

# 2021 Annual Report

## Smithfield Public School



3073

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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# School vision

## Vision

The Smithfield Public School community is committed to creating a dynamic, nurturing learning environment based on collaboration, respect, equity and trust. Students are confident, skilled and creative citizens who are well equipped to positively contribute to a complex and dynamic society.

## Guiding Principles

*Wellbeing* - A safe, secure learning environment built on kindness and empathy, fosters the development of all community members to become responsible, successful and respectful citizens.

*Curriculum* - Students demonstrate strong literacy and numeracy foundations and are confident in their ability to learn. They are effectively supported to engage in a challenging and student-centred curriculum, which promotes innovation and creativity.

*Opportunity* - Smithfield Public School provides its diverse learners with a range of opportunities enabling them to thrive, succeed and reach their full potential.

*Community Engagement* - Smithfield Public School community respects diversity and embraces effective partnerships that shape and support an inclusive school culture.

*Expert Staff* - Smithfield Public School staff are dedicated to their own development. They are empowered to engage in evidence based pedagogy and sustainable practices, which facilitate life-long learning and promote leadership opportunities.

# School context

Smithfield Public School is in the Fairfield school area of the Metropolitan South and West Performance Directorate. It is one of the first national schools established in 1850. There are 692 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 84% of the student population. Of these students, 74% have English as another language or dialect and 101 students are New Arrivals. The New Arrivals 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. Over the last two years, there have been increases in Khmer, Tongan and Samoan speaking students. The small number (2%) of students who identify as Aboriginal and Torres Strait Islander (ATSI) are supported by a strong commitment to ATSI education. The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising. The Smithfield Public School community is committed to creating a dynamic, nurturing learning environment based on collaboration, respect, equity and trust. The school culture is that of inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

The school receives equity funding which is utilised to employ specialised staff to meet the diverse needs of learners. This includes executives, classroom teachers, support unit specialist teachers, preschool educators, EAL/D and Learning Support specialists, Community Liaison Officers, school counsellors, School Learning Support Officers, administrative staff and a general assistant. School funds and human resources are strategically deployed based on annual robust data analysis and program evaluations.

An extensive range of opportunities are afforded to students of Smithfield Public School to develop potential in social emotional, physical, intellectual and creative domains. These include extra-curricular activities, sports, creative and performing arts initiatives, Community Languages, wellbeing programs, an Opportunity Class, enrichment and EAL/D classes and student leadership programs.

Through the situational analysis, a need to use data driven practices that ensure all students have access to stage appropriate learning was identified. Program evaluations demonstrated that strategies are required to improve student skills in comprehension and Working Mathematically. There is a need to build teacher capacity to utilise reading content descriptors in programming and the Learning Progressions in assessment tracking to effectively differentiate reading programs. There will be a focus on developing Working Mathematically skills through 'Move Talks'.

School-wide expectations for assessment and data analysis will be designed to support at point of need differentiation. Analysis of data that elicits explicit differentiation for students is an area to develop through a streamlined, centralised

system that can support teacher judgment.

When reflecting on internal and external wellbeing data it is evident that in the area of Connection and Belonging, further initiatives are needed. Data also indicates there needs to be a focus on building student resilience. Staff will engage in professional learning on how to teach resilience and support students to develop these skills.

In consultation with the whole school community and after reflection on the Situational Analysis and previous school plan, the 2021-2024 strategic directions will be: 1) Student Growth and Attainment, 2) Wellbeing and 3) Informing Practice.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Smithfield Public School will ensure students are working towards their full potential in reading and numeracy, through high impact differentiated teaching practices and evidence-based pedagogy, driven by embedded data practices.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiated Practice
- Evidence-based Pedagogy

### Resources allocated to this strategic direction

**Socio-economic background:** \$711,029.66

**QTSS release:** \$51,941.39

**Literacy and numeracy intervention:** \$47,089.56

**Professional learning:** \$53,380.07

**Low level adjustment for disability:** \$254,385.56

**Integration funding support:** \$82,467.00

**Literacy and numeracy:** \$26,624.96

**Refugee Student Support:** \$42,201.53

**English language proficiency:** \$291,572.92

### Summary of progress

The focus in Term 1 2021 included differentiated professional learning in highly effective teaching practices to strengthen teacher expertise and improve comprehension within English initially and extending across other Key Learning Areas. School teams accessed High Impact Professional Learning (HIPL) from the Learning Hub, in consultation with the Instructional Leader Lead consultant, and focused on Understanding Texts. This led to evidence-informed practices being trialled K-2 and 3-6 to identify areas of focus for the remainder of the year. Staff knowledge of syllabus, learning progressions, developing learning intentions and success criteria as well as explicit teaching was developed through whole school, stage and individual professional learning. In-class support for explicit teaching of reading including co-teaching, observation of best practice and opportunities for feedback, reflection and collaboration was provided. Professional dialogue with an external expert in Term 1 and 4 enabled the English committee and executive to further define Smithfield PS's focus on comprehension as identified through analysis of student responses in NAPLAN, Check-In and Phonics assessments. Reading comprehension threads were developed to track student achievement. Teacher feedback and student data were used to refine the comprehension threads that were trialled and tracked with a pilot group of classes during Term 4.

In numeracy, the thorough analysis of past and present NAPLAN and Check in Assessments demonstrated student difficulty in answering 'multi-step' word problems, in particular, those that required students to access information from multiple sources to answer word problems. This was prevalent across the three stands of Mathematics (Number & Algebra/ Measurement & Geometry/ Statistics & Probability). When unpacking this further, it was evident that students had experienced a lack of exposure to this style of questioning in Mathematics programs across K-6 and opportunities for students to apply their reasoning skills. Staff knowledge and understanding of the Working Mathematically strand was developed through professional learning with a particular focus on reasoning. This included unpacking the table of objectives and outcomes- continuum of learning for reasoning for each stage in the NSW Mathematics Syllabus. Research from Enrich and ReSolve helped to construct a first draft of the Smithfield PS Reasoning Rubric. Each stage had an opportunity to provide feedback on Reasoning Rubric levels (Describing, Explaining, Convincing, Justifying, Proving). Additionally a reasoning assessment was developed to implement in 2022 across K-6 to track students in reasoning. Teachers continued to develop their understanding of quality Number Talks, ensuring consistency and opportunities for students to engage in discussion and share their mathematical thinking. Number Talk resources including NAPLAN style questions, and Di Siemons 'Big Ideas' across all strands are being developed and will be shared as a teaching tool to support the ongoing professional development and differentiation of Number Talks in the classroom.

The EAL/D Education Leader was consulted to begin using the English as a Second Language (ESL) Scales to differentiate reading in English as Additional Language or Dialect (EAL/D) classes. A guided reading proforma that incorporates goals from the ESL Scales was developed for roll out in 2022. Initial ESL Scales data was collected in Semester 1 and then updated at the end of 2021. This provided baseline data for the EAL/D team to support students in 2022. Professional learning on vocabulary was developed based on identified need from NAPLAN and the Check-In assessment. This professional learning was not delivered to staff due to an extended period of learning from home in

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top two bands in NAPLAN reading by a minimum of 3%.	In 2021, 38.95% of students achieved in the Top 2 Bands in NAPLAN reading. This demonstrated an increase of 11.8%.
Increase the proportion of students achieving in the top two bands in NAPLAN numeracy by an additional 3%.	In 2021, 27.75% of students achieved in the Top 2 Bands in NAPLAN numeracy. This demonstrated an decrease of 0.44%.
Increase the proportion of students achieving expected growth in NAPLAN reading by a minimum of 3.5%.	NAPLAN scores indicate that in 2021, 72.35% of students achieved expected growth in reading, indicating a 19.85% increase against baseline data.
Increase the proportion of students achieving expected growth in NAPLAN numeracy by a minimum of 3%.	Data indicates that in 2021, 78.26% of students achieved expected growth in numeracy. This is an increase of 10.76% compared with 2019 data.
Value added is trending towards Excelling 3-5 and sustaining at Excelling at K-2 and 5-7.	Value added data from Scout for K-3 is not available for 2021 due to changes in Best Start Kindergarten assessment. Year 3-5 and Year 5-7 Scout data indicates the school's performance is Excelling in value added results.
67% or more of K-2 students achieve stage appropriate reading levels.  74% or more Stage 2 and 3 students achieve stage appropriate reading levels.	In Week 20 of the school year, 31.4% of K-2 students were achieving end of stage appropriate reading levels. Due to COVID-19, no further reading data was collected until Week 38. In Week 38, 37% of Kindergarten and 21% of Year 1 students were achieving end of grade appropriate reading levels. This shows the negative impact COVID lockdown had. Intensive support will be provided for Stage 1 in 2022.  By the end of 2021, 79.6% of students in Stage 2 and 82% of Stage 3 students achieved stage appropriate reading levels.
100% of K-6 students' reading comprehension achievement is tracked on school based rubrics.	In 2021, in consultation with an external expert, the school developed a tracking system to monitor the progress of identified comprehension outcomes (called Comprehension Threads). Due to COVID lockdown, implementation and tracking was delayed. In Term 4, a pilot group of classes trialled the Comprehension Threads. Refinements were made and the threads are ready for implementation K-6 in 2022.
100% of K-6 students tracked in PLAN2 in selected Number and Place Value, Additive Strategies and Multiplicative Strategies threads.	During 2021, the committee analysed the Literacy and Numeracy Learning Progressions (LNLP Version 3) and the Mathematics syllabus to determine the focus for PLAN 2 data entry. COVID-19 caused significant time delays to planned activities and therefore a halt to the implementation and trialling of an effective system. The committee is committed to continuing this avenue of tracking in 2022 with a finer focus on common LNLP threads across grades.
100% of K-6 students Working Mathematically (communicating, problem solving and reasoning) achievement is tracked in one area on school based rubrics.	In 2021, Smithfield PS identified 'reasoning' as a focus area for Working Mathematically and developed a rubric and whole school tracking system. This was consequently put on hold in Term 3 due to COVID lockdown. This annual progress measure has been moved to 2022.



## Strategic Direction 2: Wellbeing

### Purpose

To ensure a planned and consistent whole school approach to wellbeing that promotes resilience and a healthy community. There will be a focus on evidence based approaches to support measurable change in wellbeing practices.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Relationships, Healthy Community
- Effective Social and Emotional Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$211,810.34

**Aboriginal background:** \$8,194.05

**School support allocation (principal support):** \$33,859.93

### Summary of progress

During 2021, The Wellbeing Leaders engaged in extensive professional learning resulting in a skilled team. The team developed a rubric to regularly evaluate, review, monitor and support the wellbeing practices at the school. They refined current wellbeing processes using evidence based practice. The leaders analysed the 2021 Tell Them From Me (TTFM) surveys and identified areas of concern in the school around student wellbeing.

The Wellbeing Leaders provided professional learning to all staff members on how to use the Smithfield Public School Wellbeing Framework. They built staff capacity to become wellbeing models for students through collaborative and engaging professional learning that increased staff knowledge of wellbeing dimensions (cognitive, emotional, social) Social Emotional Learning (SEL) competencies, broad influencers and mindfulness. The team further developed their knowledge of the PDHPE syllabus to successfully integrate it with the SEL competencies. The team will facilitate the development of highly differentiated programs in 2022 which address the targeted areas.

The Wellbeing Leaders provided community members with regular wellbeing updates through the school newsletter. This was to ensure transparency of all wellbeing practices at the school and to build awareness among the parents and carers of the Smithfield PS community.

A Wellbeing Committee was established. They attended professional learning to further develop their understanding of mental health and wellbeing. Through the professional learning the team identified that more was needed to be done to support teacher mental health and wellbeing. The committee then designed a Smithfield PS Wellbeing Flowchart, which outlines how to support someone's wellbeing. This was shared with staff and displayed throughout the school on posters. The Wellbeing Committee also investigated identified areas of concern in the school that aligned with the Smithfield PS Wellbeing Matrix and how to improve them. The team then created a timeline for 2022 to improve the identified areas.

During 2021, Aboriginal funding was used to provide School Learning and Support Officer (SLSO) support in the classroom and on the playground for Aboriginal students to achieve their literacy, numeracy and cultural goals within their Personal Learning Pathways. The committee worked on establishing and building relationships with the local Aboriginal community through establishing Yarning Circles and working with the Fairfield Network Collaboration team. The Yarning Circles were impacted by Learning from Home and COVID- 19 restrictions and will continue in 2022. Non-Aboriginal students were supported to develop knowledge, understanding and appreciation of Aboriginal histories and culture through lessons developed by the committee to acknowledge important dates such as NAIDOC and Reconciliation days. Staff were surveyed on their knowledge and use of Aboriginal histories and culture in the classroom and this will be a focus in 2022.

During 2021, the Learning Support Team analysed whole school attendance data in preparation for revising the school Attendance Procedures. Procedures were updated with the intention of analysing attendance data every 5 weeks, with greater involvement of the stage Assistant Principals in improving attendance particularly with students in the 79-90% range. In 2022, the new Attendance Procedures will be implemented with the aim of increasing the number of students with attendance greater than 90%.

Throughout 2021, the High Potential and Gifted Education (HPGE) team attended professional learning on the new HPGE Policy. This professional learning required a rigorous evaluation process where HPGE programs and processes throughout the school were analysed for success. Similarly to the School Excellence Framework (SEF), HPGE policies



were analysed for their effectiveness, with the school using this analysis to rank themselves using the 'developing' to 'excelling' scale. Statements 1.1.1 (High expectations and Evidence-based teaching) and 1.6 (Ongoing Professional Learning) were identified as key markers and hence were chosen as both a focus for the evaluation and as drivers for the 'where to next'. Executive members were in agreement that for both markers the school was 'sustaining and growing', thus achieving the Annual Progress Measure. Evidence cited for 1.1.1 included extra-curricular opportunities, differentiated programs and professional learning such as Write Know Teach. Evidence cited for 1.6 included data talks, consistent teacher judgement and the teacher mentorship program.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time by 5%.	At the end of 2021, 75.48% of students were attending school 90% or more of the time. This demonstrated a decrease of 10.79%.
2% or more increase in at least 6 out of the 16 outcomes in the domain of Healthy Communities, as measured by the Smithfield Public School Wellbeing Framework.	An increase of 2% was achieved in two outcomes in the domain of Healthy Communities from the Smithfield Public School Wellbeing Framework. Many areas decreased due to the impact of the COVID-19 lockdown. Greater teacher understanding of outcomes and concepts was achieved.
2% or more increase in at least 6 of the 9 outcomes in the domain of Learning Resilience, as measured by the Smithfield Public School Wellbeing Framework.	An increase of 2% was achieved in four outcomes in the domain of Learning Resilience from the Smithfield Public School Wellbeing Framework. Many areas decreased due to the impact of the COVID-19 lockdown.
Sustaining and Growing in two or more statements of the HPGE policy.	According to the HPGE Policy Evaluation and Planning Tool, Smithfield PS is Sustaining and Growing for policy statements 1.1.1 (High Expectations and Evidence-based Teaching) and 1.6 (Ongoing Professional Learning).

## Strategic Direction 3: Data Informed Practice

### Purpose

Smithfield Public School will develop and sustain consistent whole school processes for regular collection and analysis of reading and numeracy data to ensure appropriate curriculum provision for every student is underpinned by evidence informed strategies and evaluative practices that improve student learning outcomes.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Systems
- Data Skills and Use

### Resources allocated to this strategic direction

**QTSS release:** \$90,000.00

**Socio-economic background:** \$20,000.00

### Summary of progress

In Data Skill and Use, Teachers worked with mentors to analyse reading and phonics data. Through data talks sessions, teachers had the opportunity to develop their understanding of how to best analyse formative and summative assessments to determine students' 'where to next'. In 2022, the Smithfield PS Data, Reporting and Assessment Procedures will be unpacked with staff and implemented to support greater consistency in data collection and analysis at class/stage and school level across Literacy and Numeracy. Established expectations will enable quality and purposeful data talks to occur termly, so that all executives can reflect on the information and trends to support whole school future directions. Smithfield PS has anticipated upcoming DoE initiatives that may occur in 2022 with the role of APCI, Literacy and Numeracy Learning Progressions Version 3 and PLAN 2 and may need to refine procedures further.

In 2021, The Smithfield PS Data, Reporting and Assessment Procedures were developed. These procedures explicitly outline processes to support consistent and evidence-based judgement for assessments. The document was unpacked with executives and timelines for expectations for data collection in 2022 were refined. A bank of formative and summative assessment exemplars and examples was developed to guide teachers in implementing effective assessment strategies.

There is a whole school approach to effective classroom practice defined by scope and sequences, aimed at optimising student progress. Pedagogies are introduced and evaluated; for example, in 2021, the external expert to Smithfield PS built the capacity of the Literacy leader within the school in the Write, Know, Teach pedagogy. This allowed the Literacy Leader to mentor colleagues to ensure sustainability of this method of integrated and explicit writing programming continues. Data analysis of student results, including NAPLAN and Check-In occurred regularly during Term 4 through consistent teacher judgement sessions. Teams collaboratively planned coherent programs based on stage scope and sequences to ensure curriculum requirements were met. Programs were differentiated to meet the needs of all learners including planning with ESL scales and embedding SLSO intervention to ensure continuous improvement in student outcomes in literacy and numeracy.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
In the element of Assessment, consolidating Sustaining and Growing in Whole School Monitoring of Assessment and Formative and Summative Assessment.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Whole School Monitoring of Assessment and Sustaining and Growing in Summative and Formative assessment.
In the element Data Skills and Use, consolidate Sustaining and Growing in Data Analysis and Data Literacy.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of Data Analysis, Data Literacy and Data Use in Teaching. This includes an

Consolidate Delivering in Data Use in Teaching.	upwards shift from Delivering in Data Use in Teaching in 2020 to Sustaining and Growing in 2021.
In the element Effective Classroom Practice, consolidate Sustaining and Growing in Explicit Teaching and Lesson Planning.	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the elements of Lesson Planning and Explicit Teaching. This is an upwards shift from Sustaining and Growing in 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$82,467.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Smithfield Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Six students received IFS at some stage during 2021.</li> <li>• Employment of SLSOs to support students with additional learning needs. Each IFS student was supported by a consistent SLSO.</li> <li>• Each student on IFS was supported during the lockdown period with daily phone calls from the SLSO to continue to support learning in the home environment.</li> <li>• One student was supported by their SLSO to participate in transition to high school sessions using IFS.</li> <li>• Two IFS students were supported to transition to Special Education settings in 2022.</li> <li>• A Learning and Support Teacher worked in collaboration with each IFS student's classroom teacher, SLSO, therapists and parents to negotiate PLaSP goals at the beginning of each semester, and evaluate and review goals throughout the year.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>IFS was used to enable each student to achieve relevant academic, social and behavioural goals detailed in their Personalised Learning and Support Plan (PLaSP) in a mainstream setting. All students with a PLaSP demonstrated progress towards their goals despite COVID lockdown interruptions. In the case of two students, funding was used to assist with their physical needs including personal care and movement. All PLaSPs were regularly updated ensuring they were responsive to student needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, the Learning and Support Team will further consolidate the team based approach being used to develop PLaSPs. There will be a greater focus made on improving assessment and evaluation strategies for student PLaSP goals.</p>
<p>Literacy and numeracy</p> <p>\$26,624.96</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Smithfield Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Practice</li> <li>• Evidence-based Pedagogy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• A Teacher Mentor was employed to support and address student literacy and numeracy learning needs, guiding the implementation of evidence-based literacy and numeracy programs and data driven practices.</li> <li>• Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan.</li> <li>• Employment of an instructional leader to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students.</li> <li>• Update reading resources to meet the needs of students.</li> <li>• Update numeracy resources to meet the needs of students.</li> </ul>

<p>Literacy and numeracy</p> <p>\$26,624.96</p>	<ul style="list-style-type: none"> <li>• Additional teachers employed to enable teacher release to engage in professional learning.</li> <li>• Funding was used to engage an external literacy consultant to deliver professional learning and provide coaching.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Evidence-based pedagogy across literacy and numeracy is evident in teaching programs. Differentiated teaching through on-going evaluation has improved engagement in learning. Evidence can be seen in a combination of writing samples, teacher observation and NAPLAN/Check-in data. The percentage of students attaining the top two bands in reading increased by 11.80% to 38.95%. In 2021, 23% more Year 5 students achieved band 6 or higher compared with 2019.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Develop quality and consistent use of assessment and data collection system through the implementation of Smithfield PS Data, Assessment and Reporting Procedures. Continue to deliver collaborative and sustainable professional learning on explicit teaching of reading and Working Mathematically to build teacher capacity.</p>
<p>Professional learning</p> <p>\$53,380.07</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Smithfield Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employed external expert to deliver 3-6 eight teacher professional learning sessions per stage on writing.</li> <li>• 6 teachers (4 leaders and 2 mentors) completed Transforming Schools for Learning - an introduction professional learning on the 4Cs (Creativity, Collaboration, Critical thinking and Communication).</li> <li>• In partnership with other Fairfield network schools, employed external expert to conduct masterclasses on writing. This external expert was also employed to provided targeted professional learning to unpack comprehension in the English syllabus for Smithfield PS leaders.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Explicit teaching of grammar and writing linked to modelled reading is evident in all 3-6 literacy programs. Teachers are confident in their ability to plan and deliver quality differentiated writing programs. Teachers K-2 refined their practice to incorporate Draw, Talk, Write in writing programs. Teachers took a deep dive into the English syllabus and Learning Progressions to understand their use in planning and programming. School based reading comprehension (threads) tracking tool was developed, guided by the external expert, aligned with the syllabus and Learning Progressions. Leaders and mentors developed a school vision for teaching through the 4Cs. This vision will guide implementation of 4Cs pedagogy from 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued targeted professional learning in the form of mentoring and co-teaching will focus on explicit teaching of reading and Working Mathematically. Mathematics Mentors will support the frequent use of Talk Moves/Number Talks to improve students' reasoning skills K-6. The use of the tracking comprehension threads will be extended beyond trial classes. A team of 10 teachers (including leaders, mentors and classroom teachers) will engage with ongoing professional learning with the Transforming Schools for Learning team. The Future Learning Mentor will support the implementation of 4Cs pedagogy between professional learning sessions.</p>

<p>Refugee Student Support</p> <p>\$42,201.53</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Funding contributed to the creation of EAL/D classes (employment of additional teachers) for Stage 1 and Stage 3.</li> <li>• Refugee students who required additional language support were placed into these classes (which had a full time EAL/D teacher in addition to the class teacher) and provided with intensive support from an EAL/D teacher.</li> <li>• Employed bilingual SLSOs and EAL/D teachers supported refugee students during Learning From Home through daily phone calls and Zoom lessons to ensure continuation of learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students in EAL/D classes reported positive feelings about school and their teachers. Stage 3 EAL/D class was provided with additional high school transition support. 20 students in EAL/D classes moved up at least one phase on the EAL/D Learning Progression.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Maintain EAL/D classes with places allocated to students with highest need. Complete Refugee Readiness Audit in preparation for anticipated new arrivals in 2022. Continue to build EAL/D teacher capacity to plot students on ESL Scales to track student progress and differentiate programs. Provide further professional learning for all teachers on vocabulary to support EAL/D learners across the school.</p>
<p>Socio-economic background</p> <p>\$942,840.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Smithfield Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Practice</li> <li>• Positive Relationships, Healthy Community</li> <li>• Evidence-based Pedagogy</li> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of School Learning and Support Officers (SLSOs) to provide individualised support for students.</li> <li>• Employment of two (one Arabic and one Vietnamese) Community Liaison Officers to engage the community and support refugee and EAL/D families.</li> <li>• Employment of a student Mentor SLSO who provided support for vulnerable students requiring SEL development.</li> <li>• Employment of an additional Support Unit teacher to enable the Support Unit Deputy Principal to be off class to mentor teachers and support students and families.</li> <li>• Mentors in Literacy, Numeracy, Wellbeing and Future Learning employed to work with Instructional Leader to support, coach and guide best practice in the classroom.</li> <li>• Contribute to the employment of additional EAL/D teachers for two EAL/D classes.</li> <li>• Employment of an ethnic (bilingual) SLSO to support refugee and EAL/D students.</li> <li>• Purchase of technology resources to enhance teaching and learning programs and student collaborative learning.</li> </ul>



## Socio-economic background

\$942,840.00

### **The allocation of this funding has resulted in:**

Employment of School Learning and Support Officers (SLSOs) continues to be a strong contributing factor in supporting at-risk students. The Learning Support Team (LST) collaborated with Assistant Principals (APs) to identify and ensure SLSO resources were allocated based on need through analysis of student data. This resulted in targeted SLSO support. The Student Mentor SLSO worked with classroom teachers to help develop and model social and emotional competencies to support students' relationships with peers, resilience and their connections with the school. This role was particularly important during COVID lockdown. Through the support of the student mentor, many at risk students remained engaged with learning during this time. CLOs and the ethnic (bilingual) SLSO were also instrumental in supporting Non English Speaking Background (NESB) families during lockdown. These families remained engaged with the school enabling continuation of learning for vulnerable students. The additional technology resources purchased enabled more than 200 devices to be loaned to students to engage with online learning during lockdown.

The Wellbeing Mentor coached the team to develop a deep understanding of Smithfield PS wellbeing needs. Teachers across the school demonstrated increased understanding of student wellbeing data, SEL competencies and Smithfield PS Wellbeing Framework.

Literacy and Numeracy mentors and the Instructional Leader continued to unpack curriculum and best practice and collaborated with teachers to target specific learning needs identified through data collection and analysis. This included specific skills in reading, phonics, and specific proficiencies in Working Mathematically. This resulted in improved teacher capacity and greater differentiation.

The Support Unit Deputy Principal provided ongoing mentoring and support of teachers, students and families throughout 2021. This resulted in highly individualised learning plans developed and implemented for all support unit students. Teacher capacity to cater for the diverse, complex needs of the students in the Support Unit was increased through the DP's mentorship.

- Increase in NAPLAN Year 3 SES Quarter 1 raw scores (between 15.9 - 53.23) in Reading, Writing and Numeracy.
- Increase in NAPLAN Year 5 SES Quarter 1 raw scores (between 11.88 - 29.55) in Writing and Reading.
- 11.80% increase in number of students (38.95%) in the top two bands for reading.
- Exceeded reading upper bound target of 38.30%.
- Sustained above SSSG results for Year 5 Reading, Writing and Numeracy.
- Year 3 moved to above SSSG results in Reading.
- 72.35% of students achieved expected growth in reading. This is an increase of 19.85%.
- 78.26% of students achieved expected growth in Numeracy. This is an increase of 10.76%.
- 57 EAL/D students moved at least one phase within two terms.

### **After evaluation, the next steps to support our students with this funding will be:**

In 2022, mentors will work with Assistant Principals Curriculum and Instruction (APCIs) to continue to develop teacher understanding and capacity in explicit teaching of reading, phonics and Working Mathematically. The Smithfield PS Data, Reporting and Assessment Procedures will be implemented to ensure accuracy and consistency of data tracking systems to support whole school data analysis and differentiated practices.

The Transforming School Team will expand to include interested teachers who will work with the 2021 team and external experts to develop foundations of the Learning Disposition Wheel in the Smithfield PS context. CLOs will continue to be employed to support families to reengage with the school when COVID restrictions are lifted.

Additional EAL/D teachers and an ethnic SLSO will continue to be employed to support refugee (new arrival) and EAL/D learners.



<p>Aboriginal background</p> <p>\$8,194.05</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Smithfield Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive Relationships, Healthy Community</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Development of a meeting (Yarning Circle) to engage students and families in the Personal Learning Pathways (PLP) process.</li> <li>• Employment of School learning and support officers (SLSOs) to support Aboriginal students in class.</li> <li>• Engagement in Aboriginal Education Collaboration Network Meetings.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A greater number of Aboriginal families engaged in the PLP process (an increase from 4 in 2020 to 10 Aboriginal families in 2021) leading to more meaningful and authentic goals for students. Students were supported in class to achieve these goals. All Aboriginal students made progress towards their PLP goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Smithfield PS will continue Yarning Circle meetings to engage families in establishing PLP goals and build on this to include a mid-year review and a celebration of achievements at the end of the year. In class SLSO support will continue for Aboriginal students that require assistance to achieve their goals. School members will continue to engage in Aboriginal Education Collaboration Network Meetings.</p>
<p>English language proficiency</p> <p>\$291,572.92</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Smithfield Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Funding was used to employ a bilingual SLSO to provide in-class support for EAL/D students in Beginning and Emerging phases.</li> <li>• EAL/D teachers employed to supported classroom teachers to differentiate effectively for EAL/D students in the mainstream and EAL/D classes.</li> <li>• EAL/D support was allocated to areas of highest need according to EAL/D Learning Progression data.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 57 students moved up a phase on the EAL/D Learning Progression. 20 of these students were from EAL/D classes. EAL/D students demonstrated increased confidence in their use of English language.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide professional learning for all classroom teachers in strategies for supporting EAL/D students in mainstream classes. Continue in class and withdrawal support for EAL/D learners. Continue employment of additional EAL/D teachers to enable EAL/D classes. Further EAL/D teachers' understanding of ESL scales and EAL/D learning</p>

<p>English language proficiency</p> <p>\$291,572.92</p>	<p>progressions to support them to better differentiate the curriculum for EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$254,385.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Smithfield Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional School Learning Support Officers (SLSOs) to support classroom teachers in meeting the literacy and numeracy needs of identified and targeted students.</li> <li>• LST members supported class teachers and stage APs to effectively plan for the use of SLSOs in every classroom to maximise individual students outcomes.</li> <li>• Development of data driven support programs in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students.</li> <li>• Support for students with additional speech needs provided through school funded withdrawal speech therapy groups K-6.</li> <li>• Refinement of Personalised Learning and Support Plans (PLaSPs) process, where families, teachers, SLSOs and external agencies collaborate in the development of learning goals, accommodations and adjustments.</li> <li>• Professional learning opportunities for SLSOs in supporting students with Autism, Dyslexia, Decodable Readers and supporting students PLASP goals.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in: a notable decrease (ranging from 4% - 11%) of Year 5 students achieving in the bottom bands for reading, writing and numeracy in NAPLAN. This decrease in the number of students in the bottom two bands was also noted in Year 3 Reading (14%) NAPLAN results. The school's value-add results also improved with all grades in the 'exceeding' range. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support students with this funding will be: to further expand the impact of the learning support team in that more LST groups will be established for intensive support. The school will provide additional support for identified students through the continued employment of trained SLSOs. These SLSOs will participate in on going professional learning to build their skill sets to effectively support students with additional learning needs. The school will employ an external counsellor, speech and occupational therapists to support students requiring these interventions.</p>
<p>School support allocation (principal support)</p> <p>\$33,859.93</p>	<p>School support allocation funding is provided to support the principal at Smithfield Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive Relationships, Healthy Community</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>School support allocation (principal support)</p> <p>\$33,859.93</p>	<ul style="list-style-type: none"> <li>• Business Manager employed with this funding and SAM FTE allocation.</li> <li>• SAO (0.2 FTE) employed to support administration of Support unit.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Successful allocation and expenditure of 2021 funds to support SIP activities and address needs. WHS procedures were refined/updated to reflect feedback from staff and the community. Improved office management resulted in more professional operations and excellent customer service.</p> <p>Support Unit students accessed external therapies at school as a result of effective timetabling and Department of Education policy implementation coordinated by the additional SAO. This additional SAO reduced the administration burden for the Support Unit Deputy Principal, enabling greater focus on student education.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with evidence informed budget allocation and expenditure to support SIP initiatives, with the aim of spending all 2022 allocated funds in 2022. Further refine office procedures to improve efficiency and effectiveness. Build capacity of other office members to take on Support Unit administration tasks.</p>
<p>QTSS release</p> <p>\$141,941.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Smithfield Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Practice</li> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to release executive teachers (APs and supervisors) one day per week to support teachers in the implementation of high-quality curriculum through in class support, observations, mentoring and collaborative planning and programming.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved staff confidence and teaching practice. Teachers engaged in data talks with executive and co-developed assessments for literacy and numeracy. Teaching programs now demonstrate embedded evidence-based, high impact teaching strategies such as Close Reading, Draw, Talk, Write and Number Talks. Improved teacher data use (collection and analysis) has resulted in highly differentiated teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support students with this funding will be: to continue to employ additional teachers to release APs and supervisors one day per week to further support teachers' professional development. Executives will focus on data driven programming to inform differentiation.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Smithfield Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of Literacy mentor (1 day K-2).</li> <li>• Employment Numeracy mentor (1 day K-2).</li> <li>• Employment of external expert to deliver professional learning for executive through a Community of Schools initiative.</li> <li>• Connected with Instructional Leader Lead regarding teaching of vocabulary.</li> <li>• Employment of Instructional Leader to oversee professional learning for K-2 including phonics, vocabulary, writing and reading.</li> <li>• K-2 Literacy Mentor facilitated professional learning with SLSO's on how to use decodable texts.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All mainstream SLSOs were trained in the use of decodables to support emerging readers. Stage 1 teachers implement explicit vocabulary instruction in modelled read programs. Students were assessed on comprehension before moving up reading levels and as a result, student reading levels are increasingly accurate. Due to COVID lockdown, K-2 students' reading levels by the end of 2021 were below 2020 cohorts. This was anticipated and as a result, intensive support through ILSP and LST is planned for 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>APCIs and Literacy mentor will continue professional learning on reading comprehension to build teacher capacity in explicit teaching. APCIs will work with K-2 on explicit teaching of phonics. The ILSP team will continue to work on shifting 'sound' students to 'high' and 'basic' to 'sound'. They will also work intensively with 'at risk' Stage 1 (2022) students. The LST will focus their intensive support for 'at risk' students. Teachers will continue the implementation of decodable readers in K-2 classrooms, focusing on implementation at the beginning of Kindergarten.</p>
<p>COVID ILSP</p> <p>\$373,518.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition for grades 1-6, including the Support Unit.</li> <li>• Provided targeted, explicit instruction for student groups in literacy and numeracy across grades 1 to 6.</li> <li>• Provided intensive small group tuition for students who were identified via NAPLAN, Check-In or PLAN2 assessments and deemed eligible to take part.</li> <li>• The Instructional Leader provided on going professional learning for COVID educators.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>There is evidence that the added focus from the CILSP team with students (in Years 3 and 5) made an impact on their learning as the NAPLAN 2021 analysis shows that 29 students in Reading and 33 students in Numeracy who participated in ILSP made growth At or Above their expected growth. As the group size was 42 students this would equate to 75% and 83% respectively of the students selected for ILSP making positive growth using in NAPLAN.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Refine Smithfield PS's approach to deliver ILSP in a way that minimises impact and disruption to normal class routine. By having a Literacy and</p>

<p>COVID ILSP</p> <p>\$373,518.00</p>	<p>Numeracy team target different student groups (e.g. Numeracy focus on Year 2 students whilst Literacy focused on Year 4 students) the class would be less impacted.</p> <p>The ILSP team will be expanded in case of future disruptions. The 2021 team consisted of 2 teachers working with Literacy and 2 with Numeracy. By expanding the team in 2022, we hope that disruptions to the ILSP program will be minimised with the groups maintaining flow and continuity of intensive learning. More regular communication with classroom teachers at the beginning, during and at the end of an ILSP cycle will be expected to ensure greater continuity of learning.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	301	303	300	303
Girls	278	297	294	281

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	93.2	86.8	91.2
1	95.1	92.9	86	92.3
2	96.4	93.7	87.1	94.4
3	95.8	93.8	89.5	94
4	95.6	94.2	89.3	92.5
5	95.7	94.6	89.2	92.7
6	95.7	94.3	90	93.6
All Years	95.6	93.8	88.3	93
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	29.86
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	2.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	362,544
<b>Revenue</b>	9,035,636
Appropriation	8,918,769
Sale of Goods and Services	33,392
Grants and contributions	82,988
Investment income	387
Other revenue	100
<b>Expenses</b>	-8,884,801
Employee related	-8,090,370
Operating expenses	-794,431
<b>Surplus / deficit for the year</b>	150,835
<b>Closing Balance</b>	513,379

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	124,669
<b>Equity Total</b>	1,496,993
Equity - Aboriginal	8,194
Equity - Socio-economic	942,840
Equity - Language	291,573
Equity - Disability	254,386
<b>Base Total</b>	5,515,921
Base - Per Capita	160,142
Base - Location	0
Base - Other	5,355,779
<b>Other Total</b>	1,092,087
<b>Grand Total</b>	8,229,670

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021, surveys and parent/student forums were used to seek the opinions of parents/carers, students and staff about the school. These surveys included: TTFM and The People Matters Employee Survey.

Results indicated:

### **TTFM student snapshot:**

- 71% of students felt accepted and valued by peers and by others at their school.
- 93% of students believed that schooling is useful in their everyday life and will have a strong bearing on their future.
- 71% of students are interested and motivated in their learning.
- Students rated 7.7/10 in 'Explicit Teaching Practices and Feedback' where teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- Students rated 8.1/10 in 'Positive teacher-student relations', indicating that students feel teachers are responsive to their needs and encourage independence with a democratic approach.

### **Teacher TTFM snapshot and The People Matters:**

- Teachers rated 8.2/10 that school leaders provide guidance for monitoring student progress and 7.9/10 that they have felt supported during stressful times.
- In collaboration, teachers rated 8.1/10 that they talk with other teachers about strategies to increase student engagement.
- Teachers rated 7.8/10 in the 'Data Informs Practice;' category; indicating that their assessments help them understand where students are having difficulty (8.3/10)
- Teachers set challenging and visible goals for students, with a score of 7.7/10.
- 91% of teachers agree/strongly agreed that school leaders at Smithfield PS are leading improvement and change.
- 89% of teachers agree/strongly agreed that they received school support during learning from home.
- 97% of staff feel their manager listens to them.
- 96.88% believe their organisation is committed to developing its employees.
- 94% believe they receive the training and development they need to do their job.

### **TTFM parent snapshot:**

- Parents indicated that 66% agree/strongly agreed that they were well supported by the school during learning from home.
- Parents rated 7.3/10 that they felt Smithfield PS was an inclusive environment, with 7.5/10 score indicating that 'teachers help students who need extra support'.
- In the category, 'Parent's Participation at School', parents indicated that 48% had talked to their child's teacher more than three times since the beginning of the school year, followed closely by 45% who indicated 2-3 times.
- Parents rated 7.3/10 that they felt welcomed at Smithfield PS.

The areas of focus for 2022 include:

- Seek student voice in strategies to support increased positive peer connections and relationships
- Continue to support the professional learning for teachers to implement data informed practice, including professional learning on formative and summative assessment
- Increase teacher capacity to ensure learning is engaging to increase percentage of students who are interested and motivated to learn through the Transforming Schools for Learning initiative.
- Recommence community engagement initiatives to support parents feeling welcome, when appropriate to do so.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.