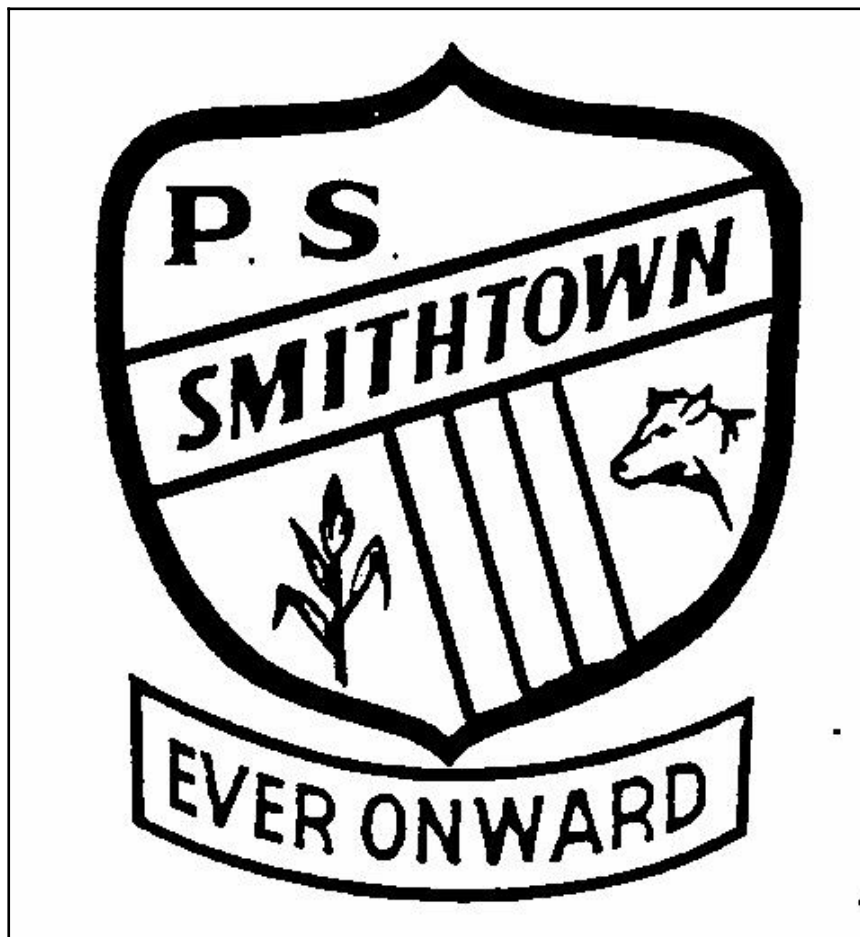# Smithtown Public School

2019 Annual Report

3075

Introduction

The Annual Report for 2019 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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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 well–being decisions.

We 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. Our 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 are 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 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

Evidence Based Practice

School self assessment against the SEF indicates movement from:
 • delivering to sustaining and growing within the teaching domain element of *effective classroom practice (*explicit teaching and feedback)
 • sustaining and growing to excelling in the teaching domain element of *use in teaching* and *data use in planning*

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)

Progress towards achieving improvement measures

Process 1:   Using Evidence Based Practice
         • Teachers confidently use evidence based practice assessment data to share, monitor and evaluate student progress aligned to literacy and numeracy learning progressions.
         • Building teacher capacity through collaborative based processes and reflective practices.
         •

Evaluation	Funds Expended (Resources)
Teachers are working towards embedding the use of learning intentions and success criteria within writing. They are still developing the explicit use of examplars to guide and inform student self assessment. Most students are more clear about what they are learning and why it matters. Surveys indicate that fewer students talk about behaviours that support effective learning and are now identifying learner qualities that empower them as learners. Most are still not clear about their progress, although all expressed confidence in their ability to make progress. Still most are not aware of their next steps in their learning progression within writing.	Provide ongoing PL for teachers addressed to areas of need for Visible Learning and assessment. Student survey on learning goals and where they need to go next. Teacher programs, assessment data and PLPs/Walk–throughs and in class observations. Exit slips and assessment data. Quantative data on how many are using class dojo, TTFM and school surveys. **Funding Sources:** • Funds consumed ($19839.50)

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.

Improvement Measures

• All students, teachers and parents understand the skills and capabilities required for effective learning.

•

School self evaluation against the SEF indicates movement from :

•

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.**

Progress towards achieving improvement measures

Process 1: **Assessment Capable Learners**

•

Students develop skills to think creatively and critically to solve problems collaboratively.

•

Teachers provide responsive and engaging curriculum and learning opportunities through STEM.

•

Learning maps provide students with forum to plan, monitor and evaluate their learning.

•

Teachers explicitly teach and reinforce the learning dispositions required to enable effective learning.

Evaluation	Funds Expended (Resources)
Teachers and students now need to deepen the use of learning intentions and success criteria through the systematic use of analyzing their work samples. Students are developing skills to effectively critique their evidence of learning aligned to the criteria using the exemplars as evidence of learning rather than as a judgement. Teachers will continue to develop and use student work samples as exemplars collaboratively with students to deepen students understanding of evidence of learning. Continued professional learning will focus on using teacher self feedback to define where am I now, and what is the next step needed to achieve progress, as well as sharing the journey and celebrating progress with peers and parents. Recognizing and celebrating success needs to be systematic within the ongoing cycle of improvement using the QDAI model. The questions we have are What is the shared definition of an effective learner at Smithtown Public School? What will teachers,students and parents know,do,feel? What systems will support us to activate this?	Walls that teach– success criteria aligned to the progressions and syllabus. **Funding Sources:** • Funds consumed ($9965.40)

Progress towards achieving improvement measures	
Do students and families know the science of how we learn and the learning process? Can students and families use the learning pit, can they articulate the process of learning and identify successful learner qualities and tools to be an effective learner?	

Process 2: **Wellbeing Framework**
-
  PBL– positive behaviour for learning systems and practices ensure optimum and consistent conditions for student learning across the whole school.

Evaluation	Funds Expended (Resources)
The system to record and support improved student wellbeing is known and understood by all teachers. All students can identify at least 2 staff members who know and value them as individuals. We need to develop data to evaluate whether parents and students know and understand the PBL systems within our school. Externally produced SET data will provide evidence of impact. The question we have as evidence of impact is: Has the school moved in its self evaluation in the SEF to excelling within the theme of behaviour within the learning domain of wellbeing?	WAGS posters for conversations regarding behaviour. PBL rubric and training **Funding Sources:** • Funds Consumed ($15448.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Funds Consumed ($17 452.00)	Staff have a richer understanding of the history of Aboriginal people within our valley and the impact it has on Aboriginal people and their families today. Students have a health respect for Aboriginal culture and are more inclusive in celebrating and recognizing cultural diversity.
Low level adjustment for disability	**Funding Sources:** • Funds Consumed ($44 517.00)	100% of students could identify at least one adult in the school they could turn to if they needed additional support. The two by ten project introduced to support students develop social skills and connectedness was highly effective in identifying students and providing them with a more positive sense of self. All of these students have had a reduction in the number of negative incidents requiring teacher intervention since the program has been introduced this year.
Socio–economic background	**Funding Sources:** • Funds Consumed ($95 390.00)	All students have achieved significant growth. 78% of students achieved stage appropriate outcomes in English and numeracy. Parents report high satisfaction in the progress students are making and feel supported in following up effective strategies at home to provide additional practice time for students to consolidate their skills.
Early Action for Success	**Funding Sources:** • Funds Consumed ($65 302.00)	All staff demonstrate improved teaching practice evidenced within the personal professional development plan. 100% of staff are highly satisfied with the additional professional learning they access through Early Action for Success. Teaching programs evidence the use of data to inform planning and monitoring of student progress that is supported with the use of PLAN 2 software. Teachers are more confident in evaluating progress and developing learning opportunities specific to the identified needs of the students they teach.

Student information

Student enrolment profile

	Enrolments			
Students	**2016**	**2017**	**2018**	**2019**
Boys	35	32	28	34
Girls	32	32	34	33

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	97.8	94.3	94.9	90.3
1	96.6	96.7	93.2	92.3
2	89.6	94.5	95.8	93.3
3	92.3	81.5	94.2	92.5
4	97.4	96.5	85.7	89.1
5	91.1	94.1	95.5	80.8
6	94.9	89.8	88.2	91.9
All Years	94.3	93.3	93.4	90.8
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	135,726
Revenue	997,004
Appropriation	956,824
Sale of Goods and Services	368
Grants and contributions	38,739
Investment income	1,073
Expenses	-952,153
Employee related	-792,822
Operating expenses	-159,331
Surplus / deficit for the year	44,851

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	0
Equity Total	157,359
Equity - Aboriginal	17,452
Equity - Socio-economic	95,390
Equity - Language	0
Equity - Disability	44,517
Base Total	660,794
Base - Per Capita	14,548
Base - Location	14,296
Base - Other	631,951
Other Total	100,199
Grand Total	918,352

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
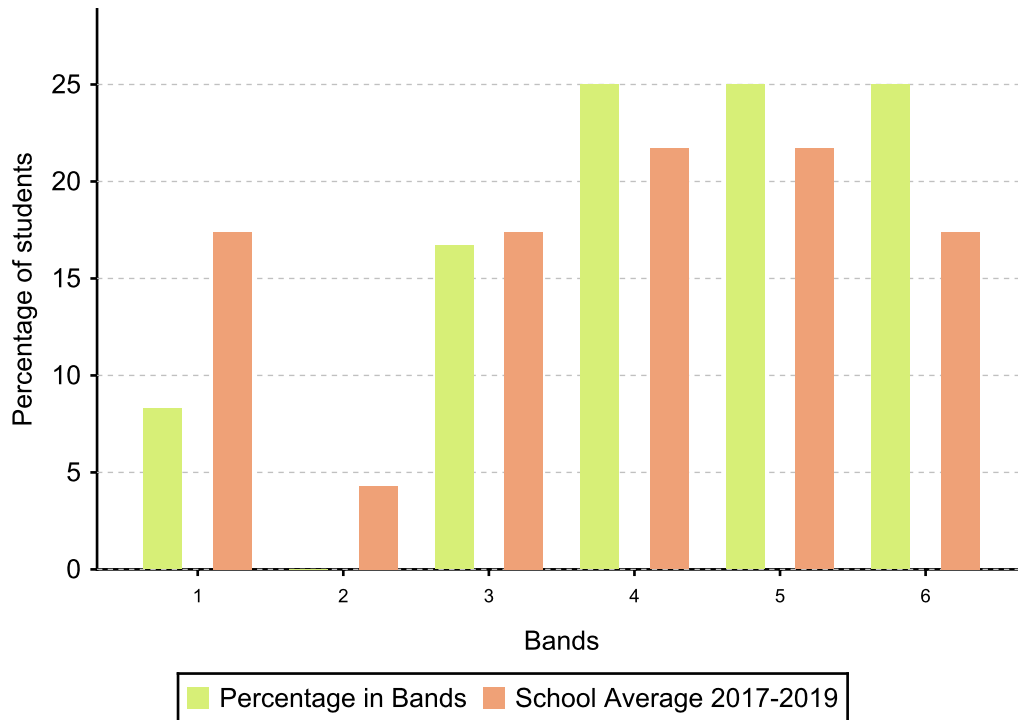
Percentage in bands:
Year 3 Grammar & Punctuation
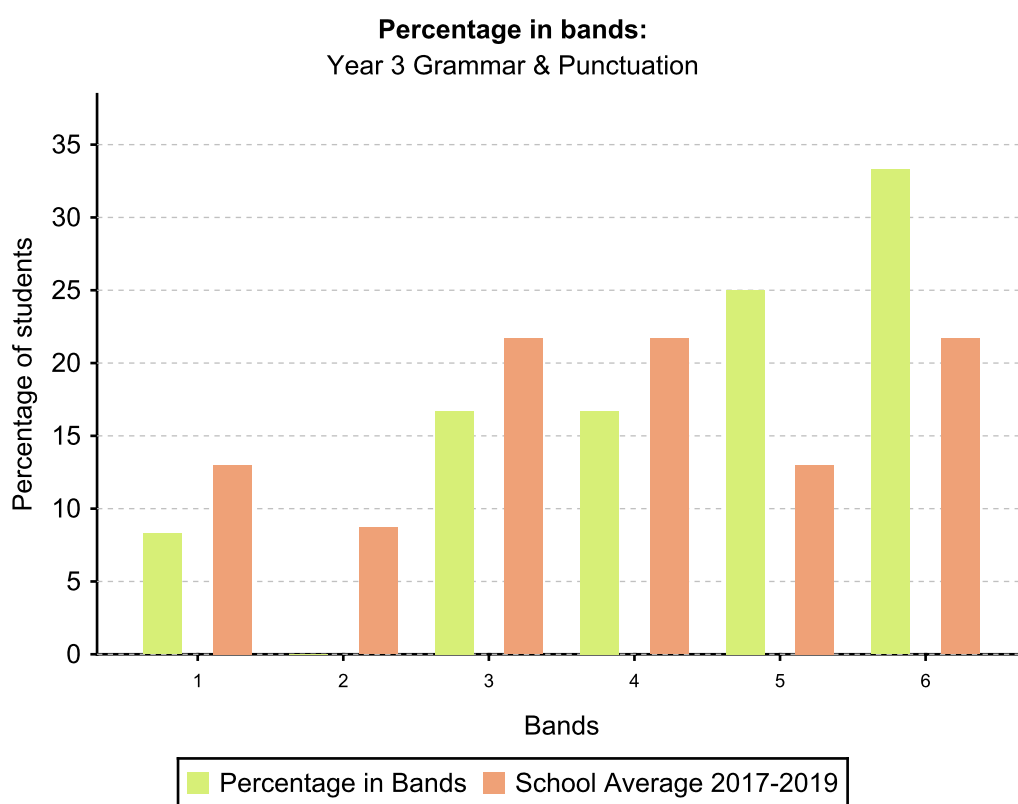
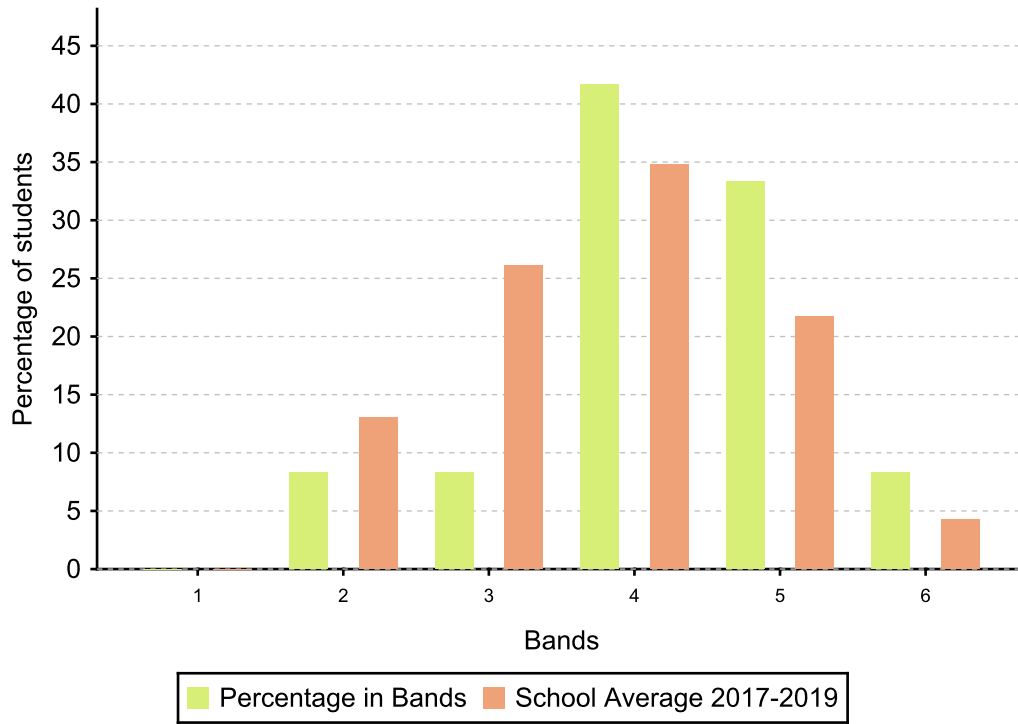| Band	1	2	3	4	5	6
Percentage of students	8.3	0.0	16.7	16.7	25.0	33.3
School avg -2019	13	8.7	21.7	21.7	13	21.7

Percentage in bands:

Year 3 Reading
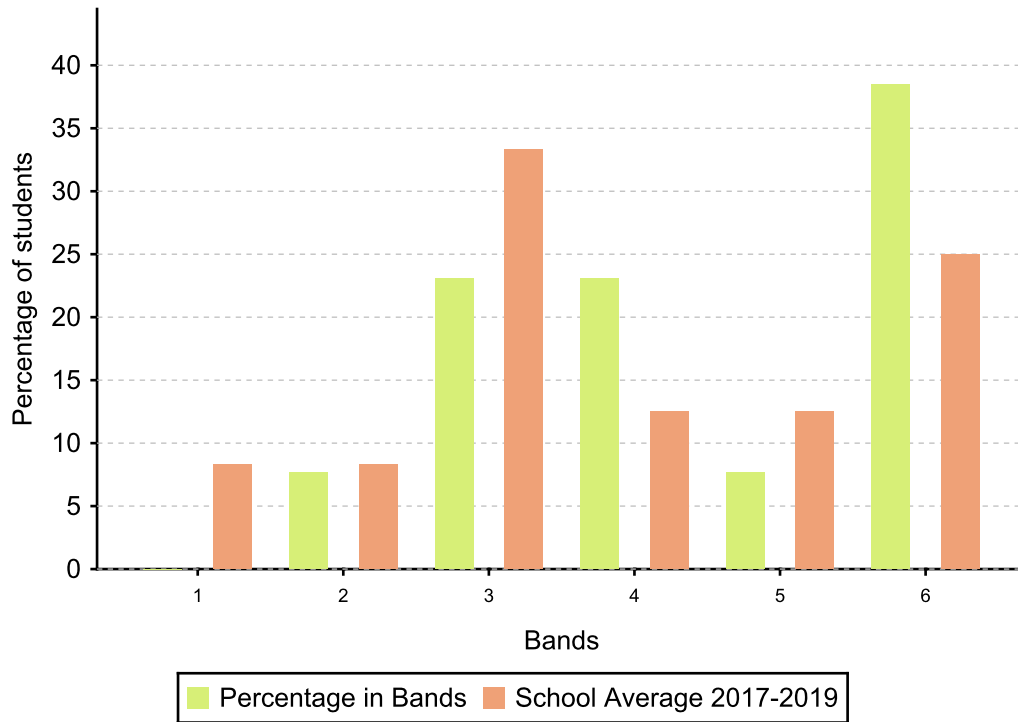
Band	1	2	3	4	5	6
Percentage of students	0.0	7.7	23.1	23.1	7.7	38.5
School avg -2019	8.3	8.3	33.3	12.5	12.5	25

Percentage in bands:

Year 3 Spelling

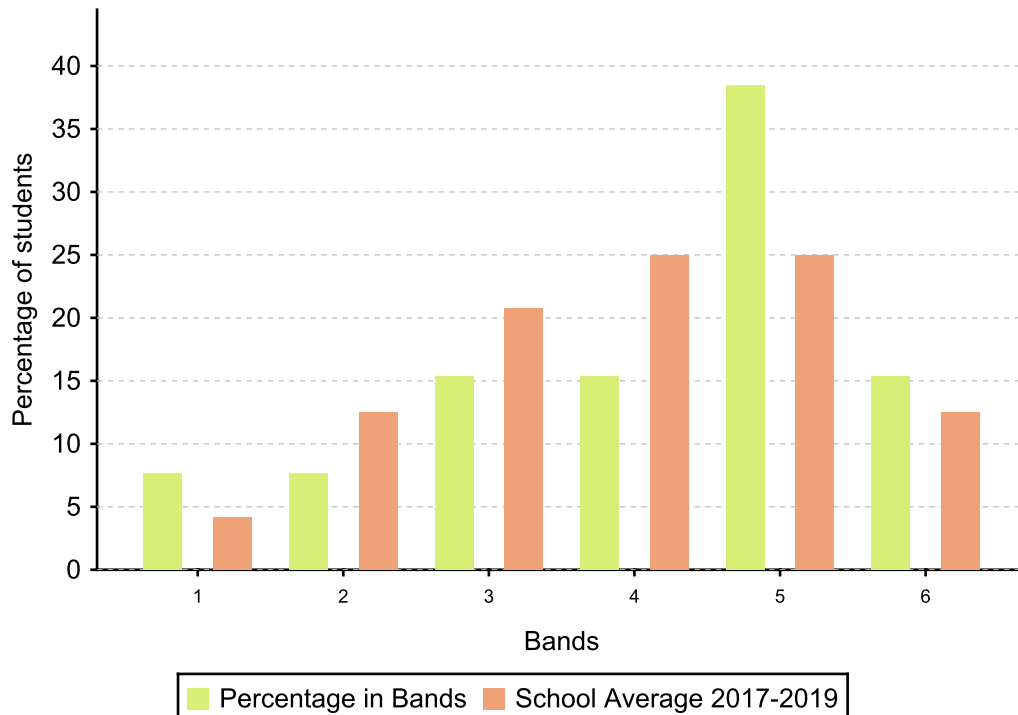| Band	1	2	3	4	5	6
Percentage of students	8.3	0.0	16.7	25.0	25.0	25.0
School avg -2019	17.4	4.3	17.4	21.7	21.7	17.4

Percentage in bands:

Year 3 Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	8.3	8.3	41.7	33.3	8.3
School avg -2019	0	13	26.1	34.8	21.7	4.3

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

Percentage in bands:

Year 3 Numeracy

Band	1	2	3	4	5	6
Percentage of students	7.7	7.7	15.4	15.4	38.5	15.4
School avg -2019	4.2	12.5	20.8	25	25	12.5

Parent/caregiver, student, teacher satisfaction

Parents report a high degree of satisfaction with the school and its chosen direction. Survey data indicates they feel well informed of the strategic directions of the school and the activities implemented to achieve the goals. They report that the values that the school aspires to are evident in the students within the community and that the school is recognized as a place of innovation, opportunity and success within our community.

Community newsletters each term informs the community of events within the school and there is strong connectedness to local organisations.
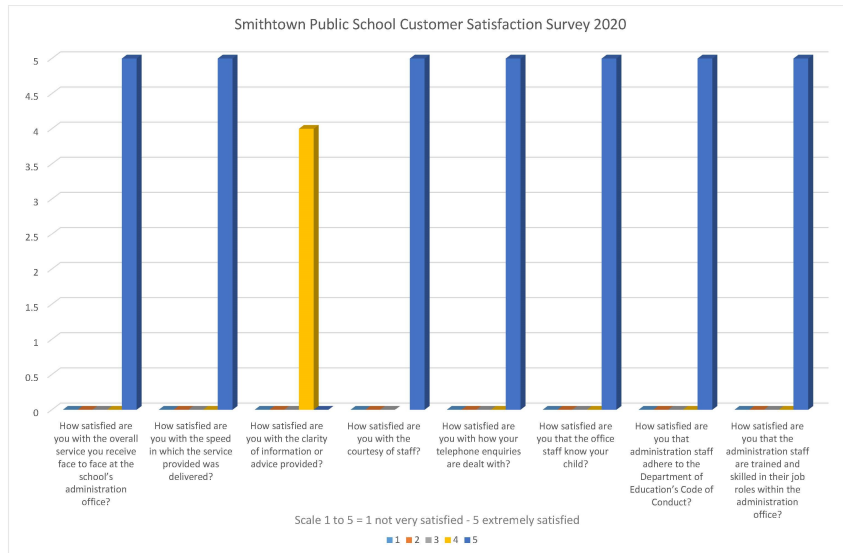
Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.