

2023 Annual Report

Smithtown Public School



3075

Introduction

The Annual Report for 2023 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.

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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 77 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>

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 Socio-economic background

Summary of progress

Our focus for 2023 was on refining our whole school assessment schedule to allow for consistency across the school in the tracking and monitoring of student achievement, supporting the new K-10 English and mathematics curriculum. The use of this whole school tracking and monitoring system was utilised to inform teaching practice and determine future focus. In addition, classroom teachers worked collaboratively with our Assistant Principal Curriculum and Instruction (APC&I) to analyse data and develop focus areas. Ongoing professional learning sessions with our APC&I focused on deepening teacher understanding on the use of a variety of 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 differentiated teaching for every student. Our APC&I mentored staff and provided in-class support in both literacy and numeracy. Furthermore, teachers participated in fortnightly mentoring sessions with our APC&I focused on developing teacher knowledge and understanding of the new English and mathematics K-10 syllabus documents. During these sessions, teachers worked collaboratively with our APC&I to access a range of professional learning opportunities designed to strengthen their understanding.

As a result, coaching and mentoring supported the use of both summative and formative assessment to inform teaching and learning. Our whole school assessment schedule was refined to support the new K-10 English and mathematics curriculum. Student learning outcomes were monitored using PLAN2 data and analysed for progress on achievement. Teachers used data analysis to track growth supported by our APC&I and identified areas of student need.

In the next phase of this work, our APC&I will continue to work collaboratively with staff in the implementation of the new K-10 English and mathematics curriculum. Additionally, in-class support, modelling best practice, support in analysing assessment data and identifying where to next will be provided by both our Principal and APC&I. Our whole school professional learning focus will be on numeracy with an emphasis on number and place value with staff meetings being used to deliver this professional learning. PLAN2 data will continue to be collected every 5 weeks with our APC&I supporting teachers to use areas of focus to provide differentiated teaching for all students. A lesson study model will be utilised to support staff observe best practice across classrooms and work collaboratively to improve student outcomes.

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 |
|--|---|
| School Level Target 50% 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. |

| | |
|---|---|
| <p>Evidence Based Practice: SEF</p> <p>School self assessment against the School Excellence Framework (SEF v2) indicates movement from:</p> <ul style="list-style-type: none"> • Sustaining and Growing to Excelling within the Teaching domain element of <i>Effective Classroom Practice</i> (Explicit Teaching and Feedback); and • 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). | <p>Data and evidence indicates against the School Excellence Framework (SEF v2):</p> <ul style="list-style-type: none"> • Teaching domain element of Effective Classroom Practice (Explicit Teaching and Feedback) school self assessment currently indicates Sustaining and Growing; and • Teaching domain element of Data Skills and Use (Data Use in Teaching and Data Use in Planning) school self assessment currently indicates Sustaining and Growing. |
| <p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p> | <p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading in both Year 3 and Year 5 has increased.</p> |
| <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p> | <p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy in both Year 3 and Year 5 has increased.</p> |

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

Aboriginal background

AP Curriculum & Instruction

Summary of progress

Our focus for 2023 was on providing professional learning and supporting staff in the use of effective feedback, engaging our 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 is timely and directly related to their learning. Learning Walks occurred twice per term with staff using agreed protocols to ensure consistency of practice across the school and between staff. 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 on effective feedback strategies and the use of these in the classroom. Teachers participated in five weekly Learning Walks, observing teaching practice across the school specifically on the use of feedback strategies. Additionally, a Principal triad was established with two other local primary schools, supporting staff to develop systems, processes and practices to support the personal and social capability of all students to be self-directed and regulated in their learning through effective evidence based programming. Through the Principal triad, we were able to establish a Professional Learning Community, which allowed for Learning Walks to occur across sites. During this time, our staff were afforded the opportunity to share best practice. Data analysis and effective feedback strategies were routinely discussed during staff meetings.

As a result, teachers have used data analysis to identify appropriate learning intentions and success criteria. Coaching and mentoring has supported the use of effective feedback strategies. A Professional Learning Community has been established through the Principal triad and Learning Walks are becoming routine practice. Student learning outcomes were monitored using both internal and external assessment data measures and analysed for student progress.

In the next phase of this work, we will continue to provide professional learning on effective feedback strategies, supported with the use of Learning Walks. Additionally, the Learning Walks within our school and across our Professional Learning Community will continue supporting teachers to deepen their understanding of effective feedback strategies. Teachers will continue to use and will be supported to embed learning intentions and success criteria and effective feedback strategies in their practice.

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 |
|---|---|
| System Negotiated Targets We achieve an increased percentage of students attending school more than 90% of the time by 3.4% or above. | Data indicates that in 2023, the number of students attending greater than 90% of the time or more has decreased. |
| In maths, 50% of students can identify | Internal measures indicate an increased percentage of students identifying |

| | |
|---|---|
| <p>what they are learning, why they are learning it and if they are successful from the baseline.</p> <p>In reading, 50% of students can identify what they are learning, why they are learning it and if they are successful from the baseline.</p> <p>In writing, 50% of students can identify what they are learning, why they are learning it and if they are successful from the baseline.</p> | <p>what they are learning, why they are learning it and if they are successful in literacy and numeracy.</p> |
| <p>Evidence Based Practice: SEF</p> <p>School self assessment against the School Excellence Framework (SEF v2) indicates movement from:</p> <ul style="list-style-type: none"> • Sustaining and Growing to Excelling within the Learning Domain element of Wellbeing (<i>Individual Learning Needs</i>). | <p>Data and evidence indicates against the School Excellence Framework (SEF v2):</p> <ul style="list-style-type: none"> • Learning domain element of Wellbeing (<i>Individual Learning Needs</i>) 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

Aboriginal background

Summary of progress

Our focus for 2023 was on providing ongoing professional development to staff in the area of Positive Behaviour for Learning (PBL) Universal strategies and relaunched PBL across the school. In addition, a focus was ensuring consistency in language between staff, students, parents and carers ensuring a consistent school-wide approach to supporting student behaviour.

This involved professional learning sessions being provided to staff which focused on deepening staff understanding of PBL. Additionally, our PBL Team Leader reviewed our classroom expectations and what was expected in this area with staff. This ensured consistency amongst staff and ensured students were aware of expectations. PBL Reward days celebrate and promote positive behaviours and targeted behaviours are explicitly taught.

As a result, teachers have developed a greater awareness of PBL strategies and there is a consistency of language between staff and students. Our students have been able to build positive relationships with 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 practices and continue to complete professional development in the area of PBL and the Wellbeing Framework for Schools. In addition, we will continue to embed our wellbeing practices across the school 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 |
|--|---|
| <p>We achieve a 22.5% reduction in negative recorded behaviours from the baseline.</p> <p>We achieve a 12% increase in TTFM Wellbeing Data (advocacy and belonging).</p> | <p>2023 data indicates a 39% reduction in negative recorded behaviour incidences from our baseline measure.</p> <p>TTFM Wellbeing data indicates a 21.5% increase in students reporting positive wellbeing, which includes advocacy at school and a sense of belonging.</p> |
| <p>Evidence Based Practice: SEF</p> <p>School self assessment against the School Excellence Framework (SEF v2) indicates movement from:</p> <ul style="list-style-type: none"> • Sustaining and Growing to Excelling within the Learning Domain element of | <p>Data and evidence against the School Excellence Framework (SEF v2):</p> <ul style="list-style-type: none"> • Learning domain element Wellbeing (<i>Caring for Students, A planned approach to Wellbeing, Behaviour and Attendance</i>) school self assessment currently indicates Sustaining and Growing. |

*Wellbeing (Caring for Students, A
planned approach to Wellbeing,
Behaviour and Attendance).*

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$51,236.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • School Learning Support Officers who support in class, social and playground support. • additional staffing to assist students with additional learning needs. • employment of staff to provide additional support for students who have high-level learning needs. • intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact: 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, transition meetings and planning for student PLSPs.</p> <p>After evaluation, the next steps to support our students will be: to continue to ensure that student PLSPs are regularly reviewed ensuring they are relevant to student needs.</p> |
| <p>Socio-economic background</p> <p>\$109,220.33</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systems for Ongoing Assessment • Data Skills and Use • Highly Effective Learning Cultures • Student Agency • A Whole School focus on Emotional Regulation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through mentoring and coaching with our APC&I to support student learning. • Additional support days enabling teachers time to analyse assessment data, develop consistency of teacher judgement practices and support collaborative sharing of resources. • resourcing to increase equability of resources and services. <p>The allocation of this funding has resulted in the following impact: Teacher capacity has been enhanced in the implementation of the new K-2 English and mathematics syllabuses. Coaching and mentoring sessions with our APC&I has supported our staff in developing their capacity to analyse their assessment data and ensure teaching is targeted to student need.</p> <p>After evaluation, the next steps to support our students will be: Our APC&I will continue to work with our staff in the implementation of the new 3-6 English and mathematics syllabuses. In addition, our APC&I 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>\$38,839.67</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 student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Learning Cultures • A Whole School focus on Emotional Regulation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans. • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the Personalised Learning Pathway Process. Tell Them from Me survey data indicates that 85% of students feel their culture is valued by the school. In addition, 92% of students feel as though teachers have a good understanding of their culture.</p> <p>After evaluation, the next steps to support our students will be: the establishment of a Dunghutti language program across the school.</p> |
| <p>Low level adjustment for disability</p> <p>\$47,508.38</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • 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. • 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. <p>The allocation of this funding has resulted in the following impact: the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to support students, identified by the Learning and Support Teams, with targeted interventions.</p> |
| <p>Location</p> <p>\$18,069.99</p> | <p>The location funding allocation is provided to Smithtown Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational</p> |

| | |
|--|--|
| <p>Location</p> <p>\$18,069.99</p> | <p>funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to attend. • incursion expenses. • student assistance to support excursions. • technology resources to increase student engagement. • additional staffing for teaching principal release. <p>The allocation of this funding has resulted in the following impact: increased opportunity for students.</p> <p>After evaluation, the next steps to support our students will be: supporting the school to increase collaboration and overcome isolation.</p> |
| <p>Professional learning</p> <p>\$8,752.54</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of vocabulary and Number Talks, resulting in improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p> |
| <p>QTSS release</p> <p>\$13,730.69</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. • additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in the following impact: teachers utilising learning intentions, success criteria and formative assessment.</p> <p>After evaluation, the next steps to support our students will be: to enable staff to build capacity by continuing their work with our APC&I in 2024.</p> |
| <p>COVID ILSP</p> <p>\$37,534.28</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> |

COVID ILSP

\$37,534.28

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition.

The allocation of this funding has resulted in the following impact: the majority of students in the program achieving significant progress towards their personal learning goals.

After evaluation, the next steps to support our students will be: 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.

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 |
| Boys | 41 | 35 | 39 | 40 |
| Girls | 34 | 34 | 38 | 37 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 83.4 | 92.1 | 88.1 | 92.2 |
| 1 | 82.6 | 87.1 | 85.6 | 91.3 |
| 2 | 86.7 | 85.1 | 88.1 | 87.1 |
| 3 | 86.9 | 84.1 | 81.9 | 83.2 |
| 4 | 89.7 | 89.7 | 85.6 | 87.5 |
| 5 | 88.3 | 88.1 | 80.9 | 90.2 |
| 6 | 84.1 | 87.5 | 81.8 | 84.6 |
| All Years | 86.3 | 87.5 | 84.0 | 88.2 |
| State DoE | | | | |
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 92.4 | 92.8 | 87.9 | 91.1 |
| 1 | 91.7 | 92.7 | 87.4 | 90.5 |
| 2 | 92.0 | 92.6 | 87.8 | 90.8 |
| 3 | 92.1 | 92.7 | 87.6 | 90.9 |
| 4 | 92.0 | 92.5 | 87.4 | 90.6 |
| 5 | 92.0 | 92.1 | 87.2 | 90.3 |
| 6 | 91.8 | 91.5 | 86.3 | 89.8 |
| All Years | 92.0 | 92.4 | 87.4 | 90.6 |

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 0.4 |
| Classroom Teacher(s) | 2.51 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.2 |
| School Administration and Support Staff | 1.41 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 ¹ | 2023 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 3.60% |
| Teachers | 3.00% | 3.40% |

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2023 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 111,939.32 |
| Revenue | 1,218,191.78 |
| Appropriation | 1,198,303.13 |
| Sale of Goods and Services | 1,073.82 |
| Grants and contributions | 17,320.10 |
| Investment income | 1,494.73 |
| Expenses | -1,187,913.85 |
| Employee related | -1,065,541.94 |
| Operating expenses | -122,371.91 |
| Surplus / deficit for the year | 30,277.93 |
| Closing Balance | 142,217.25 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

| | 2023 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 47,480 |
| Equity Total | 195,568 |
| Equity - Aboriginal | 38,840 |
| Equity - Socio-economic | 109,220 |
| Equity - Language | 0 |
| Equity - Disability | 47,508 |
| Base Total | 738,479 |
| Base - Per Capita | 20,040 |
| Base - Location | 18,070 |
| Base - Other | 700,369 |
| Other Total | 97,589 |
| Grand Total | 1,079,116 |

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The following analysis was based on Semester Two Tell Them from Me Survey results. The following statements have all demonstrated an increase from 2022.

Students

- 84% of students identify that they have a positive sense of belonging at school.
- 87% of students feel as though they have a staff member who will advocate for them and provide consistent encouragement and support.
- 80% of students feel as though staff hold high expectations for their success.
- 83% of students identified that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

Staff will continue to monitor student wellbeing as a priority in 2024.

Parents

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

- 96% of parents identified that they feel welcome when they visit the school.
- 94% indicated they can easily speak with the school Principal and additionally 90% indicated that teachers listen to concerns that they have.
- 85% indicated that their child feels safe at Smithtown Public School.
- 85% indicated that teachers would inform them immediately if there were concerns with their child's behaviour.
- 88% of parents feel as though their child is encouraged to do their best work.
- 90% of parents feel 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.

- 97% of teachers indicated that they set high expectations for student learning.
- 89% identified that they establish clear expectations for classroom behaviour.
- 86% of teachers indicated that teachers have given helpful feedback about their teaching.
- 92% indicated that they have worked with school leadership to create a safe and orderly school environment.
- 86% of teachers indicated that they talk with other teachers about strategies that increase student engagement.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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

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.