

# 2022 Annual Report

## Smithtown Public School



3075

# Introduction

The Annual Report for 2022 is provided to the community of Smithtown Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Smithtown Public School

Cannane St

Smithtown, 2440

<https://smithtown-p.schools.nsw.gov.au>

[smithtown-p.school@det.nsw.edu.au](mailto:smithtown-p.school@det.nsw.edu.au)

6567 4529

## School vision

At Smithtown Public School we have the belief, skills and personal qualities to be life-long learners and responsible citizens. Our vision is to be partners in learning and collaboratively empower all members of our school community to be confident self directed and successful learners.

## School context

Smithtown Public School is a rural school located on the banks of the mighty Macleay River, 17 kilometres from our nearest regional centre of Kempsey. There are 73 students enrolled at the school with 28% of these identifying as Aboriginal or Torres Strait Islander. Our enrolments are steadily growing as our school is increasingly recognised for our excellence in delivering quality education within a cohesive, supportive learning focused culture. Our FOEI is 138 and ICSEA 944, identifying us as a low socio-economic rural school demographic. Our school is situated on Dunghutti land.

The two strong threads through the previous two school plans focused on continual whole school improvement by focusing on building the capacity of our inspired and passionate teachers and developing reflective and responsible learners. Our school community has worked collaboratively to support a relentless focus on learning at all levels within our school to promote wellbeing and develop learners who have the belief, skills and personal qualities to achieve the dreams for their future. We were successful in attaining the planned improvement measures.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies, we will provide opportunities to improve teacher practice and ensure students achieve growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. There will be a strong focus on whole school community knowledge and the understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning but across all levels, in all teaching and learning practices, student learning opportunities and community engagement. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

The wellbeing and engagement of our students also remains a priority. Internal surveys provided data sets pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-Assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student becoming a confident, self directed and successful learner.

## 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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

School wide systems and processes for assessment are expertly used by all stakeholders to promote learning excellence and responsiveness in meeting the needs of all learners and ensure all students achieve or exceed expected growth in literacy and numeracy.

### 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.

- Systems for Ongoing Assessment
- Data Skills and Use

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$60,200.00

**Socio-economic background:** \$44,750.00

**Aboriginal background:** \$3,000.00

### Summary of progress

A whole school assessment schedule was developed to allow for the consistency of tracking and monitoring. The use of this whole school tracking and monitoring system was utilised to inform teaching practice and determine future focus. Classroom teachers worked collaboratively with our Assistant Principal Curriculum and Instruction (APCI) to analyse data and develop focus areas of teaching. In addition, ongoing professional learning sessions with our APCI focused on deepening teacher understanding of different assessment strategies and the application of these in the classroom. Staff were supported to use the literacy and numeracy learning progressions to identify areas of focus ensuring targeted teaching differentiated for every student. Our APCI mentored staff and provided them with in-class support in Literacy and Numeracy.

As a result, coaching and mentoring supported the enhancement of the use of both summative and formative assessment to inform teaching and learning. Student learning outcomes were monitored using PLAN2 and analysed for progress on achievement. Teachers used data analysis to track growth supported by our APCI and identified areas of student need. Staff confidence has increased with the use of assessment processes and to analyse data and track growth.

In the next phase of this work, our APCI will work collaboratively with staff providing in-class support, modelling best practice and providing support in analysing assessment data and identifying where to next. Principal and APCI will continue to monitor the collection of PLAN2 data every 5 weeks. Our APCI will support teachers to use areas of focus to provide targeted differentiated teaching for all students. We will review and adapt our whole school assessment schedule to support the new K-6 English and mathematics curriculum.

### 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
<b>School Level Target</b> 25% of teacher programs have evidence of ongoing formative assessment in all areas of English and Maths with the data being utilised to inform teacher practice.	Document analysis of learning programs indicate 100% of teacher programs have evidence of ongoing assessment of, as, and for learning in reading and writing with data being utilised to inform teacher practice.
<b>System Negotiated Targets: Top 2 Bands</b> In NAPLAN Reading Top Two Bands,	Data indicates 17.4% of students in Reading Top 2 bands , indicating progress yet to be seen toward the annual progress measure.

<p>we achieve an uplift of 7% from the baseline.</p>	
<p>In NAPLAN Numeracy Top Two Bands, we achieve an uplift of 7.2% from the baseline.</p>	<p>Data indicates progress yet to be seen toward the annual progress measure.</p>
<p><b>Evidence Based Practice: SEF</b></p> <p>School self assessment against the School Excellence Framework (SEF v2) indicates movement from:</p> <ul style="list-style-type: none"> <li>• Sustaining and Growing to Excelling within the Teaching domain element of <i>Effective Classroom Practice</i> (Explicit Teaching and Feedback); and</li> <li>• Sustaining and Growing to Excelling in the Teaching domain element of <i>Data Skills and Use</i> (Data Use in Teaching and Data Use in Planning).</li> </ul>	<p>Data and evidence indicates against the School Excellence Framework(SEF v2):</p> <ul style="list-style-type: none"> <li>* Teaching domain element of <i>Effective Classroom Practice (Explicit Teaching and Feedback)</i> school self assessment currently indicates Sustaining and Growing; and</li> <li>* Teaching domain element of <i>Data Skills and Use (Data Use in Teaching and Data Use in Planning)</i> school self assessment currently indicates Sustaining and Growing.</li> </ul>

## Strategic Direction 2: Enhanced Learner Capabilities

### Purpose

A whole school culture that assists students to develop the belief, skills and qualities to be life-long learners.

### 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.

- Highly Effective Learning Cultures
- Student Agency

### Resources allocated to this strategic direction

**Socio-economic background:** \$1,650.00

**Aboriginal background:** \$21,000.00

### Summary of progress

Our focus for 2022 was on providing ongoing professional development to staff on effective feedback to ensure the engagement of students in the learning process. In addition, teachers were supported to embed learning intentions and success criteria in their practice providing students with information which was timely and directly related to their learning.

This involved ongoing professional learning sessions focused on deepening teacher understanding of effective feedback strategies and the application of these in the classroom. Teachers have worked collaboratively to analyse their assessment data and identify effective feedback strategies. Agreed protocols for walkthroughs were developed ensuring consistency across the school and between staff. To begin the walkthrough process, initially, staff participated in ghost walks focused on the use of learning intentions and success criteria.

As a result, teachers have used data analysis to identify appropriate learning intentions and success criteria. Coaching and Mentoring has supported the enhancement of effective feedback strategies. Student learning outcomes were monitored using both internal and external assessment data measures and analysed for student progress on achievement.

In the next phase of this work, we will continue to provide professional learning on effective feedback strategies to support students to become self-directed and regulated in their learning. In addition, walkthroughs will be embedded to support the process of effective feedback strategies.

### 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
<b>System Negotiated Targets</b> We achieve an increased percentage of students attending school more than 90% of the time by 3.4% or above.	Data indicates that in 2022, the number of students attending greater than 90% of the time or more has decreased by 17.8%; however, this figure was significantly affected by the ongoing impact of the COVID-19 pandemic.
In maths, 25% of students can identify what they are learning, why they are learning it and if they are successful from the baseline.  In reading, 25% of students can identify what they are learning, why they are learning it and if they are successful from the baseline.	Internal measures indicate an increased percentage of students identifying what they are learning, why they are learning it and if they are successful in literacy and numeracy.

In writing, 25% of students can identify what they are learning, why they are learning it and if they are successful from the baseline.

**Evidence Based Practice: SEF**

School self assessment against the School Excellence Framework (SEF v2) indicates movement from:

- Sustaining and Growing to Excelling within the Learning Domain element of Wellbeing (*Individual Learning Needs*).

Data and evidence indicates against the School Excellence Framework(SEF v2):

- Learning domain element of Wellbeing (*Individual Learning Needs*) school self assessment currently indicates Sustaining and Growing.



### Purpose

Through a climate of care and positivity, students experience a sense of belonging and connectedness. They are self aware and can regulate their own emotions and behaviours to develop and maintain positive relationships with each other, their teachers and the community.

### 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.

- A Whole School focus on Emotional Regulation

### Resources allocated to this strategic direction

**Socio-economic background:** \$9,000.00

**Aboriginal background:** \$6,000.00

### Summary of progress

Our focus for 2022, was on providing ongoing professional development was to staff in the area of Choice Theory and the effects of trauma on our students. In addition, we relaunched our Positive Behaviour for Learning (PBL) Universal playground strategies across the school ensuring a consistent whole school wide approach to supporting to student behaviour amongst staff and consistency in language between staff, students and parents.

This involved ongoing professional learning sessions focused on deepening teacher understanding of how the brain works and Choice Theory. Additionally, our PBL Team Leader reviewed our whole school expectations regarding our whole school settings and what was expected in each of these with the staff. This ensured consistency amongst staff and ensured students were aware of expectations. PBL rewards days have commenced to celebrate and promote positive behaviour and targeted behaviours are explicitly taught.

As a result, teachers are developing a greater awareness of trauma informed practice and the effect that trauma has on the brain. Our students have been able to build positive relationships with our staff that have allowed them to feel supported through the learning process.

In the next phase of this work, we will continue to review our current wellbeing strategies with classrooms having co-developed behaviour and learning expectations which are in line with established whole school PBL structures ensuring effective conditions for learning are embedded.

### 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
<b>System Negotiated Targets</b> We achieve an increased percentage of students attending school more than 90% of the time by 3.4% or above.	Data indicates that in 2022, the number of students attending greater than 90% of the time or more has decreased by 17.8%; however, this figure was significantly affected by the ongoing impact of the COVID-19 pandemic.
We achieve a 15% reduction in negative recorded behaviours from our baseline data.  We achieve a 8% increase in TTFM Wellbeing Data (advocacy and belonging).	2022 data indicates a 37% reduction in negative recorded behaviour incidences from our baseline measure.  TTFM Wellbeing data indicates a 12% increase in students reporting positive wellbeing, which includes advocacy at school and a sense of belonging.
<b>Evidence Based Practice: SEF</b>	Data and evidence indicates against the School Excellence Framework(SEF v2):

School self assessment against the School Excellence Framework (SEF v2) indicates movement from:

- Sustaining and Growing to Excelling within the Learning Domain element of Wellbeing (*Caring for Students, A planned approach to Wellbeing, Behaviour and Attendance*).

• Learning domain element of Wellbeing (*Caring for Students, A planned approach to Wellbeing, Behaviour and Attendance* ) school self assessment currently indicates Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$46,096.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Smithtown 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>• 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>• Student Learning Support Officers who support in class support, social and playground support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> individualised support in the classroom and playground to ensure students can access the curriculum and social supports. Release to support teachers to engage in complex case management meetings, transitions and planning for student PLSPs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to ensure that student PLSPs are regularly reviewed ensuring they are relevant to student need.</p>
<p>Socio-economic background</p> <p>\$112,445.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Smithtown 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>• Systems for Ongoing Assessment</li> <li>• Data Skills and Use</li> <li>• Highly Effective Learning Cultures</li> <li>• A Whole School focus on Emotional Regulation</li> <li>• Other funded activities</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>• professional development of staff through mentoring and coaching with our APCI to support student learning.</li> <li>• curriculum support teacher release. Additional support days enables teachers time to analyse assessment data, develop consistency of teacher judgement and supports collaborative sharing of resources.</li> <li>• resourcing to increase equitability of resources and services.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> as an Early Adopter school for the new K-2 English and maths syllabus, teacher capacity was enhanced in implementing the new K-2 English and mathematics syllabuses. Coaching and mentoring sessions with our APCI have supported our staff in developing their capacity.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Our APCI will continue to support our staff and build their capacity in analysing their assessment data to inform their teaching practice supporting students' continued growth.</p>
<p>Aboriginal background</p> <p>\$43,375.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Smithtown 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</p>

<p>Aboriginal background</p> <p>\$43,375.00</p>	<p>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>• Data Skills and Use</li> <li>• Highly Effective Learning Cultures</li> <li>• A Whole School focus on Emotional Regulation</li> <li>• Other funded activities</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>• staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• employment of additional staff to support literacy and numeracy programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in Aboriginal families engaging in the Personalised Learning Pathway process. Tell Them From Me survey data indicated that 83% of students feel their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to connect with the AECG and promote the integration of Aboriginal perspectives across the curriculum and the school.</p>
<p>Low level adjustment for disability</p> <p>\$47,508.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Smithtown 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>• Other funded activities</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>• providing support for targeted students within the classroom through the employment of a School Learning and Support Officer.</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</li> <li>• employment of additional staff 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><b>The allocation of this funding has resulted in the following impact:</b> the school achieving 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 will be:</b> to continue to support students, identified by the Learning Support Team, with targeted interventions.</p>
<p>Location</p> <p>\$16,537.00</p>	<p>The location funding allocation is provided to Smithtown Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate.</li> <li>• student assistance to support excursions.</li> <li>• technology resources to increase student engagement.</li> </ul>

<p>Location</p> <p>\$16,537.00</p>	<ul style="list-style-type: none"> <li>• additional staffing for teaching principal release.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased opportunities for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$8,560.00</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 Smithtown 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>• Other funded activities</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of vocabulary, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$14,481.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Smithtown 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>• Other funded activities</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>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and formative assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to enable staff building capacity to continue through working with our APCI in 2023.</p>
<p>COVID ILSP</p> <p>\$50,339.00</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 in literacy.</li> </ul>

<p>COVID ILSP</p> <p>\$50,339.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition, using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$60,200.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Systems for Ongoing Assessment</li> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• leading the analysis of data and professional learning based on school priorities.</li> <li>• building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students. with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted professional learning for all teachers in literacy and numeracy. Increased teacher capacity in syllabus knowledge and teaching strategies. Whole school data collection in literacy and numeracy. Deep analysis and focus on teaching activities and initiatives.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation on collaboration and mentoring to increase teacher capacity and in turn, drive student outcomes with the APCI in 2023.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	34	41	35	39
Girls	33	34	34	38

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.3	83.4	92.1	88.1
1	92.3	82.6	87.1	85.6
2	93.3	86.7	85.1	88.1
3	92.5	86.9	84.1	81.9
4	89.1	89.7	89.7	85.6
5	80.8	88.3	88.1	80.9
6	91.9	84.1	87.5	81.8
All Years	90.8	86.3	87.5	84.0
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
Assistant Principal(s)	0.4
Classroom Teacher(s)	2.52
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*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

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 Actual (\$)
<b>Opening Balance</b>	158,966
<b>Revenue</b>	1,245,023
Appropriation	1,231,254
Sale of Goods and Services	-236
Grants and contributions	11,772
Investment income	473
Other revenue	1,760
<b>Expenses</b>	-1,148,911
Employee related	-952,051
Operating expenses	-196,860
<b>Surplus / deficit for the year</b>	96,112
<b>Closing Balance</b>	255,077

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>	46,096
<b>Equity Total</b>	197,329
Equity - Aboriginal	37,375
Equity - Socio-economic	112,445
Equity - Language	0
Equity - Disability	47,508
<b>Base Total</b>	711,604
Base - Per Capita	17,435
Base - Location	16,537
Base - Other	677,632
<b>Other Total</b>	98,842
<b>Grand Total</b>	1,053,872

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

## Data From Tell them From Me Survey

The following statements have all demonstrated an increase from 2021.

The following analysis was based on Semester 2 Tell Them From Me Survey Results.

### **Students**

- 79% of students identify that they have a positive Sense of Belonging at school.
- 79% of students feel as though they have a staff member who will advocate for them and provide consistent encouragement and support.
- 81% of students feel as though staff hold high expectations for their success.

Staff will continue to monitor student wellbeing as a priority in 2023.

### **Parents**

Parent responses were generally positive about the school with school responses being above the state norm in all areas.

- 89% of parents identified that they feel welcome when they visit the school.
- 88% indicated they can easily speak with the school Principal and additionally 84% indicated they can easily speak with their child's teacher.
- 84% of parents indicated that their child feels safe at SPS.
- 88% of parents identified that teachers would inform them immediately if there were concerns with their child's behaviour.
- 86% of parents feel as though their child is encouraged to do his or her best work.
- 88% of parents feels as though their child is clear about the rules for school behaviour.

### **Teachers**

Staff were surveyed about their satisfaction with the programs and activities that the school provides for students.

- 83% of teachers indicated that they set high expectations for student learning.
- 79% identified that they establish clear expectations for classroom behaviour.
- 79% of teachers indicated that they talk with other teachers about strategies that increase student engagement.
- 83% indicated that they have worked with school leadership to create a safe and orderly school environment.

# 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.