required for effective learning	\$5573.76	Teachers recognise the need to assessment of, as and for learning to develop synergy between the planning of teaching and learning programs and student learning needs. Explicit teaching of learning dispositions is our next step.
<ul style="list-style-type: none">School self evaluation against the SEF indicates movement from :<ul style="list-style-type: none">delivering to excelling in the theme of behaviour within the learning domain of wellbeing .sustaining and growing to excelling in the theme of student engagement within the learning domain of assessment.	\$1721,25	There is a school wide collective responsibility for student learning and success. The school utilises the services of a variety of external and internal support services to plan for a holistic approach to meet the needs of students requiring additional support.

Next Steps

.Staff and community will collaboratively define and explicitly teach learning dispositions to empower students to be motivated , assessment capable learners. The beginning of the new school year will see the introduction of visible learning progressions combined with the explicit teaching of the Friends and Friend for Life program to promote a whole school approach to achieving high expectations through a growth mindset.

Teachers will collaboratively develop success criteria with students and provide opportunities for students to reflect on their current level of achievement and identify where to next aligned to the elements within the success criteria. Students will self assess and use peer feedback to inform the next steps in their learning .

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$ 23018.00) • Aboriginal background loading (\$23 018.00) 	<p>Boys from stage 2 and 3 participated in a cultural awareness program with Uncle Fred Kelly. This provided a strong commitment from the boys to achieve their personal best.</p> <p>Strong monitoring of student attendance and proactive programs to support families has resulted in significant improvement in attendance for Aboriginal students.</p> <p>Smaller class sizes in the early years has facilitated greater differentiation and explicit teaching through small group structures aligned to student need.</p> <p>All students have achieved stage appropriate outcomes in reading in kindergarten.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • (\$ 42320.00) • (\$42 320.00) 	<p>Student progress aligned to learning progression identifies that students have made significant improvement in learning to monitor their own progress. Increased staffing alongside small group and individual explicit teaching and learning within the class program has facilitated this. Teacher professional learning based on L3 pedagogy has empowered teachers to improve their direct instruction aligned to student need</p> <p>External providers have developed targeted programs that the Student Learning Support Officer implements to maintain the integrity of the learning.</p>
Socio-economic background	<ul style="list-style-type: none"> • (\$ 96037.00) • (\$96 037.00) 	<p>These funds are utilised to employ highly skilled expert teachers who are able to engage in high quality professional school based and externally provided professional learning. It has enabled teachers to work collaboratively across schools within stage teams to develop teaching and learning programs, use consistency of teacher judgement opportunities to monitor achievement and work shoulder to shoulder with their peers to improve student learning outcomes.</p> <p>Funds have also been used to increase the use of and integration of STEM based learning projects.</p>
Early Action for Success	<ul style="list-style-type: none"> • (\$ 63709.00) • (\$ 0.00) • (\$63 709.00) • (\$0.00) 	<p>The Instructional Leader has lead the implementation of Building Numeracy Leadership across a number of schools. She has provided ongoing professional learning through reflective monitoring and co-planning of teaching programs. In addition she works within classrooms to model best practice teaching methodology and to support teachers in critiquing their own practice.</p> <p>Data conversations regularly review student progress and has supported the implementation of learning progressions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	39	35	32	28
Girls	43	32	32	34

This year has seen a significant increase in enrolments in students in the early years as our school is recognised for high expectations and achievement within the community. In Kindergarten we enrolled a significantly high number of girls, with only 2 boys. Other years present a more equitable gender balance.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	97.8	94.3	94.9
1	84.6	96.6	96.7	93.2
2	91.8	89.6	94.5	95.8
3	94.6	92.3	81.5	94.2
4	89.6	97.4	96.5	85.7
5	92.2	91.1	94.1	95.5
6	94.7	94.9	89.8	88.2
All Years	92.2	94.3	93.3	93.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance is monitored each week at our staff communication meeting. Families of students with concerns are contacted directly via personal phone calls. Student attendance data is also analysed every 5 weeks. Letters are posted to inform families of our concerns and interviews are arranged to develop individual support strategies to improve attendance.

These letters have had a significant impact on raising the awareness of poor attendance by some students.

Poor attendance in the year cohort is attributed to one child who was absent from school for a significant amount of time due to illness.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.5
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

No staff members currently identify as Aboriginal at Smithtown Public School. We have 7 female staff members and 3 males

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

All staff have achieved proficiency within the Australian Professional Standards for Teachers.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	63,074
Revenue	965,761
Appropriation	930,956
Sale of Goods and Services	1,587
Grants and Contributions	30,773
Gain and Loss	0
Other Revenue	1,267
Investment Income	1,177
Expenses	-893,109
Recurrent Expenses	-893,109
Employee Related	-778,836
Operating Expenses	-114,273
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	72,652
Balance Carried Forward	135,726

Our flexible funding was used to create additional learning spaces and employ staff to ensure students received explicit, small group instruction targeted at their learning needs. Mrs Bennet taught all Year 1 students during literacy sessions and provided additional support to release other teachers to undertake professional learning.

Funds were also used to increase targeted professional learning throughout the school to ensure systematic, school wide implementation of initiatives.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	630,158
Base Per Capita	12,376
Base Location	14,431
Other Base	603,351
Equity Total	161,375
Equity Aboriginal	23,018
Equity Socio economic	96,037
Equity Language	0
Equity Disability	42,320
Targeted Total	35,816
Other Total	74,453
Grand Total	901,801

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 student cohort Naplan data demonstrates:

* a 63% increase in the number who achieved results in the top 3 bands in Spelling

* 41% achieved results in the top 3 bands in Numeracy, up from 27% in the previous year

* 38% achieving results in the top 3 bands in both

Reading and Spelling , up from 33% in the previous year.

Year 5 student cohort Naplan data demonstrates:

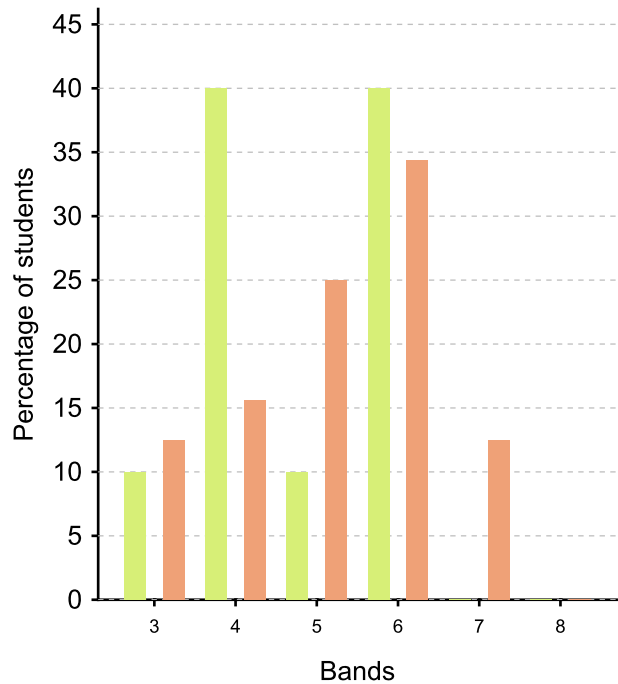
*30% of students achieved results in the top 3 bands in Writing and Grammar and punctuation

*50% of students achieved results in the top 3 bands un spelling and numeracy, up from 44% in 2017

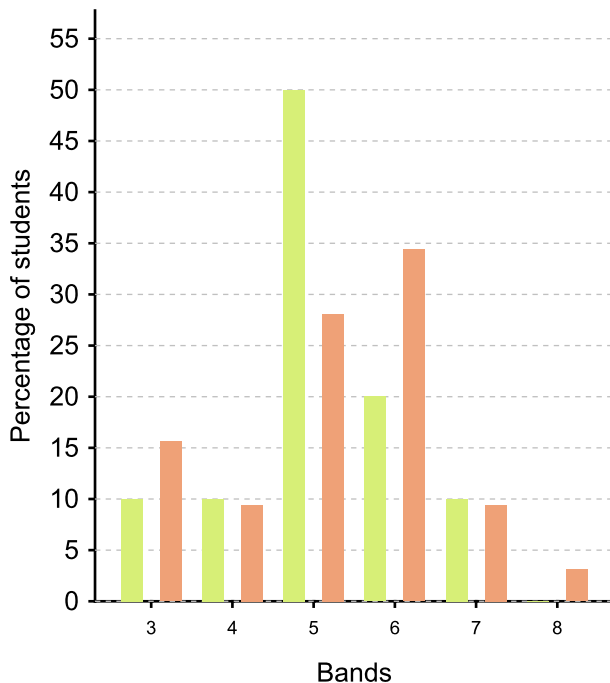
*40% achieved in the top 3 bands in Reading.

70% of Year 5 students achieved At or Above expected growth in Grammar and Punctuation. All students achieved significantly higher scaled results in Numeracy and Spelling when compared to other like school and the state averages. This growth represents outstanding achievement by our Year 5 cohort of students .

Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

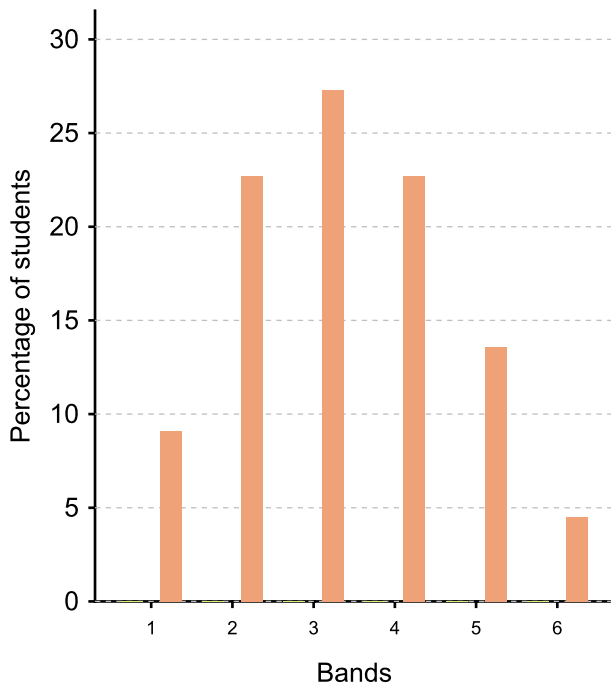
Band	3	4	5	6	7	8
Percentage of students	10.0	40.0	10.0	40.0	0.0	0.0
School avg 2016-2018	12.5	15.6	25	34.4	12.5	0

Student results indicate consistent growth across all aspects of literacy , with grammar and punctuation as well as spelling demonstrating significant improvement, particular by the girls within the cohort data.

■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	10.0	10.0	50.0	20.0	10.0	0.0
School avg 2016-2018	15.6	9.4	28.1	34.4	9.4	3.1

**Percentage in bands:
Year 3 Numeracy**



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	9.1	22.7	27.3	22.7	13.6	4.5

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

Naplan data demonstrates that 50% of our Year 5 students are achieving in the top 2 bands within the aspects of Numeracy and Spelling. In other key areas students are in the middle bands with no Aboriginal student in the lower bands.

All Aboriginal students achieved band 4 in Grammar and Punctuation and Reading .100% of Aboriginal students achieved Band 5 results in Spelling and Numeracy.

In Year 3 Aboriginal students achieved Band 3 and 4 results in Grammar and Punctuation, Numeracy and Writing. 33% of Aboriginal students achieved Band 5 results in reading and Spelling.

Parent/caregiver, student, teacher satisfaction

Overwhelmingly parents are extremely satisfied with the day to day operations and student success with learning. Visitors to our school speak of the inclusive environment which they feel welcomed and comfortable in. Teachers who come to work collaboratively with our staff report being highly supported and welcomed. When our students represent our school within the community they frequently receive recognition for positively demonstrating our school values of respect ,responsibility and safety. The school has an extremely positive image in the community .

Policy requirements

Aboriginal education

Throughout term 3 all stage 2 and stage 3 students Aboriginal students undertook the Dhayali doctors program focusing on health and wellbeing for Aboriginal students. Students graduated from the program at a presentation ceremony and were recognised as leaders in our school community. Stage 2 and 3 boys undertook a connecting to country program with Uncle Fred Kelly. The program focused on being a strong, resilient and proud leader and learner. It was a particularly powerful in developing a sense of pride for our Aboriginal students ,by promoted respect and recognition of Aboriginal culture within our valley and nearby locations. Other small schools joined the program which improved the sense of cohesion between our schools.



Multicultural and anti-racism education

Multiculturalism is celebrated each and everyday within our school. Teachers use text and multi– media to respectfully recognise the contributions many races make tin building a culturally diverse nation. Rich text used within literacy sessions actively promote greater understanding of diversity and build acceptance of difference.