

# 2022 Annual Report

## Smithfield Public School



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# Introduction

The Annual Report for 2022 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 657 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 parent body. 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 'Number 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 are: 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
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	Excelling
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: 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

**AP Curriculum & Instruction:** \$240,913.60  
**English language proficiency:** \$436,835.89  
**Refugee Student Support:** \$37,284.48  
**Professional learning:** \$55,624.27  
**Socio-economic background:** \$605,490.86  
**QTSS release:** \$142,042.36  
**Low level adjustment for disability:** \$251,794.27  
**Integration funding support:** \$95,263.00

### Summary of progress

#### Reading:

The differentiated professional learning on explicit teaching of reading was delivered at the whole-school (P-6 including Support Unit), stage and individual level. Professional learning used evidence-informed approaches and was designed to meet student needs, identified through analysis of school and classroom data.

APs worked closely with APCI/mentor and external consultant Jann Farmer Hailey to deepen their understanding of evidence-based practice and explicit teaching of reading. Mentor support was provided and action plans developed to further support teachers' understanding of evidence-based pedagogy. Teachers embedded explicit strategies into their teaching and learning programs which enhanced students' reading ability to retell, connect ideas and identify main ideas using the Gradual Release of Responsibility model. A staff survey showed an increased understanding of explicit teaching for reading instruction, however, further support is required for implementation.

Learning walks were used to provide opportunity to build collaborative practices and encouraged improvement through openness and sharing of practice. It involved collaborative learning about the impact of current practices, and ways to take action to achieve goals. This approach ensured teacher engagement, motivation and efficacy. They were supported to implement effective practices observed in other classrooms. Next year we will have ongoing learning walks to provide teachers opportunity to reflect on learning and teaching strategies.

Professional learning was delivered on collaborative development of assessments, text complexity and questioning. The Literacy committee provided support to all teachers to develop and implement comprehension assessments consistent with the school's updated Assessment, Data and Reporting procedures. All teachers involved in collaborative development of assessments agreed that it provided an opportunity to build a shared understanding of the curriculum showing evidence of quality. Explicit strategies and appropriate resources are evident in teaching and learning programs. 3-6 teachers had the opportunities to provide and receive feedback on the work shared to inform subsequent lessons. APCI/mentors worked closely with teachers to support tracking of all students. This data was analysed and used to identify where students were at and where to next.

APCIs developed an implementation plan to support the 'Engage' phase of curriculum implementation. They developed high-impact professional learning to support staff in understanding the new syllabus, the evidence that underpins it and the design of teaching and learning resources. Resources necessary for the implementation were identified and organised. After unpacking the evidence that underpins new syllabus, pilot groups unpacked DoE units and trailed them in the classroom. Teacher evaluation of the units were used to plan for 2023.

APCIs and APs unpacked the syllabus and developed the Smithfield PS English Scope and Sequence. The team developed the instructional phonics sequence and assessment to support the school context. The pilot group from ES1 and S1 trialled and evaluated the assessment. Assessment data was used to develop teaching and learning cycles. The

assessment and teaching and learning programs were modified based on the evaluation.

In 2023, further support will be provided to teachers to consolidate development and implementation of comprehension assessments. Professional learning will shift towards developing knowledge in formative assessment strategies and feedback.

### Mathematics:

Whole staff (P-6 including Support Unit) professional learning was delivered on Working Mathematically, with a focus on reasoning, to continue to develop teacher knowledge and understanding. Teacher feedback was vital in revising the Smithfield PS Reasoning Rubric, assessment tasks, delivery of assessment and recording of student thinking. The Smithfield PS Reasoning website was launched as a platform to support teacher understanding of reasoning, provide resources and access work samples and assessment tools. As a result, teachers confidently completed two cycles of administering and analysing a Working Mathematically assessment task and have a deeper understanding of the continuum of reasoning and what this looks like in the classroom.

APCI, Assistant Principals and the Mathematics mentor unpacked the new K-2 syllabus content and examined DoE suggested scope and sequences and Mathematics units. Collegial discussions, networking across schools and use of DoE new curriculum reform resources supported the delivery of whole staff professional learning and the development of preliminary scope and sequences to support implementation for 2023. School Development Days at the end of Term 4 and beginning of 2023 will focus on continuing to unpack syllabus documents and units of work.

In 2023, Smithfield PS will continue to develop a deeper understanding of the new K-2 Mathematics syllabus. A strong focus on the role of Working Mathematically, use of hands-on materials, importance of foundational skills and an integrated approach to learning will support quality and differentiated Mathematics lessons. The Mathematics scope and sequence for K-6 will be refined to support new curriculum implementation and the structure of classes. APCI and Mathematics Mentor will determine which sub-element best supports whole school tracking systems and data collection to inform best practice.

### EAL/D:

In EAL/D, considerable student progress was achieved through the creation of EAL/D classes. Students were placed in these classes based on their overall English language proficiency, including their EAL/D Learning Progression phase, work samples, reading levels and observations from teachers. Across the school, 97 students moved up at least one phase on the EAL/D Learning Progression. 30% of these were from an EAL/D class. Key aspects of EAL/D reports were translated into Arabic and Vietnamese to better meet the needs of parents. Mainstream reports were adjusted to include each student's overall EAL/D Learning Progression phase and teachers were supported to accurately place their students on the phases. The EAL/D team evaluated whole-school practices using the EAL/D Effective School Practices document and the EAL/D Evaluation Framework. Based on this, goals were created for 2023. A welcome program will be created for New Arrivals to support their transition to school. Professional learning will be provided to the EAL/D team to enhance pedagogy that supports New Arrival students, and the EAL/D Education Leader will be engaged to support the team in a learning sprint, focusing on guided reading practices for EAL/D students. Whole-school professional learning will be provided to support trauma-informed practices across the school.

### 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 6.15%.	In 2022, 34.48% of students achieved in Top 2 bands in NAPLAN reading. This is a decrease of 4.47% from 2021 results, however, results are still above the lower bound target.
Increase the proportion of students achieving in the top two bands in NAPLAN numeracy by a minimum of 5%.	In 2022, 26.90% of students achieved in the Top 2 Bands in NAPLAN numeracy. This demonstrated an decrease of 7.58%. This is below the lower bound target.
Increase the proportion of students achieving expected growth in NAPLAN numeracy by a minimum of 5%.	In 2022, there is no NAPLAN growth data. <b><i>Expected growth cannot be calculated as NAPLAN numeracy was not conducted in 2020 and comparative student performance results are not available for 2022.</i></b>

Increase the proportion of students achieving expected growth in NAPLAN reading by a minimum of 6.5%.	<p>In 2022, there is no NAPLAN growth data.</p> <p><b><i>Expected growth cannot be calculated as NAPLAN reading was not conducted in 2020 and comparative student performance results are not available for 2022.</i></b></p>
Value added is trending towards Excelling 3-5 and sustaining at Excelling at K-2 and 5-7.	<p>In 2022, there was no Value-Added data.</p> <p><b><i>Value Added (VA) for Years 3-5 cannot be calculated for 2020/22 as the NAPLAN test was not run in 2020. School VA scores require matching student NAPLAN results across consecutive assessments so growth can be measured (e.g. matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate VA scores for 2022.</i></b></p>
<p>68% or more of K-2 students achieve stage appropriate reading levels.</p> <p>76% or more Stage 2 and 3 students achieve stage appropriate reading levels.</p>	<p>Data indicates that 63% of K-2 students are achieving stage appropriate reading levels</p> <p>ES1 = 70%                      Year 1 = 48%                      Year 2 = 71%</p> <p>Data indicates that 78.5% of 3-6 students are achieving stage appropriate reading levels.</p> <p>Stage 2 = 80%                      Stage 3 = 77%</p>
<p>60% or more of K-2 students achieving stage appropriate or higher reading comprehension outcomes as measured on school based rubrics.</p> <p>70% or more of 3-6 students achieving stage appropriate or higher reading comprehension outcomes as measured on school based rubrics.</p>	<p>61% of K-2 students achieved grade appropriate comprehension levels in 'Retelling' and 'Main Ideas'.</p> <p>Kindergarten = 68%              Year 1 = 48%              Year 2 = 66%</p> <p>70% of Kindergarten students achieved at or above expected end of year levels in school based reports reading data. Internal comprehension data shows that 68% of students were at or above in 'Main Idea'.</p> <p>Year 1 students, in school based reading reports data, showed 47% of students were at or above end of year expectations by the end of 2022. Comprehension data is consistent with the reading data showing 48% of Year 1 students at or above expectation by year's end.</p> <p>71% of Year 2 students achieved at or above expected grade levels in school based reading reports data. Comprehension data showed this to be relatively consistent as 66% of the cohort were achieving expected outcomes in 'Retelling.'</p> <p>Data showed 36% of 3-6 students achieved grade appropriate comprehension levels in 'Main Idea' outcome and 46.5% in 'Connecting Ideas' outcome.</p>
70% of K-6 students achieving stage appropriate outcomes or higher in Number and Place Value (NPV), Additive Strategy and Multiplicative Strategies.	<p>During 2022, Smithfield PS continued to analyse the Literacy and Numeracy Learning Progressions (LNLP Version 3) and the 2023 Mathematics syllabus to determine the focus for PLAN 2 data entry. The focus for 2022, was to develop and implement the Reasoning Rubric and Assessment. Number and Place Value will be explored in 2023 aligned with the new syllabus release.</p> <p>Student based assessment ( reporting) shows that 89% of Kindergarten students are meeting current syllabus outcomes in NPV.</p> <p>Student based assessment ( reporting) shows that 78% of Year 1 and 92% of Year 2 students are meeting current syllabus outcomes in NPV.</p> <p>Student based assessment ( reporting) shows that greater than 80% of Year 3 students are meeting current syllabus outcomes in NPV.</p> <p>Student based assessment ( reporting) shows that greater than 90% of Year 4 students are meeting current syllabus outcomes in NPV.</p>



<p>70% of K-6 students achieving stage appropriate outcomes or higher in Number and Place Value (NPV), Additive Strategy and Multiplicative Strategies.</p>	<p>Student based assessment ( reporting) shows that greater than 70% of Year 5 students are meeting current syllabus outcomes in NPV.</p> <p>Student based assessment ( reporting) shows that greater than 77% of Year 6 students are meeting current syllabus outcomes in NPV.</p>
<p>70% of K-6 students achieving stage appropriate outcomes or higher in Working Mathematically skills (communicating, problem solving and reasoning) as measured on school based rubrics.</p>	<p>Term 4, Week 5 data indicated that:</p> <ul style="list-style-type: none"> <li>- 75% of Kindergarten students were on track and above</li> <li>- 52% of Year 1 students were on track and above</li> <li>59% of Year 2 students were on track and above</li> </ul> <p>Stage 2 and 3 data showed most students were not on track. Further review of this data is required to ensure validity. It appears that tracking of 'Reasoning' was inconsistent as not all classes 3-6 entered 2 sets of data by the end of the year.</p>

## 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

**Aboriginal background:** \$10,940.01

**Socio-economic background:** \$302,745.00

### Summary of progress

#### Wellbeing:

In 2022, The Wellbeing Mentor liaised with all Assistant Principals K-6 to develop and modify PDHPE Scope and Sequences based on individual needs of the cohort. The Wellbeing Team delivered a range of Professional Learning to engage staff members and the wider community on the Social and Emotional Learning Competencies (SEL) and the Wellbeing Dimensions. This supported classroom teachers and the wider community in becoming positive wellbeing models.

Through survey data analysis, staff members showed an increase in teacher capacity on the SEL competencies and were able to effectively apply their knowledge to develop differentiated PDHPE learning programs. The Wellbeing Team also delivered professional learning to staff members on Growth Mindset. Staff were provided with a range of strategies to support students when faced with challenging tasks and attempting new learning methods.

In 2023, the Wellbeing Team will continue to implement evidence based interventions that respond to determined focus areas. Working in collaboration with the Future Learning mentor and senior executives, the Wellbeing mentor will align Positive Behaviour for Learning (PBL), SEL school values and Learning Disposition Wheel practices. The Wellbeing Mentor will continue to support new staff members, building teacher capacity on SEL and the PDHPE scope and sequence to differentiate programs. Staff members will continue to engage in professional learning on wellbeing to further develop their skills and knowledge on best practices regarding their own and student wellbeing.

#### Attendance:

In 2022, the Attendance Committee reviewed attendance procedures in preparation for the school audit. Since this review, there have been further amendments after receiving advice from the Director of Educational Leadership: Fairfield (DEL) and Home School Liaison Officer. Major focuses for the Attendance Committee involved; downloading attendance data for close analysis fortnightly instead of five weekly, upskilling teachers and Assistant Principal's to discuss attendance concerns with parents, greater involvement of Community Liaison Officers in communicating with parents regarding attendance, increasing the percentage of explained leave and greater use of SCOUT data to identify and highlight trends.

In 2023, the Attendance Committee will shift the focus to reward students that are regularly on time, at school everyday and providing explanations for any leave, through establishing a reward system, At School, On Time and Ready to Learn. We hope that this reward scheme and a reduction in COVID-19 cases will result in higher attendance rates and the percentage of students attending 90% or more of the time. Ongoing COVID cases and extended leave to see overseas families (as this was not permitted for two years) greatly impacted attendance data.

#### Aboriginal Education:

In 2022, all Aboriginal students had a Personalised Learning Pathways (PLP) plan developed in consultation with students and families through Yarning Circles and individual meetings. A group of students were chosen based on PLP goals and teacher feedback to receive School Learning and Support Officer (SLSO) support in the classroom. Teachers and SLSOs worked together towards achieving student literacy, numeracy and cultural goals. This initiative will continue next year with the possibility of including more students and over a longer period of time. There has been a strong

commitment to building relationships with local Aboriginal communities through the Koori Culture Day, Acknowledgment to Country workshop, Cumberland Council First Nations Banner Program and Cultural Creative Workshop. Staff, non-Aboriginal and Aboriginal students were supported to develop knowledge, understanding and appreciation of Aboriginal histories and culture through being a part of the Fairfield Network Collaboration team and Reconciliation and NAIDOC day celebrations and activities.

Next year the school will continue to build relationships with the Aboriginal community and develop a deeper knowledge, understanding and appreciation of Aboriginal histories and culture. Staff will participate in Aboriginal Histories and Culture professional learning. Students will be afforded the opportunity to learn Darug language through connections with Harrington Street PS. A Koori Culture group will be established to ensure students explore their traditions and culture through art, gardening, dance etc.

### High Performance Gifted Education

Throughout 2022, the High Potential Gifted Education (HPGE) team delivered whole school professional learning on the identified policy statements 1.1.1 and 1.6. Professional learning enabled classroom teachers to form an understanding of the four domains outlined in the HPGE policy for identifying students. Leaders and Aspiring Leaders engaged in additional professional learning unpacking further elements of the policy document, identifying future direction for the school. Adding on to 1.1.1 and 1.6, it was agreed through consultation to include statements 1.2 and 1.5, focusing on differentiation in teaching using Department of Education (DoE) resources.

Three pilot classes trialled the developed HPGE student opportunity tracking system. Teachers gave feedback on how to improve the process, which will be implemented and expanded to other classes in 2023. Professional learning is planned for 2023 to introduce the tracking system to all staff. This may occur at a stage level through collaborative professional learning sessions. Further professional learning unpacking the Differentiation Adjustment Tool (ADT) will also occur during these sessions. Processes for student identification and Learning Support Team referral will be refined, implemented and evaluated.

### 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 percentage of students attending school 90% or more of the time by a minimum of 9%.	<p><i>The number of students attending greater than 90% of the time or more has decreased by 23%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID-19.</i></p> <p>The percentage of students attending 90% or more of the time in 2021, was unusually high due to the lengthy lock down which resulted in students working from home. For this period of time, it was the expectation that students made contact with their teacher or logged on and this was considered full attendance.</p>
4% 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.	Based on student data, 3% or more increase in at least 3 out of 8 outcomes in the domain of healthy communities. Each year focus areas will be determined based on data.
4% 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.	Based on student data, there was no increase in the 9 outcomes in the domain of Learning Resilience. This may be the result of the lingering impact of COVID.
Sustaining and Growing in four or more statements of the HPGE. policy.	In accordance with the HPGE recommendation for implementation, Smithfield PS has implemented 4 focus areas and is implementing a further 4 in 2023. Self-assessment against the School Excellence Framework shows the school currently performing at <b>Sustaining and Growing</b>

## Strategic Direction 3: Data Informed Practice

### Purpose

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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

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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

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### Summary of progress

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Teachers engaged in regular Data Talks to analyse class and stage data to determine 'next steps' and future focus. Assistant Principals effectively utilised Data Talk protocols to facilitate robust data analysis. Teaching and Learning programs were adjusted to reflect the data with stage focus areas and individual student 'next steps' identified. Data Talks are now an embedded practice across the school, including EAL/D, Support Unit and mainstream.

The new Smithfield Public School Assessment, Data and Reporting procedures were presented to staff at the beginning of 2022. Teachers utilised these procedures as a structure for the regular collection of purposeful data. Whole school tracking systems were developed and implemented for reading comprehension, reading levels and Working Mathematically- Reasoning. Rich comprehension and Working Mathematically summative assessments were collaboratively developed by teachers, piloted in various stage classes, refined and then implemented across the school. Student results from these assessments were tracked on school developed tracking systems.

Whole school data was analysed at a class, stage and whole school level on a termly basis. Resources were distributed or redirected in response to needs identified. Regular focus on data supported greater differentiation in teaching and learning programs. Data was also used for needs based allocation of SLSOs and by the ILSP team to determine participation in the program and relevant groups.

A strong focus was placed on differentiation and explicit teaching to ensure effective classroom practice. Teachers identified stage trends during data chats and determined focus areas. They collaboratively designed teaching and learning programs to address this focus in line with scope and sequences. Individual student data drove individualised goals. APCIs supported teachers to design explicit teaching and differentiated learning experiences to meet the needs of all students.

The ongoing use of the data collection schedule and tracking tools in 2023 and beyond will enable longitudinal data analysis to drive strategic planning. To build on this collection of whole school data we will explore, develop, implement and evaluate assessments and data tracking tools for fundamental mathematical skills. Initial testing across the school, using the DoE diagnostic tests, is required to triangular data with NAPLAN and Check In assessments to determine whole school mathematical numeracy focus areas.

We will continue to implement, evaluate and refine the Assessment, Data and Reporting procedures throughout 2023, to ensure it meets the needs of the school. Data Talks will continue termly as scheduled. APCIs and P/DPs will provide feedback to APs on the effective use of Data Talks protocols to ensure best practice. To build on teacher assessment skills, professional learning on effective formative assessment to ensure responsive teacher programming will be delivered.

### 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
In the element of Assessment, consolidating Sustaining and Growing in Whole School Monitoring of Assessment and moving from sustaining and growing to Excelling in Formative and Summative Assessment.	Self-assessment against the School Excellence Framework shows the school currently performing at <b>Sustaining and Growing</b> in the element of Whole School Monitoring of Assessment, which is a shift from <i>Delivering</i> in 2021. The school is performing at <b>Delivering</b> in (a regress) Formative assessment and <b>Excelling</b> (an improvement) in Summative assessment.
In the element Data Skills and Use, move from Sustaining and Growing to Excelling in Data Literacy. Consolidate Sustaining and Growing in Data Analysis and move from Delivering to Sustaining and Growing in Data Use in Teaching.	Self-assessment against the School Excellence Framework shows the school currently performing at <b>Delivering</b> in the element of Data Literacy, <b>Sustaining and Growing</b> in the elements Data Use in Teaching and <b>Excelling</b> in Data Analysis. This includes an upwards shift from Sustaining and Growing in Data Analysis in 2021 to Excelling in 2022.
In the element Effective Classroom Practice, move from Sustaining and Growing to excelling in Explicit Teaching and consolidate Sustaining and Growing in Lesson Planning.	Self-assessment against the School Excellence Framework shows the school sustained performing at <b>Excelling</b> in the elements of Lesson Planning and Explicit Teaching.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$95,263.00</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>• Evidence-based Pedagogy</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>• Seven students received IFS or preschool funding at some stage during 2022.</li> <li>• Employment of SLSOs to support students with additional learning needs. Each IFS student was supported by a consistent SLSO.</li> <li>• One student was supported by their SLSO to participate in transition to a support class using IFS.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> IFS enabled each student to achieve relevant academic, social and behavioural goals detailed in their Personalised Learning and Support Plan (PLaSP) in a mainstream setting. In the case of two students, funding ensured their physical needs, including personal care and movement were met. All PLaSPs were regularly updated ensuring they were responsive to student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the Learning and Support Team will reinstate the team based approach to developing and monitoring PLaSPs involving class teachers, LaST teacher, and chosen SLSO.</p>
<p>Professional learning</p> <p>\$55,624.27</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>• Created mentor positions to support the delivery and implementation of English, Mathematics, Wellbeing and Future Learning practices.</li> <li>• 6 Leaders of Learning ( 4 leaders + 2 Future Learning mentors) and 5 classroom teachers completed Transforming School for Learning professional learning- unpacking the Learning Disposition wheel and coherence makers.</li> <li>• In partnership with Fairfield network schools, employed external experts to deliver multiple professional learning opportunities such as, support for Beginning Teachers to unpack English syllabus and Masterclasses for Assistant Principals to unpack English syllabus. Jann Farmer Hailey (external expert) conducted coaching sessions with executives on assessing and tracking reading comprehension.</li> <li>• APCI led teachers through the DoE online learning and unpacked new K-2 English and Mathematics syllabus through whole school professional learning sessions.</li> <li>• Built new Professional Learning Procedures in consultation with executive and staff to be implemented and evaluated 2023.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in the following impact: *K-2 teachers are familiar with the new K-2 English and Mathematics syllabus and units of work.</p>

<p>Professional learning</p> <p>\$55,624.27</p>	<p>*Comprehension assessments and threads (tracking system) were developed and implemented across K-6. This will provide school based longitudinal data as well as enable teachers to understand, group and differentiate for students based on comprehension levels.</p> <p>*P-6 teachers developed a deeper understanding of the Mathematics proficiencies with particular focus on reasoning.</p> <p>*School based Working Mathematically - Reasoning website was created as a resource to support assessment of reasoning skills across K-6.</p> <p>*Professional learning on assessing and tracking students' Working Mathematically - Reasoning skills built teacher capacity in determining students point of need leading to improved differentiation. Student reasoning skill levels were collected on school based tracking systems, which will enable the collection of longitudinal data.</p> <p>*Transforming School 4C's pedagogy and processes were implemented in pilot classrooms. Executives and pilot classroom teachers attended on-going Transforming Schools 4C's professional learning. They implemented 4C's pedagogy utilising the Learning Disposition Wheel (LDW) to teach relevant learning skills. Teachers reported increased student engagement and agency. This team also led whole school professional learning on Transforming Schools 4C's pedagogy, sparking curiosity and motivation to change practice.</p> <p>*The Transforming Schools professional learning led to whole school reflection and collegial conversations regarding school values.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Professional Learning Procedures will be implemented, evaluated and refined at the end of Semester 1. Under these new procedures, teachers will engage in weekly professional learning, either as a whole school or small group structures. Teachers will also participate in Communities of Professional Learning (COPL) groups utilising Sprint collaborative learning methodology.</p> <p>*DPCI will support APs to lead teams in trialling new K-2 Mathematics and English units of work. Through planning days and co-lab, teachers will evaluate the effectiveness of DoE units of work to drive future programming.</p> <p>*Mentors will support teachers at point of need, in literacy, numeracy, wellbeing and future learning pedagogy, through individualised professional learning cycles.</p> <p>*An additional 8 teachers (6 APs and 2 teachers) will engage in professional learning with the Transforming Schools team. Current trained staff will act as leaders of 4Cs pedagogy, upskilling staff across the school through various opportunities.</p> <p>*An external expert will continue to coach executives in leading their teams to utilise comprehension data to drive differentiated programs.</p>
<p>Refugee Student Support</p> <p>\$37,284.48</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>• Creation of EAL/D classes- new arrivals placed here to ensure targeted support and assisted transition.</li> <li>• Bilingual SLSOs to support- both academic and wellbeing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>*New arrivals with complex learning and wellbeing needs were supported in their transition to school in Australia.</p> <p>*71% of students in EAL/D classes report positive feelings about school.</p> <p>*29 students from EAL/D classes moved up one phase on the EAL/D learning progression.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>*Maintain EAL/D classes with places allocated to students with the highest</p>



<p>Refugee Student Support</p> <p>\$37,284.48</p>	<p>need.</p> <p>*EAL/D team to complete Teaching Students from Refugee Backgrounds professional learning- pedagogy targeted to meet the needs of refugee students.</p> <p>*COPPL group professional learning on trauma-informed practice (STARS) with support of EAL/D Education Leader.</p>
<p>Socio-economic background</p> <p>\$908,235.86</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>• Evidence-based Pedagogy</li> <li>• Effective Social and Emotional Learning</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 a large number of School Learning and Support Officers (SLSOs).</li> <li>• Developed and implemented the SPS Wellbeing Framework.</li> <li>• Employed a student Mentor SLSO who provided support for vulnerable students requiring SEL development.</li> <li>• Wellbeing Mentor position (2 days per week) to mentor, guide and refine whole school wellbeing practices.</li> <li>• Mentors in Literacy, Numeracy, Wellbeing and Future Learning work with APCIs to support, coach and guide best practice in the classroom.</li> <li>• Engage with external experts to collaborate and develop consistent reading tracking systems for K-6.</li> <li>• Develop and implement the Smithfield PS Assessment, Data and Reporting Procedures.</li> <li>• Provide educational materials, uniform, equipment and other items for students without economic support.</li> <li>• Purchase technological resources such as iPads and robotics to increase equability and student access.</li> <li>• Purchase of quality literacy texts and hands on mathematical resources to support implementation of the new English and Mathematics syllabuses in 2023.</li> <li>• Purchase of additional indoor and outdoor resources.</li> <li>• Purchase additional support unit resources such as sensory equipment.</li> </ul> <p>Release time for support unit teachers to support students with special needs to transition to other educational settings (Kindergarten and high school).</p> <ul style="list-style-type: none"> <li>• Employ two Community Liasion Officers (1 Arabic and 1 Vietnamese) to increase community engagement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Employment of additional School Learning and Support Officers (SLSOs) continues to be a strong contributing factor in supporting at-risk students. Analysis of school wide data by the Learning Support Team in collaboration with APs ensured SLSO resources were allocated based on need. The SLSO Student Mentor worked with classroom teachers to help develop and model social and emotional competencies which helped improve students' relationships with peers (positive relationships 78% TTFM, 83% internal data = 5% increase from 2021), resilience (78.60% internal data = increase of 10% from 2021) and supported their connections with the school (sense of belonging 67% TTFM, 69% internal data). Staff developed a sound understanding of wellbeing data, SEL competencies and the Smithfield PS Wellbeing Framework through professional learning delivered by the Wellbeing Mentor and team.</p> <p>Specific individual and class needs were identified through data collection and analysis. Teachers were supported by Literacy, Mathematics, Future Learning and Wellbeing mentors to unpack curriculum and best practice resulting in improved explicit teaching of reading, phonics and specific proficiencies in Working Mathematically. Students in pilot classes were</p>



<p>Socio-economic background</p> <p>\$908,235.86</p>	<p>afforded regular opportunities to develop their 4C's skills through the integration of the Learning Disposition Wheel as part of Transforming School pedagogy, supported by the Future Learning Mentor.</p> <p>Through the purchase of additional technological resources, students effectively engaged in collaborative and creative learning experiences. The purchase of specifically identified quality texts and mathematics hands-on resources ensured teachers have the necessary equipment to effectively implement the new K-2 syllabuses in 2023. Additional indoor and outdoor preschool resources ensured damaged and broken equipment were replaced and resources made available for teachers to provide quality learning experiences for students to meet the Early Years Learning Framework expectations. Effective resourcing of the support unit has supported students' self-regulation and engagement with the curriculum. Releasing teachers to support students with special needs to attend transition ensured the successful transfer of students between educational settings.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2022, mentors will work with APCIs to continue to develop teacher understanding and capacity in the identified areas above. The Smithfield PS Data, Reporting and Assessment Procedures will be implemented to ensure accuracy and consistencies of data tracking systems to support whole school data analysis and differentiated practices.</p> <p>The Transforming School Team will expand to include interested teachers who will work with the 2022 team and external experts to develop foundations of the Learning Disposition Wheel in the Smithfield PS context. Community Liaison Officers will increase opportunities for the community to engage with the school by returning to pre-COVID numbers of programs and establishing new opportunities, including parent forums, fundraising committees and further parent workshops.</p>
<p>Aboriginal background</p> <p>\$10,940.01</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>• Personalised Learning Pathways (PLPs) were developed in consultation with families, teachers and students, implemented and evaluated.</li> <li>• Five students were supported by an SLSO in class for a ten week block in Term 4.</li> <li>• NAIDOC whole school celebrations.</li> <li>• Two teachers and principal attended professional learning about Aboriginal Histories and Culture and education, supporting the development of initiatives.</li> <li>• Aboriginal students attended Koori Culture Day.</li> <li>• Two teachers worked at Toomelah PS (school in far north NSW with 100% Aboriginal population) providing professional learning for Toomelah staff on engaging and highly differentiated teaching.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>*100% of Aboriginal students had a PLP developed in consultation with families, teachers and students, which were implemented and evaluated.</li> <li>*All students made some gains in the areas outlined in the PLP.</li> <li>*Observational notes were taken on PLP goals by the SLSO working with these students allowing the teacher to evaluate individual student goals. All of these students made some gains in literacy, numeracy and/or social emotional goals. Teachers reported increased engagement from Aboriginal students as a result of the SLSO time.</li> <li>*Teachers who visited Toomelah PS extended their understanding of best</li> </ul>

<p>Aboriginal background</p> <p>\$10,940.01</p>	<p>practice in catering for the needs of Aboriginal students. They shared their learning with staff at Smithfield PS. All Stage 2 teachers attended fortnightly Zoom sessions with Toomelah PS teachers to collaborate on literacy programs, resulting in rich learning experiences for both Aboriginal and non-Aboriginal students from both schools.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>*Continue the PLP process plan and ensure that we educate, celebrate and acknowledge all ATSI significant dates.</li> <li>*Develop a 'Culture Club' where we can get to know students, their families and backgrounds on a deeper and cultural level.</li> <li>*Incorporate the Darug language into the school.</li> <li>*Network with Harrington St PS- to support current New Arrivals students across the school to learn Darug language.</li> <li>*Work with local Aboriginal artist to design school shirts with Aboriginal designs that depict the local area.</li> </ul>
<p>English language proficiency</p> <p>\$436,835.89</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>• EAL/D classes created.</li> <li>• EAL/D learning progressions professional learning.</li> <li>• Bilingual SLSOs were employed to support New Arrival students.</li> <li>• EAL/D team evaluated current practice against EAL/D Effective School Practices document as well as EAL/D Evaluation Framework.</li> <li>• EAL/D phase added to mainstream reports.</li> <li>• Key elements of EAL/D reports translated into Vietnamese and Arabic.</li> <li>• Whole-school vocabulary professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>*97 students moved up at least one phase, 30% of which are from an EAL/D class.</li> <li>*70% of students in EAL/D classes moved 2 or more levels on ESL Scales.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>*Continue EAL/D classes based on needs.</li> <li>*Professional learning for EAL/D team on effective pedagogy for New Arrival students.</li> <li>*EAL/D team to complete a learning sprint with EAL/D Education Leader - focus on guided reading practices.</li> <li>*COPL group professional learning on trauma-informed practice (STARS).</li> <li>*Create a Welcome Program for new arrivals to facilitate transition to school.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$251,794.27</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>• Evidence-based Pedagogy</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>• Engaging School Learning Support Officers (SLSO's) to support classroom teachers in meeting the literacy and numeracy needs of identified and targeted students.</li> <li>• Employment of additional SLSO's to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> </ul>

<p>Low level adjustment for disability</p> <p>\$251,794.27</p>	<ul style="list-style-type: none"> <li>• Supporting class teachers and Stage APs to effectively plan for use of SLSOs in every classroom to maximise individual student achievement.</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>• 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 SLSO's in school based assessment training and supporting students with Technology resources for classrooms.</li> <li>• Employed and external counsellor (Learning Links) to increase accessibility for students.</li> <li>• Employed speech therapist to run speech groups for identified students of need.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding resulted in: a decrease of students achieving in the bottom bands for literacy and numeracy NAPLAN results. 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. Targeted intensive support Learning Support withdrawal groups improved results of students in the 'limited' range. Students who participated in either individual or group Learning Links counselling sessions demonstrated increased social awareness and improved social skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support students with this funding will be: to ensure SLSO's are aware of the individual PLaSP goals for students so they can effectively assist teachers to record data in relation to these goals. Continue the provision of speech therapy but change from group to individual student model. Engage an Occupational therapist to work with individual students with identified needs. Continue to employ Learning Links counsellor to supplement DoE counsellor allocation.</p>
<p>QTSS release</p> <p>\$142,042.36</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> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Release of APs/ supervising teachers 1 day per week to support teachers to implement evidence-based best practice. This included; observations, co-teaching, mentoring and feedback sessions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Release time for APs enabled: *Team teaching, mentoring and coaching to build staff capacity. Teachers are well supported, had opportunities to unpack and engage in dialogue regarding syllabus, behaviour management and differentiation resulting in improved practice. *APs/ supervisors regularly worked with APCI or school/ external experts to support the needs of the stage, ensuring APs were well equipped to lead their teams' professional learning. *APs collaborated with APCI and mentors to lead their stages in co-developing assessments for literacy and numeracy, resulting in improvements in the reliability and relevance of data collected to drive programs. *Beginning teachers received regular mentoring on curriculum implementation and behaviour management ensuring they felt adequately</p>

<p>QTSS release</p> <p>\$142,042.36</p>	<p>supported.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>*Executives will be given 2 days release to support new curriculum reform.</li> <li>*APs will have a more active role in leading Data Chats with stage teams and reporting back at executive level on stage improvements and areas of need to determine future directions.</li> <li>*APCs will support APs to lead trialling and evaluating of new syllabus units. APs will meet regularly with APCs to design stage professional learning unpacking units of work.</li> <li>*AP will design weekly co-lab sessions for their stages in data analysis, consistent teacher judgment, differentiation, new syllabus etc.</li> </ul>
<p>COVID ILSP</p> <p>\$505,039.00</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 2022.</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>There is evidence that the added focus from the CILSP team with students across Years 1-6 added value. For example; of the 28 Year 5 students who participated in comprehension focused CILSP groups in 2022, 10 received a Band 7 (Top Band) score in the NAPLAN Reading Assessment and a further 4 students were 1 mark off a Band 7. These students were chosen for participation in the program after previously receiving middle band results in the Reading Check In assessment. As this cohort did not complete NAPLAN in 2020, due to COVID-19, we were unable to access value add data.</p> <p>A major focus of the CILSP team was in shifting the phonics and literacy skills of the Year 1 cohort. 39 students were taken in 3 separate cohorts. These students ranged in ability from a B to D level of achievement. The NSW Year 1 Phonics Screener demonstrated that of the 33 students that participated in the first 2 cohorts, 16 received an 'On Track' score, with a further 2 students being 2 marks off 'On Track'.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The 2023 ILSP team will need to ensure that the assessments that are administered prior to working with each cohort of students are able to be administered again at the conclusion of the program to show growth.</p> <p>It is also important that the CILSP team work to support student needs in Numeracy, as there was a heavy focus in Literacy across 2022.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	303	300	303	285
Girls	297	294	281	262

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.2	86.8	91.2	85.9
1	92.9	86.0	92.3	85.8
2	93.7	87.1	94.4	88.5
3	93.8	89.5	94.0	88.9
4	94.2	89.3	92.5	88.5
5	94.6	89.2	92.7	88.8
6	94.3	90.0	93.6	86.1
All Years	93.8	88.3	93.0	87.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	5.6
Classroom Teacher(s)	28.79
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	13.26
Other Positions	1.6

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	384,275
<b>Revenue</b>	9,664,733
Appropriation	9,501,691
Sale of Goods and Services	31,104
Grants and contributions	127,861
Investment income	3,877
Other revenue	200
<b>Expenses</b>	-9,481,174
Employee related	-8,489,321
Operating expenses	-991,853
<b>Surplus / deficit for the year</b>	183,558
<b>Closing Balance</b>	567,834

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	132,547
<b>Equity Total</b>	1,607,806
Equity - Aboriginal	10,940
Equity - Socio-economic	908,236
Equity - Language	436,836
Equity - Disability	251,794
<b>Base Total</b>	5,604,077
Base - Per Capita	161,397
Base - Location	0
Base - Other	5,442,681
<b>Other Total</b>	1,389,510
<b>Grand Total</b>	8,733,941

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 2022, the Tell Them From Me (TTFM) survey captured the opinions and voice of staff and students. School based survey were used to seek parent feedback.

Results indicated:

### **TTFM student snapshot 2 results:**

\* 78% of students indicated that they have positive relationships at school with friends who encourage them to make positive choices and can trust.

\*80% of students try hard to succeed in their learning.

\* Students scored 7.7/10 in Explicit Teaching and Feedback, where the teacher sets clear goals for their learning, establish expectations and provide feedback.

\* 91% of students indicated that they value school outcomes and that it will be useful in their everyday life and bearing for the future.

### **TTFM teacher snapshot:**

\* Teachers rated 8.4/10 in leadership, indicating the work that they do with school leaders to create a safe and orderly school environment.

\*Teachers indicated a score of 8.3/10 in collaboration, specific to their ability to talk to other teachers about strategies that increase student engagement.

\* In Learning Cultures, teachers indicated 8/10 in students' ability to be engaged in class activities and 8.7/10 for setting high expectations for students.

\*In Data Inform Practice, teachers scored 7.5/10 in their ability to use assessments to help them understand where students are having difficulty.

### **Parent survey results:**

\*100% of parents indicated that their children enjoyed their educational experience at Smithfield Public School.

\*38% of parents 'strongly agree' and 53% 'agree' that their children feel a sense of belonging and connection to the school.

\*Similarly, 48% of parents 'strongly agree' and 43% 'agree' that their children feel a sense of belonging and connection to their class.

\* 29% of parents 'strongly agree' and 67% 'agree' that Smithfield Public School sets high expectations for their children's learning.

\*95% of parents indicated that they feel included in their children's school experience.

# 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.