

2020 Annual Report

Smithtown Public School



3075

Introduction

The Annual Report for 2020 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 vision

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 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>

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.
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Evaluation	Funds Expended (Resources)
<p>Whilst there has been a shift in teachers using ongoing summative and formative assessment we do not believe we have yet achieved the shift to Sustaining and Growing within the element of Explicit Teaching in the Teaching Domain: Effective Classroom Practice as staff do not yet routinely break down learning into surface, deep and transfer. Professional learning will occur day 1 of 2021 to deepen our understanding of specific tasks /learning structures related to SOLO taxonomy.</p> <p>The same result has occurred for feedback for although feedback is received, we have little evidence to support it being acted on by students.</p> <p>Feedback is also not specifically related to success criteria and provided throughout learning.</p> <p>Assessment practices inform improvement sprints but are not yet used within all phases of learning nor evidenced within teaching programs.</p> <p>A data wall will support teachers to more closely align ongoing monitoring to achievement and progress to monitor student growth of syllabus outcomes using PLAN 2 software and pre and post tests.</p> <p>Assessment and learning goals need refinement so that they are systematically shared with parents and students alike.</p>	<p>L3 PL- \$1700 (4 Teachers K-3)</p> <p>BNL PL- \$1900 (All Teachers)</p> <p>Close Reading PL- \$4400 (5 staff, all grades)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$8000.00)

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)
<p>Whilst we have made some progress towards in moving from Sustaining & Growing to Excelling in the theme of Student Engagement within the Learning Domain: Assessment, we still need to continue our work in this area.</p> <p>Teachers are using a greater range of formative and summative assessment to provide opportunities for students to receive feedback on their learning. Students and their parents do not have a clear understanding of the assessment approaches used within the school and how it benefits their learning.</p> <p>The school does not have a shared understanding of the learning process (building knowledge, making meaning, mastery).</p> <p>Staff have a range of responses in their confidence to implement learning strategies reflective of visible learning pedagogy. Whilst all staff have adopted these strategies, all feel that they are not yet an embedded practice and students are not confident in using learner qualities to reflect on where they are in the learning pit or how what strategies they could use to accept the challenge of learning.</p> <p>Refinement of learner qualities, the learning process and learner qualities will occur at the commencement of 2021 across all classes.</p>	<p>Visible Learning PL- \$10,375 (All teachers and SLSOs)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$10375.00)

Process 2: Wellbeing Framework

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Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Behaviours are explicitly taught in weekly PBL lessons across all schools settings reflective of student data.</p> <p>We are moving towards Excelling within the domain of Wellbeing: Behaviour.</p> <p>The Heart 2 Heart program strengthen relationships between the Stage 2 and 3 girl cohort of our school. Further professional learning to deepen staff knowledge of trauma informed practice and deeper engagement with the wellbeing framework with the support of District Office staff will support staff to develop more effective practices to support students with additional needs.</p> <p>A wellbeing facilitator will be employed to support students with complex needs and monitor their progress.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$9902.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$41 970.00) 	100% of Aboriginal students have a Personalised Learning Pathway. Intensive numeracy and literacy support across all stages. Our Aboriginal students have received access to additional support programs, including intensive literacy and maths support with our Learning and Support Teacher.
Low level adjustment for disability	0.3 FTE - \$33,815 Flexible funding- \$11,465 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$44 280.00) 	Students receiving additional support demonstrated gains in literacy and numeracy, particularly in reading and writing. 5 weekly interventions and learning sprints with an explicit teaching focus and will tighten the focus for students with additional needs.
Socio-economic background	0.1 Staffing- \$10,938 Flexible Funding- \$102,356 Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$113 294.00) 	Funds were allocated to support professional learning and teacher professional development. Teacher knowledge and use of the literacy and numeracy progressions has improved. Additionally, learning outside the classroom is increasing student awareness of how we learn and the context in which learning takes place, not just at school. Environmental education and sustainability continues to be a focus.
Early Action for Success	Funding Sources: <ul style="list-style-type: none"> Early action for success (\$66 934.00) 	All staff demonstrate improved teaching practice evidenced within their personal professional development plans. 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

Students	Enrolments			
	2017	2018	2019	2020
Boys	32	28	34	41
Girls	32	34	33	34

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.3	94.9	90.3	83.4
1	96.7	93.2	92.3	82.6
2	94.5	95.8	93.3	86.7
3	81.5	94.2	92.5	86.9
4	96.5	85.7	89.1	89.7
5	94.1	95.5	80.8	88.3
6	89.8	88.2	91.9	84.1
All Years	93.3	93.4	90.8	86.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	180,577
Revenue	1,108,068
Appropriation	1,090,756
Sale of Goods and Services	1,560
Grants and contributions	15,415
Investment income	337
Expenses	-1,065,575
Employee related	-886,446
Operating expenses	-179,128
Surplus / deficit for the year	42,494
Closing Balance	223,071

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.

	2020 Approved SBA (\$)
Targeted Total	62,464
Equity Total	199,545
Equity - Aboriginal	41,970
Equity - Socio-economic	113,294
Equity - Language	0
Equity - Disability	44,280
Base Total	696,740
Base - Per Capita	16,114
Base - Location	15,536
Base - Other	665,090
Other Total	103,729
Grand Total	1,062,478

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Smithtown Public School continually communicates with our community through P&C meetings, interviews and discussions with parents. Parents of our school support the quality learning that occurs in the classrooms. They are satisfied with the schools approach to the programs offered and their child's participation in community events. They feel comfortable in approaching the school to resolve any issues that may arise and feel that the lines of communication are always open. Students feel that they are able to communicate with members of staff, enjoy attending school and are actively involved in school projects. Staff indicated that the school should continue to provide the breadth and depth of curricular and extra curricular activities.

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.