

2020 Annual Report

Smithfield Public School



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Introduction

The Annual Report for 2020 is provided to the community of Smithfield 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

Vision:

Smithfield Public School community is committed to creating a dynamic nurturing learning environment based on collaboration, equity and trust.

Guiding Principles:

Student Well-being

A safe secure learning environment fosters the development of the whole child to become a responsible, successful and respectful citizen.

Curriculum:

Smithfield Public School's 21st Century learners are engaged in a challenging and student centred curriculum which promotes innovation and creativity.

Extra Curricula:

Extra Curricula activities provide rich opportunities for students to develop a sense of belonging and experience success.

Community Engagement:

The Smithfield Public School community respects diversity and embraces effective partnerships that shape and support school culture.

Teacher Professional Learning:

Smithfield Public School empowers staff to engage in evidence based pedagogy and sustainable practices which facilitate life-long learning and promote leadership opportunities.

School context

2019 School Context

Smithfield Public School is in the Fairfield School Area of the Regional South Operational Directorate. It is one of the national schools established in 1850. There are 720 students enrolled P-6. This includes a preschool, an Opportunity Class, an Early Intervention program and 6 classes for students with disabilities. Smithfield Public School also hosts a satellite class from ASPECT, the governing body for people with Autism.

Students come from a diverse range of language backgrounds approximating 85% of the student population. Of these students, 76% have English as another language or dialect, 118 students are refugees with more arriving on a regular basis. The refugees are largely Arabic and Assyrian speakers from Iraq and Syria. Over 30 languages are represented in the school community, with Arabic, Assyrian and Vietnamese being the largest groups.

The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising. There are over 80 school-based personnel including executives, classroom teachers, EAL/D and Learning Support specialists, Community Liaison Officers, school counsellors, School Learning Support Officers, administrative staff and general assistants.

Each class is furnished to facilitate future learning pedagogy including effective integration of technology. Stages 2 and 3 implement the Bring Your Own Device (BYOD) program.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

STUDENTS LEARNING

Purpose

TO PROVIDE A SECURE, ENGAGING LEARNING ENVIRONMENT THAT DEVELOPS THE WHOLE CHILD TO BECOME A CONFIDENT, CREATIVE AND ANALYTICAL LEARNER.

Improvement Measures

Students possess an increased sense of belonging and demonstrate higher levels of engagement in school activities.

The number of students achieving expected growth in Literacy is increased.

The number of students achieving expected growth in Numeracy is increased.

Progress towards achieving improvement measures

Process 1: Implement a school wide approach to Wellbeing.

Evaluation	Funds Expended (Resources)
<p>The year focused on developing and providing professional learning around systems, processes and partnerships to support a school wide approach to wellbeing reflecting the Department of Education Wellbeing Framework. The creation of the Smithfield Public School Wellbeing Framework, associated questionnaires administered to the school community and collaborations with BeYou allowed for the creation of a thorough picture of wellbeing needs at Smithfield Public School. The wellbeing data collected has provided a strong foundation to guide future directions for school wellbeing approaches.</p> <p>The school wellbeing program leaders collaborated, meeting twice a term, to collectively address wellbeing needs of students requiring additional support. Despite the disruption and challenges brought on by COVID-19, wellbeing programs continued to run when appropriate, ensuring engagement with wellbeing programs set up in 2019.</p> <p>The student mentor has worked closely with the wellbeing coordinator and Learning Support Team (LST) to provide tailored support for students. They worked with individual students on social and emotional regulation, connection and inclusion. The student mentor ran boot camp and sport sessions to support emotional regulation and and build skills in developing relationships. They also supported other established wellbeing programs run in the school.</p> <p>Positive Behaviour for Learning (PBL) continued to support positive student behaviours, including the exploration of 'kindness' and school values. School Representative Council (SRC) continued to build student leadership incorporating school sports captains to support management of playground equipment. Homework and Breakfast Club were amended to continue to run to support student needs.</p> <p>Wellbeing mentors were able to build on and consolidate social and emotional learning programs instituted in previous years. Support was provided to school teams with regards to reviewing, programming and implementing Bounceback, PALs and Zones of Regulation across preschool, the support unit and K-6 classes.</p> <p>The wellbeing mentor continued to provide individual mentoring to teachers supporting social and emotional learning in the classroom. The wellbeing mentor, along with two staff members, completed Smiling Mind Training to help with future implementation of this initiative.</p>	<p>\$17,280 - Student Mentor - 2 days a week</p> <p>\$22,000 - Wellbeing Coordinator/Mentor - 1 day p/week</p> <p>\$2,500 - Playground Busters</p> <p>\$300 - Homework club</p> <p>\$3,400 - PBL initiatives</p> <p>\$3,100 - SRC resources</p>

Progress towards achieving improvement measures

Process 2: Draw on research to develop and implement high quality teacher professional learning in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>The focus on Additive Strategies expanded to incorporate Big Ideas in mathematics. Teachers were able to see the importance of sound foundational skills and experiences to strengthen overall student understanding of Numeracy. Continued five weekly tracking and reflection on student ability enabled flexibility of groupings, ensuring differentiation of tasks based on need.</p> <p>Professional learning with Professor Ryan Dunn helped develop and shape 'Talk Moves' in an effort to address Working Mathematically in the NSW Mathematics syllabus that underpins all areas within the numeracy capabilities.</p> <p>K-2 reading recognised that further focus on comprehension (understanding) and fluency is needed. Reading tracking was modified to include progression Understanding Text (UnT) and Fluency (FI) to make this more prominent during guided reading.</p> <p>Year 1 and Kindergarten teachers participated in Draw, Talk, Write with Dr Noella Mackenzie. This professional learning enhanced teacher understanding of writing in the early years through engaging best practice models of learning.</p> <p>Teachers 3-6 committed to a third year of Write, Know, Teach with Jo Rossbridge, consolidating teacher understanding of syllabus expectations in writing. An embedded practice of co-developed rubrics enabling effective feedback for students is now an established protocol across 3-6 classes.</p> <p>Literacy and numeracy mentor programs provided a powerful opportunity to improve students' learning outcomes through teacher learning. Teachers built skills and knowledge about evidence-based teaching strategies. Mentors enabled teachers to reflect on their practice and to question what they do as they go about their teaching.</p>	<p>\$88,000 - Mentors</p> <p>\$150,000 - Instructional Leader</p> <p>Subscription- Sunshine Online</p> <p>Math resources (home packs for COVID-19)</p> <p>\$5,000 - Professional learning with JFH- comprehension</p> <p>\$88,965 - Professional learning and casual relief for Write, Know, Teach</p> <p>\$3,600 - L3 OLP professional learning</p> <p>TPL- Ryan Dunn - Mathematics</p> <p>TPL- Noella Mackenzie- English</p> <p>\$8,500 - Literacy resources</p> <p>\$10,250 - Mathematics resources</p>

Process 3: Provide opportunities for students to engage in a range of creative and academic activities.

Evaluation	Funds Expended (Resources)
<p>Students were given the chance to participate in CAPA groups throughout 2020 to give students greater opportunity to engage in extracurricular activities. However, due to COVID restrictions these groups had to be put on hold.</p> <p>Students participated in the First Lego League competition. Students were enthusiastic and showed a lot of grit and determination on the day.</p>	<p>Budget was reallocated to COVID-19 Learning from Home resources due to cancellation of CAPA groups and performances.</p>

Strategic Direction 2

EDUCATORS AND THEIR LEARNING

Purpose

TO EMPOWER STAFF TO ENGAGE IN EVIDENCE BASED PEDAGOGY AND SUSTAINABLE PRACTICES THAT FACILITATE PROFESSIONAL LEARNING AND ENABLE LEADERSHIP.

Improvement Measures

Systems of data analyses are embedded in practices to identify students' levels of achievement and facilitate evidence based decision making.

Differentiation of learning programs is evident in classrooms to ensure that students are challenged and engaged.

In collaboration with others, teachers create and implement their professional learning plans.

Progress towards achieving improvement measures

Process 1: The processes and programs that facilitate growth in professional development include:

- * master teaching mentors' program;
- * Performance and Development Program implementation (holistic, group and individual);

Evaluation	Funds Expended (Resources)
<p>During 2020 the master mentor program was impacted due to COVID-19 restrictions. Smithfield continued with mentors in a limited capacity in the areas of Literacy, Numeracy, Future Learning and Wellbeing. Mentors engaged in professional learning opportunities including the AITSL coaching modules and refining processes for mentoring.</p> <p>Reflective and evaluative processes were put in place for consistency and high expectations in the implementation of the mentoring cycle. Mentors developed knowledge and coaching skills to enhance differentiated, data-driven teaching and learning programs which were reflected in classroom practices.</p> <p>A Mentor Coach continued to oversee mentoring programs and provide professional learning for mentors. The Mentor Coach ensured a common understanding of and consistency in the approach to mentoring and supported new mentors.</p>	See Strategic Direction 1

Process 2: Create systems to support whole school data gathering and analysis.

Evaluation	Funds Expended (Resources)
<p>Smithfield Public School was able to maintain a system of analysing student reading levels over time. Historical data was drawn upon to analyse the impact of COVID-19 on student growth.</p> <p>Although data was disrupted during Term 1 and 2 2020, it was quickly re-established during Term 3 as teachers demonstrated that their decisions regarding differentiation for their students was closely aligned to the analysis of their gathered data.</p> <p>It is accepted that there is no 'central' location of reading data which has raised concerns about accessibility and ability to review the data process.</p> <p>Data for Additive Strategies also continued during Term 3 and 4 allowing teachers to reflect on student needs and next steps in differentiating tasks in</p>	<p>Instructional Leader</p> <p>Mentor 3-6 English</p> <p>Mentor K-2 Mathematics</p> <p>Data Review Committee</p>

Progress towards achieving improvement measures

the classroom.

Data in this area is under review after feedback from staff 3-6 who believe that the area of focus, Additive Strategies, does not allow for effective data gathering of older students. This feedback allowed reflection on how best to track student achievement beyond Additive Strategies considering Quantifying Numbers and Place Value.

A thorough review reading and mathematics data collection and analysis practices was conducted. The findings from this drove future strategic planning to ensure consistency, the collection of purposeful data, strategies for analysis and the development of supporting tools and guidelines.

Having sets of data in Additive Strategies and reading over a number of years has enabled Smithfield PS to select teacher professional learning responsive to the needs of our students.

Student writing samples are collected each term and centralised within SENTRAL demonstrating student achievement against syllabus writing outcomes. This process is an embedded practice across K-6 that has resulted in artefacts that demonstrate the impact of teacher professional learning and student achievement of syllabus outcomes.

Strategic Direction 3

SCHOOL GOVERNANCE & LEADERSHIP

Purpose

TO EMBRACE EFFECTIVE PARTNERSHIPS THAT SHAPE A DYNAMIC SCHOOL CULTURE AND FACILITATE THE DEVELOPMENT OF LEADERSHIP.

Improvement Measures

Systems are in place for effective strategic planning and evaluation. There is a strong culture of evaluative thinking among leaders.

Teachers and leaders gain promotions and more complex roles.

School community members undertake decision making and governance responsibilities.

Progress towards achieving improvement measures

Process 1: Provide a school wide differentiated leadership program.

Evaluation	Funds Expended (Resources)
<p>100% of leaders and aspiring leaders Performance and Development Plans (PDPs) aligned to the school's strategic directions, the Australian Professional Teaching Standards and the School Excellence Framework.</p> <p>The leadership team's PDPs presented a common goal of developing coaching skills. As a result, the whole team engaged in SHIFT professional learning with Dan Haesler. Coaching techniques learned through this training were widely used through mentoring and stage leadership opportunities.</p> <p>Individual leadership PDP goals were met through strategic mentoring and guidance. Leaders conducted their own research, reflected on this with mentors and trialled and evaluated strategies learnt.</p>	<p>Senior leadership team</p> <p>Mentors</p> <p>Assistant Principals</p> <p>External Expert Coach - Dan Haesler</p> <p>\$11,000</p>

Process 2: Professional leadership development reflects the goals for school improvement.

Evaluation	Funds Expended (Resources)
<p>All members of the leadership team (aspiring, substantive and relieving) worked collaboratively to develop evaluative thinking and strategic planning capacity through the development of the 2021 School Improvement Plan (SIP).</p> <p>Through professional readings and collaborative professional learning, the leadership team developed a strong understanding of the 8 areas of the What Works Best 2020 Update and the three domains of the School Excellence Framework. This plus individual research in specific areas built a clear understanding of best practice.</p> <p>The leadership team conducted a thorough whole school data analysis and program evaluation in preparation for writing the Situational Analysis. Leaders presented findings through the annual evaluation and proposal process. Leaders prepared proposals for the new School Improvement Plan (SIP) based on these evaluations.</p> <p>After extensive professional learning, the leadership team led the collaborative development of the 2021 SIP, which effectively reflected the Situational Analysis, community needs, program evaluations and proposals.</p>	<p>Leadership team including substantive and aspiring leaders.</p> <p>Director Educational Leadership: Fairfield Principal's Network</p> <p>Principal School Leadership</p> <p>Leadership PL days (SA, WWB, SEF, SIP) casual relief \$4,500</p>

Process 3: Provide community with opportunities for engagement in school wide activities.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>2020 was a challenging year for community engagement. Parents were not allowed on site from mid-Term 1, so significant changes had to be made to proposed plans. The Adult Migrant English Program (AMEP) ran online, and our Community Liaison Officer created playgroup activities for parents to do at home with their children. The community engagement team supported families throughout Learning From Home by helping parents set up technology, answering questions about tasks and organising food boxes for at-risk families.</p> <p>Due to COVID-19 restrictions, parent workshops were unable to be held and opportunities for parents to engage in the school community were limited to online meetings. A parent forum was held via Zoom to ensure that parents had a voice in developing the school vision for the 2021-2024 school plan.</p>	<p>\$43, 715 (+ \$40,000 funded by SSI) - 5 days/week CLO and Community Hub Leader</p> <p>\$33, 486 - Vietnamese CLO 2 days/week</p> <p>\$1000 - Resources</p> <p>\$1,500 - Courses</p> <p>\$1,400 - Childcare</p> <p>\$500 - Catering</p> <p>NAP funding - Arabic Ethnic SLSO 5 days/week</p>

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>3.0 FTE EAL/D Teachers</p> <p>NAP 0.4 Teacher</p> <p>NAP 0.2 Bilingual SLSO</p> <p>\$40, 242 flexible EAL/D funding</p>	<p>Smithfield Public School's English as an Additional Language or Dialect (EAL/D) program saw a limited number of new arrivals as a result of COVID-19 border closures.</p> <p>85% of students were from a language background other than English. 68% spoke English as an additional language and all mainstream classes received at least one hour of EAL/D support each week. Classroom teachers were supported to place their students on the EAL/D Learning Continuum.</p> <p>At the completion of 2020, the EAL/D learners across the school were achieving in the following phases: Beginning Limited Literacy- 25; Beginning Some Print Literacy- 8; Emerging- 121; Developing- 103; Consolidating- 153; Not Required- 27.</p> <p>EAL/D classes continued to provide intensive English support to students. In these classes, student progress was tracked via the ESL Scales. EAL/D teachers received professional learning to support consistent teacher judgement when assessing students against the Scales.</p>
Low level adjustment for disability	<p>1.5 FTE LaST</p> <p>School Counsellor 1.0</p> <p>\$86, 209 Flexible funding - SLSOs</p> <p>\$11,000 Special Education Mentor</p> <p>\$7,400 Support Unit Resources</p> <p>\$10,000 Support Unit professional learning</p>	<p>In 2020, the support unit was at capacity across the eight classes. Teachers and SLSO's engaged in various professional learning opportunities with a focus on self regulation, through Zones of Regulation, and using technology during COVID-19 Learning from Home as well as back in the classroom. Despite various COVID-19 restrictions, parent meetings were successfully held via Zoom.</p> <p>Inclusion in the school community was also a focus with 2 students achieving PSSA positions in cricket. All support unit classes had SRC representatives and one of the students received a major award at the end of year assembly.</p> <p>100% of support unit students who moved to a new setting received a transition to school program. Early Intervention students also engaged in transition programs and new 2021 families and students participated in orientation and transition programs via Zoom and onsite.</p> <p>The school's Learning and Support Team (LST) provided support for students with a range of academic and social needs. The LST met on a weekly basis to discuss student needs and progress and follow up new referrals. There were 92 students on the LST caseload in 2020. Ten mainstream School Learning and Support Officers (SLSO) were employed to provide identified students with additional assistance in the classroom, playground and identified health care needs. There were 6 students who received</p>

<p>Low level adjustment for disability</p>	<p>1.5 FTE LaST</p> <p>School Counsellor 1.0</p> <p>\$86, 209 Flexible funding - SLSOs</p> <p>\$11,000 Special Education Mentor</p> <p>\$7,400 Support Unit Resources</p> <p>\$10,000 Support Unit professional learning</p>	<p>Integration Funding Support and 1 who received Out of Home Care Funding.</p> <p>During the COVID-19 Learning From Home period, Learning and Support Teachers and SLSOs worked to provide academic and social phone support to students on the caseload. A substantial amount of LaST time was dedicated to differentiating Work from Home Plans to enable all students to access appropriate learning.</p> <p>A cooking program and music group ran to support the social and emotional needs of identified students.</p> <p>Thirty students participated in School Funded Speech Therapy Groups.</p> <p>The Learning and Support Teachers regularly met with class teachers to develop and review (Personalised Learning and Support Plans (PLASPs) and Behaviour Support Plans (BSPs) for identified students. There were three Out of Home Care Plans developed for students living in a foster care situation.</p> <p>The school counsellor conducted individual and group therapy to support a range of students requiring social and emotional learning. The LST supported identified students requiring additional transition to prospective 2021 teachers and to local support units and secondary school placements.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>1.233 FTE QTSS</p>	<p>Through the QTSS funding, Assistant Principals (APs) and supervisors (Community Language, EAL/D and Preschool) were provided with release time to mentor and coach teachers, model and team teach best practice and provide feedback to colleagues.</p> <p>This collaborative practice allowed teachers to book in time with mentors to unpack pedagogy and curriculum documents, discuss feedback and how to best support student needs.</p> <p>Due to COVID-19 restrictions, AP's and mentors engaged with experts and DoE online professional learning through Zoom and Microsoft Teams platforms. Sessions were recorded, which allowed the AP's and mentors to unpack pedagogy with their teams.</p> <p>All professional learning opportunities that AP's and mentors completed in 2020, provided guidance on ongoing support for colleagues. They engaged in evidence based teaching strategies such as 'Write, Draw, Talk' and 'Talk Moves' and focused on improving classroom teaching practices and student outcomes.</p>
<p>Socio-economic background</p>	<p>\$132,480 - SLSOs</p>	<p>Strategic Direction 1:</p>

<p>Socio-economic background</p>	<p>\$17,280 - Student Mentor</p> <p>\$22,000 Wellbeing Officer</p> <p>\$88,000 Mentors</p> <p>\$120,000 Mentor Coach (Teacher Replacement)</p> <p>\$77,201 - CLOs</p> <p>\$167,000 - IL</p> <p>\$176,379 - Resources</p> <p>\$35,000 - Student assistance</p> <p>\$835,340 - Total</p>	<p>Employment of School Learning and Support Officers (SLSOs) continued to be a strong contributing factor in supporting at risk students. This resource was allocated based on need through thorough analysis of student data. SLSOs continued to participate in differentiated professional learning to up skill them in areas relevant to the needs of students.</p> <p>A student Mentor SLSO provided support for students requiring additional Social Emotional Learning focused on relationships, connections and self regulation. This included individual support and group work through initiatives such as Boot Camp and sport activities.</p> <p>Utilising the Department of Education Wellbeing Framework, BeYou framework and Tell Them from Me, the Wellbeing Officer created a Smithfield Public School Wellbeing Framework. Data was gathered and thoroughly analysed against this framework to determine school needs.</p> <p>The Wellbeing Officer continued to provide mentoring, guiding teachers in the effective implementation of Social Emotional Learning programs such as Bounce Back and PALs and Zones of regulation.</p> <p>Over the past three years, two external experts were employed to improve teaching practice in writing. Stage 2 and 3 teachers engaged in regular professional learning and collaborative planning to develop rich, integrated writing units. Year 5 NAPLAN results indicate an overall increase in student results of at least 10% throughout the three years of the current school plan. K-2 teachers worked with Jan Farmer Hailey to improve literacy teaching supported by an Instructional Leader. School data indicates K-2 students achieving benchmark has significantly increased over the past three years.</p> <p>The Instructional Leader and Mathematics mentors focused on number talks and effective embedding of TEN pedagogy K-2. Students' improved ability to articulate reasoning, communicating and understanding is evident in all K-2 classes and TEN is evident in all K-2 mathematics programs. In 2021, mentors will work on extending these number talks in grades 3-6.</p> <p>Strategic Direction 2:</p> <p>Mentoring continued across the school in the areas of English, Mathematics, Wellbeing and Future Learning pre and post COVID-19 Learning from Home. A mentor coach continued to provide regular individual and group professional learning for mentors, building on their mentoring skills. A strong focus was placed on using data to drive differentiation. Mentoring goals were set</p>
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Socio-economic background	<p>\$132,480 - SLSOs</p> <p>\$17,280 - Student Mentor</p> <p>\$22,000 Wellbeing Officer</p> <p>\$88,000 Mentors</p> <p>\$120,000 Mentor Coach (Teacher Replacement)</p> <p>\$77,201 - CLOs</p> <p>\$167,000 - IL</p> <p>\$176,379 - Resources</p> <p>\$35,000 - Student assistance</p> <p>\$835,340 - Total</p>	<p>based on student data and teacher identified areas of development.</p> <p>A consistent approach to data analysis was established K-2. This involved Assistant Principals analysing stage data with the Instructional Leader and then sharing this with stage teams to identify trends and determine future focuses. Teachers in turn analysed their own class data supported by stage APs. Centralised collection of student writing samples has led to improved tracking of student achievement. Literacy and Numeracy mentors K-6 supported teachers to differentiate learning based on student data.</p> <p>A review of reading and mathematics data collection and analysis was undertaken. Findings from this review will drive data processes and structures in 2021.</p> <p>Strategic Direction 3:</p> <p>Community Liaison Officers (CLO) were employed to provide opportunities across the school for community engagement. As a result of COVID-19 restrictions, the opportunity for parents to engage with the school were minimised. Creative solutions were utilised, such as online Zoom sessions and local park outdoor events to ensure continuation of programs.</p>
Support for beginning teachers	<p>\$28,962 - Beginning Teacher Support</p>	<p>Early Career Teachers (ECT's) are provided with high levels of support from their stage supervisors/AP. In addition, they have access to mentors to access professional learning that focuses on curriculum development, classroom and behaviour management, strategies to build student engagement and participation in collaborative professional practices within the school. ECT are provided with active support from school leaders, professional learning is guided by the Australian Teaching Standards and negotiated Performance and Development Plan. Utilising the mentor timetable, ECT can self-nominate and discuss with mentors release time, opportunities for team teaching, observation of colleagues and individualised feedback and support.</p> <p>The Beginning Teacher Coordinator continued to provide support and guidance to ECTs through the accreditation process.</p> <p>This group was differentiated to support the needs of the ECT at various stages of the process. Policy and procedures were unpacked, samples provided and ongoing feedback was embedded to support the gathering of evidence and written annotations. ECT's had access to 1:1 support, time released to work with other ECT's at a similar point in their accreditation completion. As a result, three ECT's submitted their accreditation by the end of 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	277	301	303	300
Girls	263	278	297	294

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.3	95.2	93.2	86.8
1	93.6	95.1	92.9	86
2	96.4	96.4	93.7	87.1
3	94.6	95.8	93.8	89.5
4	94.6	95.6	94.2	89.3
5	95.4	95.7	94.6	89.2
6	94.5	95.7	94.3	90
All Years	94.8	95.6	93.8	88.3
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	30.96
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	13.26
Other Positions	1.6

*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	179,125
Revenue	8,923,372
Appropriation	8,749,938
Sale of Goods and Services	25,443
Grants and contributions	116,981
Investment income	610
Other revenue	30,400
Expenses	-8,739,954
Employee related	-8,172,842
Operating expenses	-567,111
Surplus / deficit for the year	183,418
Closing Balance	362,544

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	144,535
Equity Total	1,483,106
Equity - Aboriginal	7,212
Equity - Socio-economic	835,340
Equity - Language	390,271
Equity - Disability	250,285
Base Total	5,582,025
Base - Per Capita	158,213
Base - Location	0
Base - Other	5,423,812
Other Total	1,060,022
Grand Total	8,269,689

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.

STUDENT SURVEY:

Smithfield Public School completed two snapshot Tell Them From Me (TTFM) school based surveys over the course of the year. Due to COVID-19, the TTFM for parents was not completed. Through online platforms, teachers and the wider community completed surveys and provided feedback on the 2021-2024 school vision and guiding principles.

Key findings of the surveys include:

TTFM Semester 1 student snapshot:

- 70% of students felt accepted and valued by their peers and by others at their school.
- 93% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 75% of students expressed that they were interested and motivated in their learning and 88% stating they try hard to succeed in their learning.
- Students rated the explicit teaching of learning goals, establishing expectations, checking for understanding and providing feedback as 8.1/10.

TTFM Semester 2 snapshot:

- 73% of students felt accepted and valued by their peers and by others at their school.
- 91% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 73% of students expressed that they were interested and motivated in their learning and 86% stating they try hard to succeed in their learning.
- Students rated the explicit teaching of learning goals, establishing expectations, check for understanding and providing feedback as 8.1/10.

PARENT SURVEY:

In 2020, the parents were asked to provide feedback using a school based survey. This was translated in Vietnamese and Arabic to ensure inclusivity of our community.

Key findings of the survey include:

- Parents were asked if they believed their children had positive friendships at school; 55% agree and 40% strongly agree.
- Parents were asked about their children's sense of belonging to Smithfield Public School and their class. In response to students connection with the school, 95% of parents answers collectively agree/strongly agree. In response to students connection with their class, 95% of parents answered collectively agree/ strongly agree.
- 84% of parents believe that they are included in their child's school experience.
- 93% of parents answered 'yes' that their child enjoys their educational experience.

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.