Our school at a glance

Students
Our school enrolled a total of 78 students throughout the year. Students were placed into stage groups, Kinder and Year 1, Year 1 and Year 2, Year 3 and Year 4 as well as a Year 5 and 6 class.

Staff
This year saw the appointment of Mrs Sawyer as principal. Mr Hooper had worked tirelessly to promote a smooth transition before he took up his appointment at Kalinda School.

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

Mrs Mickle and Mrs McCudden job share on Kinder/Year1. Mrs Pugh taught Year1/2, Ms Dobson Year ¾ and Mrs Sawyer Year 5/6. Mrs Hulme continued as teacher librarian, providing release time for class teachers and conducted learning support programs.

Significant programs and initiatives
The curriculum focus involved quality teaching within numeracy. District office consultant Ms Janette Clifton supported the staff through a lesson coaching model. She trained all staff on the quality teaching elements and assisted them to incorporate them into their teaching/learning programs. She observed lessons that individual teachers taught and then critically assessed the elements that were strengths and those that were needing support. Teachers then were able to code lessons of the buddy teacher in the same way. This focus will continue throughout the coming year.

Student achievement in 2008
This year students in Years 3 & 5 sat the National Assessment Program for the first year. Students are no longer assessed and compared to the state. Their results are compared to the National Minimum Standard.

Literacy – NAPLAN Year 3
Within Reading 100% of our students achieved above the national minimum standard compared to 96% of the state.

Within Grammar only 89% achieved the national minimum standard compared to 96% of the state.

In both Spelling and Writing only 89% of our students achieved the national minimum standard compared to the state results of 97% and 98% respectively.

Numeracy – NAPLAN Year 3
Within the strands of learning within mathematics measurement, data, space and geometry were strengths whereby 100% of students achieved at or above the National minimum standard compared to 97% of the state. Number, patterns and algebra however were below the state with only 89% of students achieving the minimum standard compared to 96% of the state.

Literacy – NAPLAN Year 5
Within Reading and Grammar 675 of our students achieved the minimum standard growth compared to 92% and 94% of the state respectively. In overall literacy all students recorded growth from their previous testing in Year 3. The main areas for difficulty involved connecting information within text and inferring information.

Writing areas for concern were in punctuation, grammar, sentence structure and spelling. Only 83% of our students achieved at the minimum standard compared to 95% of the state.

Numeracy – NAPLAN Year 5
Within the strands of learning within mathematics measurement, data, space and geometry were strengths whereby 83% of students achieved at or above the National minimum standard compared to 92% of the state. Number, patterns and algebra however were below the state with only 67% of students achieving the minimum standard compared to 93% of the state.
Messages

Principal's message

What a wonderful year this has been. The school is focused and working harmoniously with the community. Communication has been open and honest and we feel in partnership with parents and students. Students are increasing more a part of the decision making processes within the school and have a voice through a Student Representative Council which meets once a month on a Friday to discuss any relevant issues and plan fund raising. Students are elected by their peers and undertake an oath to represent their peers fairly.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Jennifer Sawyer

P&C

Smithtown Public School P&C Summary 2008

During the year the schools P&C was active in a lot of areas and contributed significantly to the school. The summary following outlines the main areas. There were 36 P&C members during 2008.

1. Uniform
   The new school uniform was completed, implemented and communicated. The uniform shop was set up, with sales from the uniforms contributing towards the P&C.

2. Canteen
   The canteen continued providing a vital service to the school and finances for the P&C.

3. Insurance
   In 2008 the P&C paid for insurance cover for every student. The insurance is through the NSW P&C federation and covers the children for – lump sum benefit for most injuries, reimbursement of dental up to $5000, non Medicare medical expenses up to $5000, Australia wide ambulance/emergency transport, and tutorial cost for up to 20 weeks.

4. Fundraising
   As well as those things listed above the P&C raised money by –

<table>
<thead>
<tr>
<th>Event</th>
<th>Fundraising</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 disco's at the Smithtown Bowling</td>
<td>Mother and father day stalls</td>
</tr>
<tr>
<td>Club</td>
<td></td>
</tr>
<tr>
<td>NRL Grand Final day at Smithtown</td>
<td>Easter raffle</td>
</tr>
<tr>
<td>Pub</td>
<td></td>
</tr>
<tr>
<td>MARS Chocolate fundraiser</td>
<td>Christmas raffle</td>
</tr>
<tr>
<td>Donation from Smithtown Pub</td>
<td>Woolworths Healthy Kids grant</td>
</tr>
<tr>
<td>Election day breakfast and cake</td>
<td>Special canteen days</td>
</tr>
<tr>
<td>stall</td>
<td></td>
</tr>
<tr>
<td>Canteen @ Small Schools Athletics</td>
<td>Girls night out</td>
</tr>
<tr>
<td>Day</td>
<td></td>
</tr>
</tbody>
</table>

5. Financial contributions to School and Students

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canteen appliances</td>
<td>$210</td>
</tr>
<tr>
<td>Donations to Students for sport</td>
<td>$120</td>
</tr>
<tr>
<td>Intensive swimming – bus contribution</td>
<td>$900</td>
</tr>
<tr>
<td>Electronic Whiteboard</td>
<td>$3000</td>
</tr>
<tr>
<td>Calculators for year 6 students</td>
<td>$221</td>
</tr>
<tr>
<td>Senior school excursion</td>
<td>$600</td>
</tr>
<tr>
<td>Junior School excursion</td>
<td>$460</td>
</tr>
<tr>
<td>Parent Workshop with Greg Griffith</td>
<td>$350</td>
</tr>
<tr>
<td>Insurance for Students</td>
<td>$388</td>
</tr>
<tr>
<td>Public liability for P&amp;C members</td>
<td>$464</td>
</tr>
<tr>
<td>Apple slinkie’s (peel and slice)</td>
<td>$100</td>
</tr>
<tr>
<td>for classrooms</td>
<td></td>
</tr>
<tr>
<td>Woolworths Healthy Kids Grant</td>
<td>$1500</td>
</tr>
</tbody>
</table>

   Total Contributions $8313

6. General
   Assisting with things like gardening; sports carnivals; establishing bush tucker garden; reading, mathematics and library help; and morning teas for assembly.

   As you can see the P&C does a lot for the school. However the school can always use more assistance and we encourage as many parents, grandparents and community members as possible to get involved with the P&C. If you would like to assist please come to the next meeting on at 3:15 or if you cannot make it to a meeting please let the committee or some one at the school know how you can help. We especially need canteen volunteers.
Please remember all people involved in school activities must be members of the P&C to be covered by public liability insurance. If you wish to join please complete the note below.

While we are always trying to gain more assistance we need to acknowledge those people who have contributed last year and are continuing to do so. To those members we say thankyou very much.

Todd Vogler P&C President

Student representative’s message

This year we formed an Student Representative Council (SRC) where all of Year 6 were members as ministers for the environment, sport and welfare. Each class elected two representatives, one male and one female. We meet once a month and did a Parking Lot from each class to discuss what things were happening in the school.

We organised fund raising day of Crazy Hair Day, Out of Uniform, BBQ’s ,Footy Colours Day and talent quests. The money raised purchased footy posts and sporting equipment which can all use at play time

Ethan Brown & Hannah Sanders

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>54</td>
<td>54</td>
<td>52</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td>43</td>
<td>49</td>
<td>39</td>
<td>37</td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREEN</td>
<td>2</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>GREEN</td>
<td>1</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>ORANGE</td>
<td>6</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>ORANGE</td>
<td>5</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>RAINBOW</td>
<td>K</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>RAINBOW</td>
<td>1</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>YELLOW</td>
<td>3</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>YELLOW</td>
<td>4</td>
<td>12</td>
<td>21</td>
</tr>
</tbody>
</table>

Structure of classes

Students were placed in stage appropriate classes K/1 had 19 students taught by Mrs McCudden, Year 1/2 had 17students taught by Mrs Pugh, Year 3/4 had 9 students taught by Ms Dobson and Year 5/6 had 19 students taught my Mrs Sawyer

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.0</td>
<td>93.6</td>
<td>93.1</td>
<td>94.3</td>
</tr>
<tr>
<td>Region</td>
<td>92.9</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff continued their professional development focusing on Quality Teaching, particularly within numeracy.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.5</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.05</td>
</tr>
<tr>
<td>Total</td>
<td>5.05</td>
</tr>
</tbody>
</table>

Staff retention
All teaching staff continued in their role. Mr Hooper, the relieving Principal was replaced by Mrs Sawyer.

Staff attendance
Staffs has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 90.8%.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>80,525.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>65,610.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>52,356.07</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5,904.23</td>
</tr>
<tr>
<td>Interest</td>
<td>3,760.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14,577.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>222,733.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7,860.97</td>
</tr>
<tr>
<td>Excursions</td>
<td>3,468.21</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1,671.71</td>
</tr>
<tr>
<td>Library</td>
<td>1,341.40</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,855.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>102,436.30</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>8,496.50</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16,768.86</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8,941.69</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2,781.21</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9,945.04</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>167,567.44</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>55,166.36</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Arts

Student involvement in creative and performing arts has increased this year with students participating in the speech and drama and choir sections at the Kempsey estifodd.

Year 5 and 6 students competed in a Lowmac schools public speaking competition at Bellimbopinni. All students were organised into class groups that rotated each fortnight through art, drama, music and craft activities. All students enjoyed these opportunities and some have found a new love for drama.

Shannon Bakker and Magan Ellery were success in a recycling waste into art competition. The prize money purchased new art resources for all students within our school.

Sport

Students were offered numerous opportunities to participate in both sporting events and carnivals. They have enjoyed their experiences and have shown improvement in sportsmanship both on and off the field.

This year we have focused on living an active lifestyle. Programs such as Active After School sports Program, Star Lunch Box, Bike Education, Mini Olympics and Life Education are just a few of the many learning experiences that involved family participation.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Overall in numeracy more students achieved results in the middle bands when compared to the state. Again students were less well represented in the top bands.

**Literacy – NAPLAN Year 5**

In Reading Year 5 students approximate the state average in band 6, 7 and 4. More students achieved results in band 5 than when compared to the state, however no students were in band 8 (the highest band).

In Writing students were over represented in band 4 and 5, but were more evenly distributed across all bands.

This is a consistent pattern throughout our results that students are achieving in the middle bands but need to be extended to achieve the results they are capable of in the higher bands.
Within Numeracy as within literacy students results were mainly within the mid bands but failed to approximate the state average in the higher bands.

**Progress in numeracy**

This trend shows that approximately 60% of Year 5 students achieve minimum standard growth from Year 3 to Year 5. These results are an area of area of concern and staff have conducted an analysis the areas where students are having the greatest difficulty and these have become teaching focus areas.

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>89</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>67</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>67</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>67</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

All stages explicitly studied aspects of Aboriginal culture and history in various key learning areas. In term 4 the whole school was involved in Aboriginal dance lessons within physical education.

Two young local Aboriginal men, who had trained with the Australian Institute of Sport, provided positive role models and coaching at lunch times for football and touch football.

NAIDOC day activities allowed for students to learn about and value local cultural knowledge through the active involvement of the Aboriginal community.
Multicultural education

Multicultural education is integrated into all key learning areas. A specific focus has been through PE where students played games from different countries and learnt dances as well.

Through intensive literature study students also discuss and recognise cultural diversity and acceptance.

Respect and responsibility

The school’s Student Welfare Policy focuses on three rules:

1. Safety Rule
2. Learning Rule
3. Respect Rule

Each week there is one focus rule and children following these rules are positively rewarded and are given a token to go in a raffle, drawn at assembly where the winner receives a canteen voucher for $5.

Students in Year 6 run peer groups in sport activities and creative arts groups. This develops their skills in communication, cooperation, organisation whilst reinforcing peer relationships and the rules.

Merits rewards are given at each assembly to encourage, recognise and promote excellence in behaviour and academic application.

Progress on 2008 targets

Target 1

To increase the percentage of year 3 and 5 students in the top two bands in Numeracy from Year3- 25% to 35% & Year 5 – 36% to 46%

Whilst we did not achieve our target, we still 67% of our students achieve in the top three bands compared to only 45% in 2007 No students were in the lowest band

Our achievements include:

All teachers are:

* using the quality teaching framework to critically assessment student learning and teaching practice
* using proforma’s to plan lessons following a scope and continuum
* focusing on increasing the elements of explicit quality criteria, higher order thinking and connectedness within their lessons
* utilising Newman’s Error Analysis as a problem solving strategy

Target 2

To increase the percentage of students utilising the internet for research and communication from 17% to 50%.

Our achievements include;

94% of students now regularly use their email on a weekly basis for communication and feel confident that they can find information they are looking for research purposes

75% of teachers use their email on a weekly basis & confidentially research topics. Staff still has a limited understanding of how to access upcoming professional learning and how to log on to access their leave applications etc.

Target 3

To increase the percentage of students in the top three bands in reading by 15%.

Our achievements include:

* a 25% increase in the percentage of Year 3 students achieving within the top three bands in overall literacy
* 50% students collaboratively developing an understanding of the explicit quality criteria necessary to achieve personal development in writing tasks.
* all teachers incorporating guided reading into their regular class practice.

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of School Culture.
Educational and management practice

Background
School Culture examines the overall culture of the school and its interaction with all stakeholders: parent's students and staff.

Findings and conclusions
We conducted a survey of parents, staff and students regarding the culture of the school and its place within the community.

Parents
100% of parents felt that the school either usually or always
- praises and rewards individuals who are successful
- maintains a focus on students
88% felt parents support what is happening at the school and that the school is continually finding ways to improve what it does, making important changes when necessary. Only 78% however believe that the school caters for the learning needs of all students

Staff
100% of staff always or usually believes that the school understands and responds to the context of the community, recognises and celebrates achievement and makes important changes to what it does when necessary through finding ways to improve.

Students
78% of students believe that they are the main concern of the school and it encourages everyone to learn and achieve their best. Only 60% stated they are usually or always proud of their school and that student's support what is happening at the school.

Future directions
As a result of this survey the school will focus on collaboratively developing explicit quality criteria for assessment tasks with students so they feel greater empowerment through understanding what constitutes quality work and can plan to achieve it. Timetabling will be flexible to cater for gifted and talented students to develop student expertise in music, technology and art.

SRC meetings will be on a regular basis with topics generated by class meetings which teach collaborative decision making processes.

Parents will be invited to attend formal teacher /parent interviews early on in term 1 to establish goals for learning and to better understand areas of assistance their child specifically needs.

P&C meeting times have been changed to provide greater flexibility for parents to attend.

Curriculum
Creative Arts encompasses the areas of dance, drama, music and visual arts.

Background
This area if the curriculum is generally taught by individual class teachers to their own class. Often it is integrated into other key learning areas, particularly Human Society and its Environment.

Findings and conclusions
Staff and students felt that whilst they enjoyed experiences provided they needed to increase the range of opportunities available.

Future directions
In order to provide a greater range of opportunities students will remain within their class groups but rotate through a range of different arts groups, each using different media to produce works of art. Art will be displayed throughout the foyer and in public places to provide an audience for student work samples.
Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents, students and teacher satisfaction with the school is high. Parents feel that students are given a wide variety of opportunities but would appreciate upcoming activities be notified to parents early so that cost can be considered and alternative activities organised for students not involved.

Students felt that although the SRC (Student Representative Council) was organised they needed more structure to the meetings so that greater student voice was considered prior to decisions being made.

Staffs believe that the decision making processes throughout the school were inclusive and allowed for individual choice.

Professional learning

The focus for professional learning was centred on developing an understanding of and implementation of the elements of the quality teaching pedagogy and framework.

With the extensive support of Janette Clifton from district office staff planned and taught maths lessons incorporating specific elements of the framework. Together with Janette they then reflected on the lesson and planned future lessons to address the areas required. This is known as the lesson study model. All staff increased targeted areas of the framework by incorporating a variety of teaching/learning strategies.

Initially 25% of staff used student assessment to determine their teaching focus. Currently 100% use assessment data to determine teaching focus.

100% of programs show evidence of a focus on Working Mathematically. Students all reported an increased understanding of using Newman’s prompts to solve mathematical problems.

School development 2009 – 2011

1. Develop effective teaching, learning and assessment practices that reflect the NSW Quality Teaching Framework.
2. Improve parent and community partnerships with the school.
3. Implement strategies that improve literacy and numeracy outcomes for all students.
4. Improve technology application skills in staff, students and parents.
5. Continue development of the schools core values based on learning, respect and responsibility

Targets for 2009

Target 1

**Numeracy** To increase % of students achieving in Yr3 & Yr5 in the top 3 bands when compared to region, number strand from Yr3 44% to 55%, Yr5 from zero to 30%.

**Literacy:** Increase % of Yr 3 & Yr 5 students in the top 2 bands in writing by 10 % (Yr 3 2008-22% Yr 5 zero)

**Technology:** To increase the number of students presenting quality work using technology from 10% to 80% by 2011

100% of students are able to produce at least 1 piece of quality work at stage appropriate standards per term

**School Partnership:** To improves and increase communication between the school and community

Target 1

**Numeracy** To increase % of students achieving in Yr3 & Yr5 in the top 3 bands when compared to region, number strand from Yr3 44% to 55%, Yr5 from zero to 30%.

Strategies to achieve this target include:

Lesson coaching model focus on working mathematically through explicit evaluation QT elements of:

1. Connectedness (Significance)
2. HOTS (Intellectual Quality)
3. Explicit Quality Criteria (Quality Learning Environment)

Our success will be measured by:

100% of classroom observations demonstrate coding at level 4 or 5:

1. 60% to 100% HOTS
2. 40% to 100% EQC
3. 20% to 100% Connectedness
Target 2

**Literacy:** *Increase % of Yr 3 & Yr 5 students in the top 2 bands in writing by 10% (Yr 3 2008-22% Yr 5 zero)*

Strategies to achieve this target include:
- Analysis of individual student needs & provision of appropriate support through stage appropriate grouping.
- Sequenced professional development opportunities.

Our success will be measured by:
- Naplan results indicate a reduction in the % of difference from state in:
  - character & setting
  - spelling
  - punctuation
  - grammar

Target 3

**Technology:** *To increase the number of students presenting quality work using technology from 10% to 80% by 2011*

Strategies to achieve this target include:
- Class teachers & students to participate in regular lessons (1/2 hour each fortnight) in teaching & learning word processing skills with IT coordinator within the school. (Parents invited to join sessions in newsletter each week).
  - Microsoft Word (T1)
  - PowerPoint (T2)
  - Excel (T3)
  - Publisher (T4)

Our success will be measured by 100% of students are able to produce at least 1 piece of quality work at stage appropriate standards per term

Target 4

**School Partnership:** *To improve and increase communication between the school and community*

Strategies to achieve this target include:
- Parent workshops
  - Maths
  - Strategies to support writing
  - Fortnightly technology learning sessions
- 3 Way Interviews Term 1.
- Homework to include matrix format, basic spelling & number facts & interactive tasks.
- Projects to incorporate explicit quality criteria.
- Flexible times for P&C meetings.
- Newsletter / Foyer contain quality work from students on a rotational basis.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

Parent Forum
Parents believe that the school understands and responds to the context of the community, recognises and celebrates achievement and makes important changes to what it does when necessary through finding ways to improve.