

Smithfield Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Smithfield Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Cheryl McBride OAM

Principal

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Message from the Principal

The Smithfield Public School (SPS) community celebrated a year of excellent student achievement and quality learning. Our success is based on 3 solid pillars that permeate the quality teaching and learning opportunities the school's community promotes and values:–

1. Our children are happy, motivated and inquisitive. They are eager to learn and participate in the wide range of educational opportunities available to them at school.
2. Our teachers and support staff work as a team to develop and implement quality programs that meet the needs of every child. We are an inclusive school where all children's potentials are considered and maximised. Teachers are committed to extending their knowledge and expertise along the continuum of excellence and experience.
3. Our parents and community members strongly support all school endeavours. Their input to the implementation of programs and governance of the school is outstanding.

During the 2016 continuous evaluation and planning process, input was sought and provided by students, teachers, support staff, parents and community members. Major achievements included:

- We welcomed and included an additional 3 classes for children with autism and/or a moderate intellectual disability. Their characters and personalities added richness to the fabric of society at SPS. Some achieved at or above the average academic standard for students of a similar age. We celebrate the families' participation in SPS life.
- The Literacy, Language and Learning (L3) program was introduced to Early Stage 1 and Stage 1 (Years K, 1 and 2). The intense teacher professional learning program resulted in better quality teaching and improved student learning outcomes. The students became independent readers at a faster pace.
- The English as Another Language or Dialect (EAL/D) and New Arrivals programs supported more than 380 students. Intensive withdrawal groups and in class support ensured the students' success. Refugee programs within school and one shared with Fairfield High School exposed students to the Australian way of life. Whole school community care for families with refugee status was outstanding. For many students, school was a new experience, English was a new experience and the community environment was a new experience. For many, academic achievement at an age appropriate level was impossible. For most, their learning added value far in excess of the year's expectation. We became a better school due to their presence.
- The community engagement and consultation process continued to evolve and innovate. Parent and community participation in workshops, evaluations and planning increased by 100%. The variety of opportunities to learn more about child development, behavioural management, key learning areas and professional support was also doubled. Our achievement was recognised and the model was copied to be used across a group of schools.
- The continuation of communities of schools enabled extensive opportunities for teaching staff to attend

professional learning opportunities and network with colleagues. L3, Numeracy, leadership, student well being and instructional rounds were focus areas.

I certify that information provided in this report is the result of a rigorous school self assessment and review process undertaken with staff, parents, community members and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Cheryl McBride OAM

(M.Ed., B.leg.S., Gr Dip, Dip.teach)

Principal

School background

School vision statement

Vision:

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

Guiding Principles:

Student Well-being

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

Curriculum:

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

Extra Curricula:

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

Community Engagement:

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

Teacher Professional Learning:

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

School context

2016 School Context

Smithfield Public School is in the Fairfield School Area of the Sydney South West Region. It is one of the national schools established in 1850. There are 605 students enrolled P–6. This includes a preschool, an Opportunity Class, an Early Intervention program and five 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 80% of the student population. Of these students, 75% have English as another language or dialect, 57 students are refugees with 35 arriving in the last 18 months. The refugees are largely Arabic and Assyrian speakers from Iraq and Syria. Over 30 languages are represented in the school community, with Vietnamese, Arabic and Assyrian being the largest groups. Over the last two years there have been slight increases in Khmer, Tongan and Samoan speaking students.

Parents are from a diverse range of educational backgrounds. 19% have not completed secondary school while 54% have completed tertiary education.

The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising. There are 64 school-based personnel including executives, classroom teachers, specialist EAL/D, LAST and Reading Recovery teachers, Community Liaison Officer, school counsellors, School Learning Support Officers, administrative staff and a general assistant.

Each mainstream classroom is equipped with an IWB and students have access to iPads and laptops. Stage 3 implement the Bring Your Own Device (BYOD) program. The school has completed an infrastructure upgrade and wireless internet connection is now available in every area of the school. Stage 2 and 3 classrooms are furnished to enhance 21st Century learning providing effective collaborative learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

In October, 2016 the Smithfield Public School teachers and parents discussed the domains and elements of the School Excellence Framework (SEF). They closely examined the description of each element, determined where our achievements were, and selected sets of evidence that demonstrated levels of mastery.

Sessions with the Principal School Leadership provided additional opportunities for teachers to analyse different forms of evidence. Teachers were aware of collecting evidence that is pictorial, audial, etc rather than mostly referring to data.

Throughout Terms 2, 3 and 4 we considered the improvements being made across the school and the evidence supporting our decisions. This provided informed direction for the continuation, cessation or innovation of programs.

Learning

In the area of Learning, expectations of students' behaviour are explicitly taught and relate to all aspects of the learning environment beyond the classroom and playground. Children are aware of their behavioural responsibilities when leaving the school to represent e.g. excursions and inter school sport.

Attendance rates are monitored and processes are in place to support students who have a problem.

Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners.

Quality teaching and professional practice are evident in all learning environments, providing students with opportunities to connect, succeed and flourish. Individual learning is supported by the effective use of expertise and resources. Careful planning for differentiation ensures the relevance and challenge of learning activities.

Curriculum provision is enhanced by learning alliances with other schools and organisations. Teachers involve others in planning to support students as they transition through all stages of education.

SPS has aligned school processes and systems for collecting, analysing and reporting local and external data on students' performance. Assessment data to monitor achievements and gaps in students' learning are used extensively to inform planning for specific groups and individual students.

Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

Teachers regularly use students' learning data and other feedback to monitor their teaching practice. Similarly, teachers provide explicit formative feedback to students on how to improve.

The school leadership team demonstrates instructional leadership promotes and models effective evidence based practice. The team members build the collective capacity of the staff and school community to use data to inform school improvement strategy.

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practices. SPS identifies expertise within its staff team and draws on this to further develop its professional community.

There is a specific focus on improved teaching methods in literacy and numeracy with professional learning activities based on increasing teachers' understanding of effective teaching practice. Teachers are actively engaged in their professional development to improve performance. They draw on evidence based research to improve.

Teachers demonstrate responsibility, adaptability and ethical practice in working toward the schools' goals. They are a highly moral and committed group of professionals.

Teaching

In the domain of teaching we found that teachers regularly used student performance data and other student feedback to evaluate the efficacy of their teaching practices. They provided explicit, specific and timely formative feedback to students on how to improve. The school leadership team demonstrated instructional leadership and promoted and modelled effective evidence based practice. Teachers incorporated data analysis in their planning for learning. The school leadership team engaged the school community to reflect on student performance data and built the collaborative capacity of the staff and school community to use their knowledge to inform strategic school improvement endeavours.

Teachers worked together to improve teaching and learning in their stage groups. They provided and received planned constructive feedback from their peers, mentors and supervisors to improve their practice. Expertise within the staff was recognised and utilised to further develop our professional learning. Relationships within our Community of Schools provided mentoring and coaching support to ensure the ongoing development of all staff. Teachers actively shared learning from targeted professional development with their peers. There was a specific focus on improved teaching strategy in literacy and numeracy, with professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas. Teachers used evidence based research to improve their performance and development and actively planned their professional development to improve their performance. The teachers demonstrated their responsibility, adaptability and ethical practice in working toward the SPS goals. They worked beyond the classroom to contribute to broader school programs. The staff demonstrated and shared expertise, demonstrated contemporary content knowledge and teaching practice and relied on evidence based teaching strategies.

Leading

In the area of leadership parents and community members have the opportunity to engage in a wide range of school – related activities. This elicits the community's positive perception about the educational provision SPS is committed to the development of leadership skills in staff and students which is central to school capacity building. We have established productive relationships and links with external agencies, community organisations and communities of schools to improve educational outcomes for students and support progress. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

There is an understanding of and support for, school expectations and aspirations for improving students learning across the community. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones direct school activity toward effective implementation of the school plan. We use evidence-based strategy and innovative thinking to design and monitor a school plan that delivers improvements in outcomes. We successfully foster collaboration with key stakeholders in the development of the school vision, strategic directions and action plans. SPS uses collaborative feedback and reflection to promote and generate learning and innovation.

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to students and staff members. Succession planning, leadership development and workforce planning are designed to drive whole school improvement.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures. The school is responsive and will make adjustments. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning – Every student is a confident, creative and analytical learner.

Purpose

To provide a safe, secure learning environment which fosters the development of the whole child to become a responsible, successful and respectful citizens.

Overall summary of progress

Continued commitment to student wellbeing has broadened in 2016 and incorporates Kids Matter. This enhanced Positive Behaviour for Learning (PBL) across P–6. Kids Matter modules, 1 and 2, were implemented across the school with modules 4 and 5 to be completed in 2017. A significant increase in positive behaviour was maintained during 2016 and students participated in a range of reward days. Students in Stage 3 were trained as Playground Busters to support their peers in making positive behaviour choices in the playground. Students participated in a range of programs to build respectful relationships with their peers and teachers, including Rock and Water, Talking Drums, Sport in Schools, Cooperative Learning and Social Skills programs.

Across Years 3–6 differentiated programs based on Collaborative, Creative, Communicative and Critical (the Four Cs) skills of 21st Century learning were implemented. They included Self Organised Learning Environment (SOLE), Science, Technology, Engineering and Mathematics (STEM) and Genius Hour, with K–2 implementing STEM sessions. School Learning and Support Officers (SLSOS) were allocated to support program implementation including Personalised Learning and Support Plans (PLASPS), Indigenous student's Personalised Learning Pathways' (PLPS) and Out of Home Care Plans. A speech pathologist and occupational therapist provided services to students across P–6 requiring specialist support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
2016 – 60% of students achieving proficiency in NAPLAN in reading and numeracy.	In NAPLAN reading, 80% of Year 3 and 70% of Year 5 students scored above the national minimum standard (NMS) and 30% of students in Years 3 and 5 achieved at proficiency (top two bands).	
2015/16 – 80% of students achieving stage appropriate clusters K–6. .96% of students will show expected growth on school based assessments.	Literacy and Numeracy cluster growth from Semester 1 to end of Semester 2 indicates increased levels of growth across K–6. In reading, 80% of students across the school achieved stage appropriate clusters and 70% of students achieved stage appropriate clusters in Early Arithmetic Strategies (EAS). School based assessments indicate that students made growth in 2016. Semester 2 reports show that 88% are achieving at or above grade level in Literacy and 94% in Numeracy across K–6.	
2016 – increase the number of students achieving Silver and Gold PBL levels by 33%.	There was a significant increase in the number of students achieving Gold and Silver PBL levels. 55% of students achieved Silver level and 34% achieved Gold.	PBL planning days (5 days) = \$2,250 Playground Busters (16 days) = \$7200 Rock and Water (\$1,070 + 3 casual days \$1,350) = \$2,420 Kids Matter = \$12,000
2015/16 – Differentiation evident in literacy and numeracy teaching	SLSOs were utilised across all P–6 classes to support the implementation of differentiated	SLSOS = \$138 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
programs and practices.	programs that cater to all levels of ability. Staff survey results indicated that 100% of staff are using Mathematics programming templates that embed differentiation and 94% feel they are able to differentiate effectively. Survey results indicated that 100% of teachers are using data to drive differentiated English programs..	Speech Therapist = \$12,750

Next Steps

- Implement Modules 4 and 5 of Kids Matter;
- Review PBL behaviour level system and purchase badges for Gold level;
- Conduct induction programs for new staff members on school policies, Wellbeing, PBL and Learning and Support Team;
- Provide professional learning updates for staff on using Sentral to track student behaviour;
- Ensure explicit teaching of matrix expectations and level system;
- Employ SLSOs to support student learning and engagement in the classroom and playground; and
- Expand of Breakfast club and Homework club to support students.



Strategic Direction 2

Teaching and Learning – Quality teaching is the catalyst for engaged learning. Teachers are high performing, collaborative and dynamic.

Purpose

To provide challenging and student centred curriculum that promotes creativity, innovation and engagement as 21st Century learners.

Overall summary of progress

Staff members purposefully used data to inform teaching programs and . Staff ensured that data was triangulated across PLAN, formative and summative assessments and, report grades to ensure reliability. Teachers engaged in an 'action research' project, using data identified by Planning Literacy And Numeracy (PLAN), to implement teaching strategies. They supported students who were at risk and had made little progress across clusters. The executive staff identified a problem of practice to implement instructional rounds across CoS schools. To ensure explicit and attainable learning goals for students, teachers participated in professional learning and developed learning intentions and success criteria. In 2016, all Stage 2 and 3 classrooms transformed into 21st century spaces, with the purchase of colourful furniture. The result was fluid, flexible environments that embrace the principles of the 4C's of learning: collaboration, communication, critical thinking and creativity. The Stage 2 enrichment class piloted the Bring Your Own Device (BYOD) in their classroom environment. Following its success, all Stage 2 teachers decided to implement the pedagogy in 2017. All teachers in K–2 completed their initial or their OPL year of L3 Training. Teachers worked closely with instructional leaders (external and internal) to effectively implement teaching practices. Students' progress was tracked on a 5 weekly cycle, by entering data and monitoring using a L3 tracking system.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
2016: Teachers regularly analyse student performance data to evaluate the effectiveness of programs and improvement in their teaching methods.	<p>By the end of 2016, all staff were using PLAN, School Measurement, Assessment and Reporting Toolkit (SMART) and L3 software to track student progress and to drive, plan and create differentiated programs. Literacy in 2016:</p> <p>76 % Stage 3 and 61% Stage 2 were achieving appropriate PLAN markers in reading. 53% of Stage 1 and 73% Early Stage 1 students achieving appropriate PLAN markers in reading.</p> <p>Analysis of data demonstrated that students moved along the continuum of learning. Directions from this enabled teachers to develop explicit PLASPS that were specific to learning needs. They accommodated targeted students and ensured their growth. At the beginning of the year, Stages 2 and 3 teachers developed extension classes and used data to accommodate and extend students exceeding stage expectations. Teachers from other classes catered for students achieving across a smaller cluster range and provided intensive support to at risk and refugee students.</p> <p>Numeracy in 2016:</p> <p>K–2 and 3–6 Maths mentors team taught with teachers. They analysed numeracy PLAN data to support differentiated programs and implemented specific teaching strategies such as Moving While Thinking, Taking Off With Numeracy (TOWN) & Targeted Early Numeracy (TEN) program, pre and post assessments.</p>	Instructional leader \$23,500

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
2016: Teachers regularly analyse student performance data to evaluate the effectiveness of programs and improvement in their teaching methods.	<p>With a focus on Early Arithmetic Strategy K–2; 93% of Early Stage 1 and 66% of Stage 1 students achieved stage appropriate clusters.</p> <p>With a focus on Multiplication and Division 3–6; 51% of Stage 2 and 56% of Stages 3 students achieved appropriate clusters.</p>	
2016 Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students through a variety of teaching methods and innovative delivery.	<p>L3 – Teachers participated in fortnightly meetings and were observed weekly on teaching L3 practices in reading and writing.</p> <p>TEN/TOWN – These programs improved teachers' explicit practices. Teachers developed skills in unpacking the numeracy continuum.</p> <p>94% teachers embedded TEN/TOWN strategies in their learning programs.</p> <p>83% teachers confidently plotted students on the Numeracy Continuum</p> <p>Mathematics Mentors provided professional development to all teachers and empowered them to implement more innovative, specific and needs based programs. Individual action plans were developed to address identified areas of needs.</p> <p>100% staff members used programming templates that embed differentiation</p> <p>Geography – All staff engaged in professional learning and unpacked the content and outcomes of the new Geography syllabus. K–6 successfully implemented two Geography units of work which are shared on the Faculty Drive</p>	<p>English mentor: L3 professional learning: \$13,750</p> <p>Mathematics mentors: \$44,000</p> <p>Stage TOWN planning day: \$1,800</p>
2016 Teachers draw on and implement evidence based research to improve pedagogy for 21st century learners.	<p>STEM – Classroom teachers, K–6, implemented STEM/STEAM lessons. They provided students with subject specific learning aimed to foster inquiring minds, logical reasoning and collaboration skills.</p> <p>SOLE – Students were engaged through inquiry and project based learning and incorporated the 4C's of learning: collaboration, communication, critical thinking and creativity.</p> <p>BYOD – All Stage 3 classes and the Stage 2 extension class took a BYOD approach to futuristic learning. This allowed students to gain easy access to technological resources and supported them in inquiry based learning.</p> <p>Green Screen – Stages 1, 2 and 3 students experimented with the implementation of a Green Screen research project. It was supported the incorporation of, collaboration, consultation, communication and creativity to maximise learning.</p>	<p>Project Based Learning – \$5,766</p> <p>Professional Development – \$10,000</p> <p>Future Learning Mentors – \$44,000</p>

Next Steps

- Two teachers will become TEN facilitators to support P–6 TEN training. It will support the implementation of TEN programs and strategies;
- Introduce Mathletics. The license will be purchased and professional learning provided by a consultant. The mentor will support teachers to design action plans. Parent workshops will support usage at home;
- There will be a school wide focus on problem solving and working mathematically. Students will receive explicit instruction on problem solving and applying these skills through working mathematically;
- Teachers will utilise learning intentions and success criteria to enable students to reflect on their learning;
- Teachers will use SENA testing to confirm data analysis and accurately plot students on PLAN;
- L3 and TENS Instructional Leader will be employed to work across Early Stage 1 and Stage 1;
- A 3–6 Literacy mentor will lead teachers to implement Focus on Reading and explicitly teach strategies in Speaking and Listening and Writing;
- A 3–6 Mathematics mentor will be recruited to lead teachers to implement best practice in TENS, problem solving and working mathematically;
- A Kinder L3 and TEN mentor will guide teachers in implementing program strategies.;
- Early Stage 1 and Stage 1 teachers will complete L3 or OPL training;
- History and Geography committee members will lead staff in developing assessment rubrics;
- SeaSaw app will be utilised consistently across the school to regularly report back to parents on student learning;
- Staff will attend termly Learning Hubs on future learning strategies. Parents will also be invited to these sessions;
- A robotics program will be implemented across Stages 2 and 3;
- STEM methodology will be utilised across the school to implement rich inquiry based Science and Technology, Engineering and Mathematics lessons; and
- Expand BYOD program to include Stage 2 students.



Strategic Direction 3

School Governance and Leadership – A community that is inclusive, informed and engaged supports a high performing school.

Purpose

To embrace effective partnerships that shapes a supportive school culture. To empower staff to engage in evidence based pedagogy and sustainable practice which facilitates life-long learning and leadership opportunities.

Overall summary of progress

Community engagement at SPS has continued to flourish. During 2016, Smithfield PS, in collaboration with four schools, submitted a grant application for community engagement. The application was recognised for its strength and longevity and was selected as one of only three projects in Australia to be funded by the Pioneers Smart Giving Project. The funding will support community engagement over a three year period across five schools. Smithfield PS will lead the project and act as the lighthouse school. SPS's Community Liaison Officer (CLO) will become the network Community Network Officer (CNO). Her role will be to train and support the CLOs from the five schools to establish and improve community engagement.

Partnerships with external agencies, such as Woodville Alliance, Catholic Care and Community First were strengthened through workshops and family case work. As a result of the CLO's attendance at interagency meetings, more external agencies regularly approach the school to create purposeful links.

Aspiring Leaders and Leaders engaged in professional learning on data collection and analysis. This encouraged a review of current data collection. As a result, processes were simplified to enable greater allocation of time for analysis. Leaders led their teams through action research projects and engaged in hypothesising, reflection and evaluating and evaluating.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of parents and caregivers to 30% engaging purposefully in supporting their child's education and in the life of the school.	<p>Greater community engagement was achieved with 50% of families engaging purposefully in school life. At least 10 Arabic/Assyrian families were represented in this group, exceeding another school goal. Parent sand Caregivers were provided with a range of engagement opportunities. Six parents were trained as parent helpers through the Parents As Teacher and Classroom Helper (PATCH) program. These parents now work regularly in classes across the school. Twenty Four parents participated in English classes, enabling them to support their child/ren's learning more effectively.</p> <p>Community partnerships were maintained. External agencies were utilised to provide support for individual students and their families. Their expertise was also used to provide learning experiences for parents at school.</p>	<p>CLO \$47,500</p> <p>CEOs \$9,000</p> <p>English Teacher \$3,500</p>
2016 Aspiring Leaders and Leaders have purposeful leadership roles based on professional expertise and experience under a distributive leadership model.	<p>All aspiring leaders and leaders' PDPs include goals reflective of Highly Accomplished and/or Lead levels.</p> <p>Aspiring Leaders and Leaders led teams through action research projects. Focus areas for these projects were determined according to student data. In addition professional learning on data analysis enabled aspiring leaders and leaders to manage teams in their use of data and research. It directed their teaching. This will continue to be a focus in 2017.</p>	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
2016 Utilise the School Excellence Framework to determine whole school future directions in line with school vision and guiding principles.	Early in 2016, staff reflected on current practices to evaluate school achievements against the School Excellence Framework. The process was repeated in October, 2016 and included parents. Growth was identified across many of the elements.	Nil

Next Steps

- Parent participation in decision making with further increase with a focus on engaging refugee families;
- Refine personalised invitation processes will be implemented to support refugee family engagement;
- A needs analysis will be conducted to determine future provision of future workshops;
- Various forms of communication will be utilised to promote family engagement in workshops;
- SPS' CLO and staff will build relationships with refugee families through intentional informal interactions;
- Leaders will effectively mentor their teams through adequate provision of time and professional learning; and
- The Principal Support Leader (PSL) will provide further professional learning for all staff on the validation process, evidence collection and school evaluation..



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>100% of Aboriginal and Torres Strait Islander students had individual Personal Learning Pathways (PLPs) and made pleasing progress across the literacy and numeracy continua.</p> <p>Aboriginal and Torres Strait Islander students enhanced their leadership skills and their sense of cultural pride by hosting the NAIDOC celebration.</p> <p>Staff received professional learning in the 8 Ways of Learning. These strategies were embedded in teaching programs across the school.</p>	<p>NAIDOC Celebration Resources \$500</p>
English language proficiency	<p>All English as an Additional Language or Dialect (EAL/D) learners (386) were tracked on Literacy and Numeracy (PLAN) using the curricula, the Literacy and Numeracy continua, and the EAL/D learning progression.</p> <p>The intensity and diversity of programs increased as the EAL/D population grew. Additional professional learning opportunities in EAL/D and team teaching with specialist teachers were implemented. Small withdrawal groups were established to provide intense Literacy and Numeracy sessions.</p> <p>At the completion of the 2016 school year, the EAL/D learners were achieving in the following phases:</p> <ul style="list-style-type: none"> • Beginning English Limited Literacy – 3% • Beginning English Some print Literacy – 16% • Emerging English – 22.5% • Developing English – 36% • Consolidating English – 22.5% <p>In Year 5, some outstanding results were achieved. These included: 20% scored in the top Band 8 in Reading compared to 16% of the state; and 2% scored in the lowest Band 3 compared to 5% of the state. The average scaled growth was 3.4% above the state in Reading and 18.4% above in Grammar and Punctuation. In Year 7, 22% of children scored in the top Band 9 compared to 12% of the state. The students complete the NAPLAN test early in Term 2 and are largely drawing on their Year 5/6 knowledge. Their rate of growth continued to endorse the efficacy of programs.</p>	<p>Employment of perm teachers 2.8 = \$285,658</p> <p>Refugee SESO = \$15,077</p> <p>TPL \$2,000</p>
Low level adjustment for disability	<p>Learning and Support programs targeted students who have experienced difficulty in their learning. 50 students were referred to the Learning and Support Team in 2016, who met on a weekly basis to discuss and reflect on student challenges. 5 School Learning Support Officers (SLSO) were employed to provide additional academic support. All students requiring adjustments and learning support were catered for within class</p>	<p>Employment of permanent teachers 1.1 = \$112,223</p> <p>Establishment grant = \$35,000</p>

<p>Low level adjustment for disability</p>	<p>programs through targeted SLSO support. The Learning and Support teachers met with classroom teachers to develop Personalised Learning and Support Plans (PLASP) for students identified as needing additional support. 3 Out of Home Care plans were developed in consultation with the Learning and Support Team, parents and external agencies. 40 Personalised Learning Pathways were developed for the school's Indigenous students in consultation with parents, students and classroom teachers. Our school counsellor provided academic and emotional support for students, through individual and withdrawal therapy groups. The Learning and Support Team transitioned identified students to their prospective 2017 classroom teachers.</p> <p>In the support unit, 3 new support classes were established; 2 Autism classes and 1 class for students with Autism and a moderate intellectual disability. As a result, a Deputy Principal (Support) was appointed to supervise the 7 support unit classes and support unit staff. 12 students enrolled in the support classes have Individual Learning Programs (ILPs), including 31 primary, 28 early intervention, and 14 early intervention resource students. 40 access requests were developed for students requiring special placements and each student received an individual transition program to his/her new school setting.</p>	<p>Employment of permanent teachers 1.1 = \$112,223</p> <p>Establishment grant = \$35,000</p>
<p>Socio-economic background</p>	<p>Strategic Direction 1</p> <p>Experienced and trained School Learning Support Officers (SLSO) were deployed flexibly each 5 weeks in accordance with student learning data. As students were detected as falling behind, additional assistance was provided via the SLSO program. To increase their experience and expertise, SLSO's trialled professional learning programs and attended workshops.</p> <p>Students' learning outcomes in literacy and numeracy increased.</p> <p>Strategic Direction 2</p> <p>Literacy and Numeracy mentors provided learning opportunities to develop teachers' expertise and strategy. They worked in classrooms demonstrating, observing and providing feedback. Teachers' professional learning was enhanced and linked to Professional Development Plans. Teachers' confidence and competence grew. Noticeable improvement in student learning outcomes occurred, particularly in Year 1, where the middle group of learners made significant gains.</p> <p>Strategic Direction 3</p> <p>Personalised opportunities for the very</p>	<p>Employment of SLSOs = \$138,000</p> <p>Literacy Mentor = \$22,000</p> <p>Numeracy Mentors = \$44,000</p>

Socio-economic background	<p>diverse community at SPS to engage in school endeavours were created to enhance confidence and participation. More parents attended a wider range of workshops and other learning opportunities.</p> <p>The model established at SPS was recognised as best practice. Further support via Schools Plus resulted in the model being adopted by 4 other schools.</p>	<p>Employment of SLSOs = \$138,000</p> <p>Literacy Mentor = \$22,000</p> <p>Numeracy Mentors = \$44,000</p>
Support for beginning teachers	<p>Beginning teachers worked with a mentor to reflect on teaching standards and set individual goals. Each beginning teacher prepared and implemented an action plan to achieve negotiated goals with the support of the mentor and their supervisor. Beginning teachers also received support collecting and preparing evidence for accreditation. Beginning teachers worked collaboratively under the guidance of the mentor to support each other through the process.</p>	<p>ECT Mentor = \$22,000</p> <p>ECT Mentor training = \$500</p> <p>ECT TPL = \$4,400</p>
Targeted student support for refugees and new arrivals	<p>As the influx of students with refugee and new arrival status increased, additional teachers and ethnic aides were deployed to support individual students and small groups. Timetables were varied to focus on transition programs and intensive acquisition of English.</p> <p>The children made significant progress. Some, who had no English and had not previously attended any school, made more than a year's progress, as measured on the literacy continuum.</p>	<p>New Arrivals Program Teacher – 1.4</p> <p>Employment of Ethnic Aide – SESO funding</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	233	244	234	263
Girls	220	230	245	254

In addition to the K–6 enrolments, 80 children attend preschool either 2 or 3 days per week. Smithfield PS also has a support unit that provides special education for 60 students.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	94.6	91.1	91.5
1	93.3	94.6	93.7	93.5
2	96.8	94	94.8	94.9
3	95.8	94.4	94.2	94.9
4	94.7	95.5	95.8	95.5
5	97.5	94.8	95.9	94.9
6	93.6	95.7	92.3	95.3
All Years	95.4	94.8	93.9	94.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

- EIU – Preschool SPecial Education
- K Auraha – Kinder
- K Best – Kinder
- K Le – Kinder
- K Christos – Kinder Special Needs
- K Thompson – Kinder Special Needs
- K/1 Huynh – Special Needs composite
- 1/2 Liapis – 1/2 composite
- 1 Naidu – Year 1
- 1 Farnham – Year 1
- 1 Albanese – Year 1
- 2 Pagano – Year 2
- 2 Micallef – Year 2
- 3/4 Truscott – Extension Stage 2
- 3/4 West – Stage 2
- 3/4 Sun – Stage 2
- 3/4 Palamara – Stage 2
- 3/4 Aren – Stage 2
- 5/6 Maturana – Stage 3 OC
- 5/6 Khoury – Stage 3
- 5/6 Mansfield – Stage 3
- 5/6 Subotic – Stage 3
- 5/6 Bui – Extension Stage 3
- 3/6 Rowland/David – Primary Special Needs
- 3/6 Green – ASPECT Special Education

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.79
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	2.8
School Counsellor	1
School Administration & Support Staff	12.16
Other Positions	0

*Full Time Equivalent

Structure of classes

In 2016, Smithfield PS had 19 mainstream classes including a regional Opportunity Class for gifted and talented students. In addition, there were 7 special education and 2 preschool classes. Smithfield PS also hosted an ASPECT satellite class for students with Autism.

- Koala & Emu – Preschool
- Possums & Wallabys – Preschool

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

Professional learning and teacher accreditation

Whole staff professional learning included a continuation of data analysis learning, introduction of learning intentions and success criteria and a focus on student well being.

Teachers worked collaboratively to analyse student data to drive differentiated teaching and learning programs. An external assessor evaluated current data collection and analysis. practice This led to a more refined approach to data collection that enabled greater time for analysis.

Teachers developed an understanding of how best to incorporate learning intentions and success criteria in lessons to ensure students know what they are learning and what success looks like. This supported students to take ownership of their learning and increase engagement. The lesson success criteria was used by students to measure their achievement, which provided them with meaningful feedback. An evaluation of the implementation of learning intentions and success criteria was sort through Instructional Rounds. Successes were celebrated and recommendations were given for further development.

Professional learning to ensure the successful implementation of the new Geography syllabus was undertaken by all staff. As a result, both history and geography units of learning were successfully implemented across the school.

Staff attended a combined School Development Day with Fairfield West PS, Harrington Street PS and Fairvale PS on student and staff well being. Professionals from the health and medical industries provided professional learning regarding social and emotional well being. Following this, Smithfield PS staff engaged in KidsMatter training to further develop an understanding of best practice in supporting student well being.

Beginning teachers, both permanent and temporary, received weekly mentoring and support for programming, behaviour management and accreditation.

Stage 1 teachers participated in Language, Learning and Literacy (L3) ongoing professional learning provided by a community of schools instructional

leader. Kindergarten teachers participated in their second year of L3 training (OPL). Mathematics and literacy mentors worked across the school providing stage and individual professional learning to support implementation of research based best practice.

The leadership group led teams through action research projects. Teams determined an area of need, based on student data, to research. Teams made refinements to programs and practice and analysed results to determine future directions.

The leadership group received professional learning on accreditation evidence collection and report writing. This enabled supervisors to effectively support teachers to achieve proficiency status.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	326 806.67
Global funds	377 680.06
Tied funds	603 830.15
School & community sources	138 002.91
Interest	6 393.40
Trust receipts	75 747.70
Canteen	0.00
Total income	1 528 460.89
Expenditure	
Teaching & learning	
Key learning areas	56 757.40
Excursions	39 385.12
Extracurricular dissections	49 046.16
Library	0.00
Training & development	9 285.35
Tied funds	320 388.67
Short term relief	78 451.48
Administration & office	76 361.26
School-operated canteen	0.00
Utilities	46 841.92
Maintenance	94 115.04
Trust accounts	62 139.20
Capital programs	0.00
Total expenditure	832 771.96
Balance carried forward	695 688.93

The information provided in the financial summary includes reporting from January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	770 933.27
(2a) Appropriation	745 321.91
(2b) Sale of Goods and Services	331.91
(2c) Grants and Contributions	24 354.38
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	925.07
Expenses	-395 287.68
Recurrent Expenses	-395 287.68
(3a) Employee Related	-239 954.52
(3b) Operating Expenses	-155 333.16
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	375 645.59
Balance Carried Forward	375 645.59

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

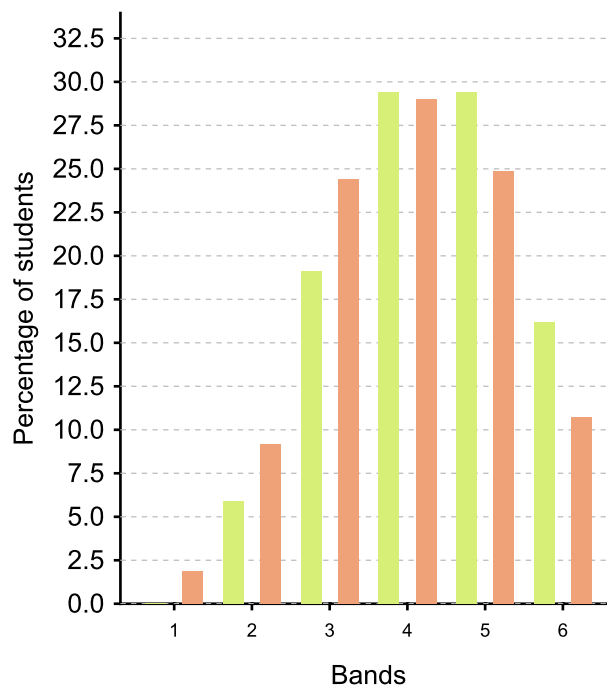
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 190 540.66
Base Per Capita	27 466.10
Base Location	0.00
Other Base	3 163 074.56
Equity Total	719 791.94
Equity Aboriginal	2 739.28
Equity Socio economic	249 609.73
Equity Language	308 737.96
Equity Disability	158 704.97
Targeted Total	1 169 935.00
Other Total	667 280.62
Grand Total	5 747 548.21

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

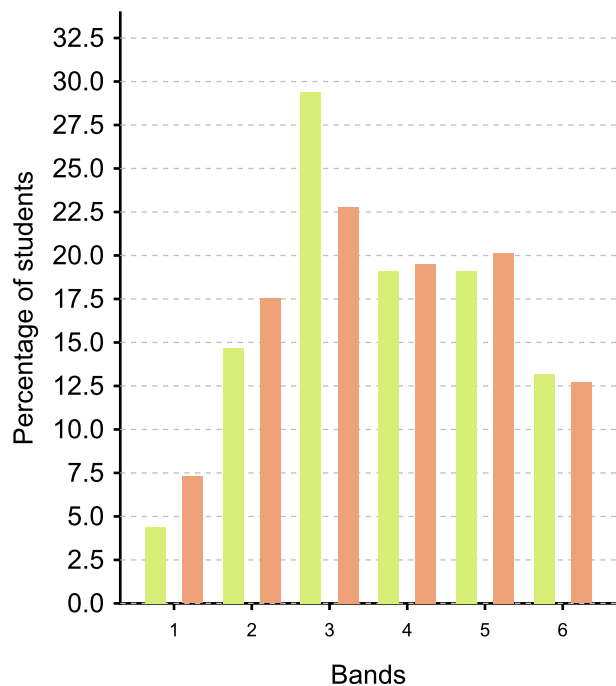
School performance

Percentage in bands:
Year 3 Writing



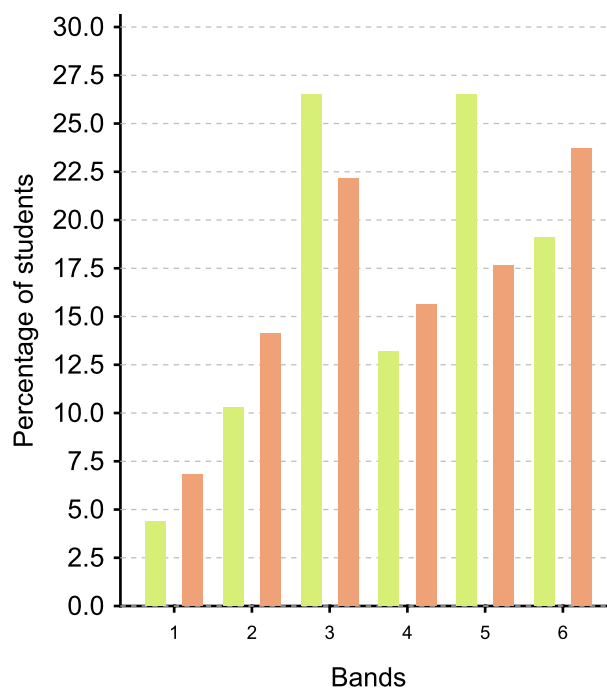
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



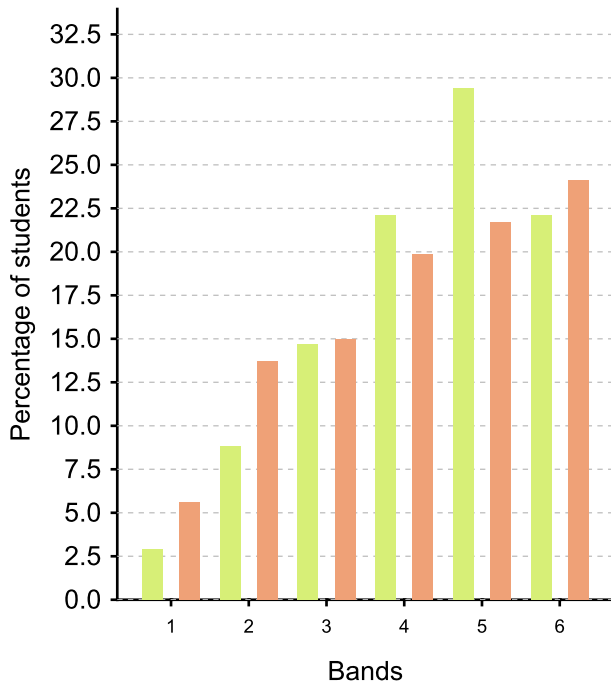
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Grammar & Punctuation



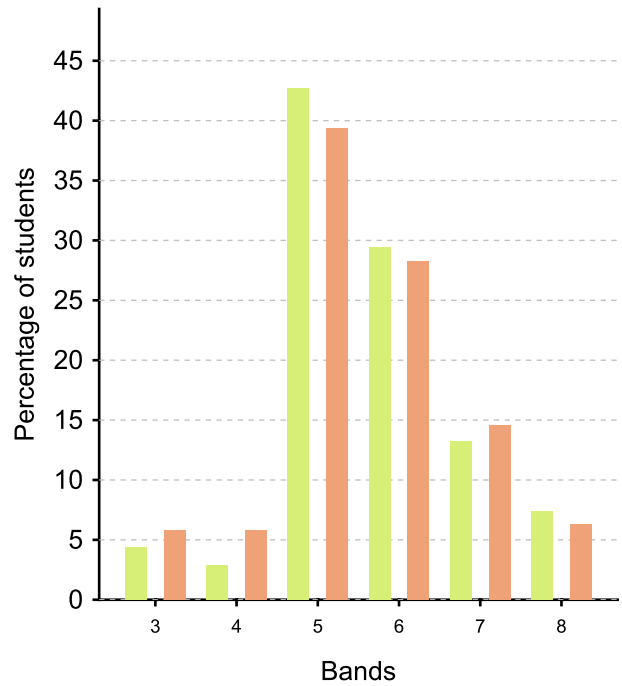
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



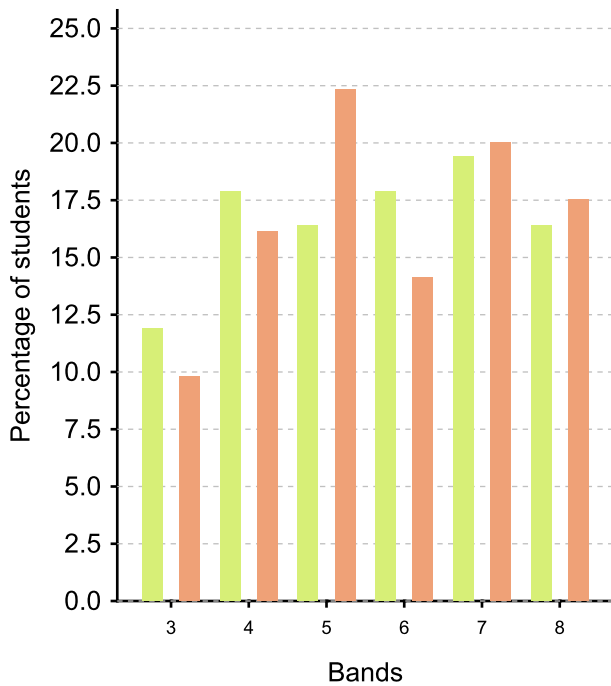
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



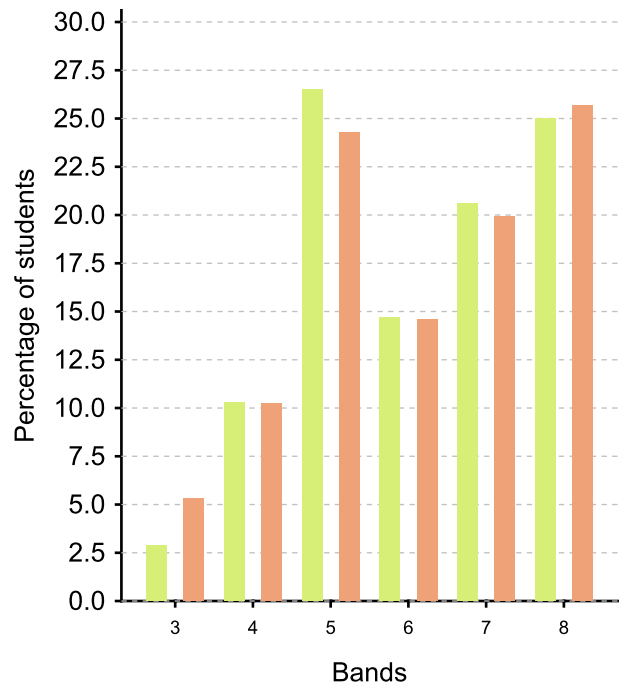
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



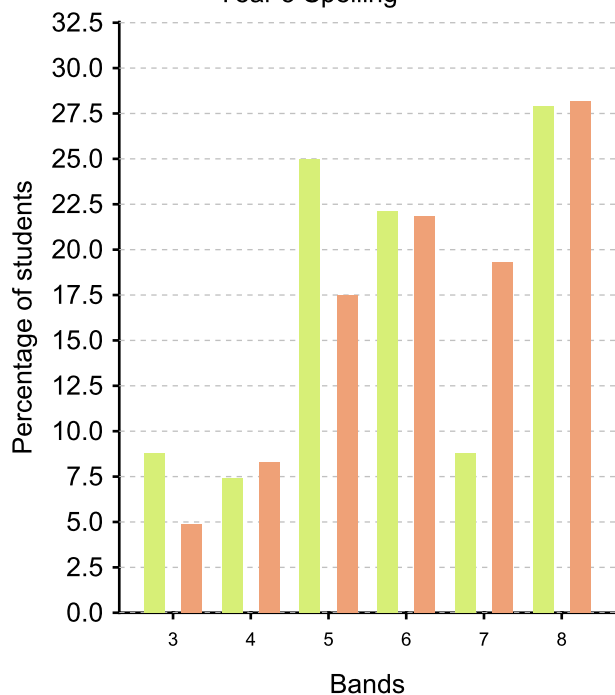
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



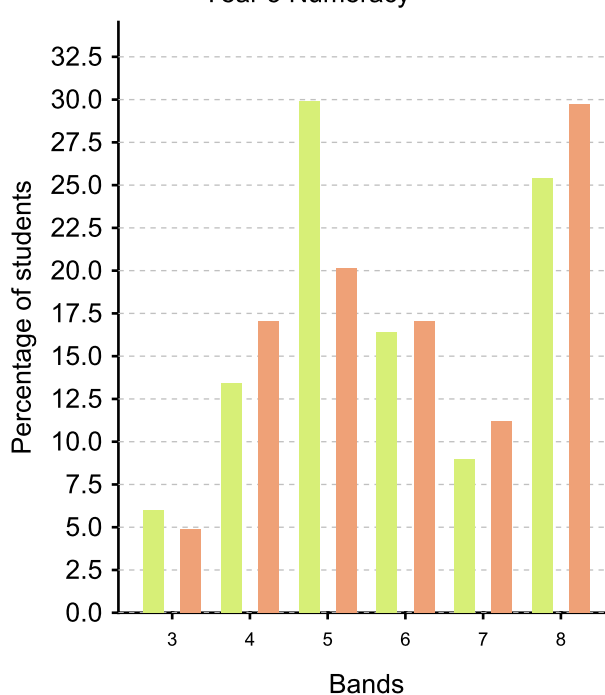
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



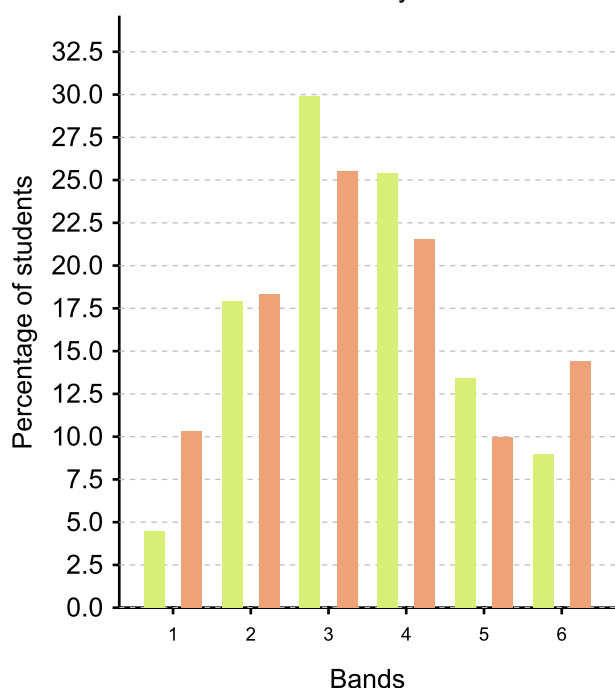
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016, Smithfield Public School sought the opinion of parents, teachers and students through the Tell Them From Me survey. Additionally a focus group of parents provided feedback on assessment and reporting through a parent forum. Key findings of the survey and forum included:

- 83% of students have a strong sense of belonging
- 90% of students try hard to succeed
- Students rated effective classroom learning time 8.2/10
- Parents rated how inclusive the school is 8.2/10
- Parents rated teachers having high expectations of their children 8.7/10
- Parents feel reporting on students progress is important and rated how well informed they were 7.6/10. They have requested termly feedback in 2017
- All teachers reported that data informs practice
- Teachers rated working collaboratively 8/10. In particular collaboration on strategies for students engagement was noted with a rating of 8.7/10.

Policy requirements

Aboriginal education

Smithfield Public School continued to enhance the understanding of Aboriginal Education for teachers, Aboriginal and non Aboriginal students through the following:

- In consultation with students, the community Aboriginal representative and parents/caregivers, staff designed and implemented Personal Learning Pathways for all Aboriginal students.
- Staff received professional learning on the Aboriginal 8 Ways of Learning from the Aboriginal Education and Communities Officer. As a result, staff understanding increased and strategies were included in teaching learning programs.
- Aboriginal committee members regularly attended the Aboriginal Education Consultative Group (AECG) meetings, where they made valuable connections with services and networks.
- NAIDOC celebrations were a highlight this year. In collaboration with local Aboriginal and Torres Strait Islander groups, the Aboriginal Committee organised a wonderful day including a tradition smoking ceremony and food tasting. An assembly showcased kindergarten students' singing and an Aboriginal story told by a local Aboriginal elder. The lessons conducted across the school ensured a greater awareness of Aboriginal culture and traditions.



Multicultural and anti-racism education

In 2016, Multicultural and anti-racism education were embedded practice at Smithfield Public School. A culture of inclusivity and acceptance was evidence among the school community. Cultural diversity was celebrated regularly through special events and Community Languages gala days. Harmony day was acknowledged through in class activities and an assembly highlighting cultural traditions from the local community. Multicultural day was celebrated through a whole school food festival where students and the wider community sampled foods from the different cultures. Community Languages gala days were conducted at the end of each term where students celebrated their learning, cultures and traditions of the languages studied.

Anti-Racism was strongly supported at Smithfield PS. Students displayed respect of one another's cultures and religions. The Anti-Racism Contact Officer (ARCO) did not need to deal with any issues during 2016 as a result of the positive attitudes and culture of acceptance

promoted at SPS.

Other school programs

Sport

In 2016 students participated in a range of competitive sporting events and skill development workshops. Smithfield entered 23 teams into the Horsley Zone PSSA competitions and participated in the Zone Gala Day in European Handball, AFL and Touch Football. Eleven students were selected for Zone teams across a range of sports. In the winter PSSA competition eight teams qualified for the semi-finals and due to wet weather on the day of the finals, Years 3 and 6 Netball, Junior Basketball and Senior Rugby League were declared joint premiers. Of the 16 schools in the Horsley Zone, Smithfield was the champion school! At the time of writing, girls T-Ball, boys Softball and Junior Cricket qualified for the summer competition semi-finals. Students were also successful at zone level in swimming, athletics and cross country. In swimming, 28 students attended the Horsley Zone carnival with 8 progressing to regional and 3 students attending the state carnival. In athletics, 51 students attended the zone carnival and 6 progressed to regional. In cross country, 48 students attended the zone carnival and 3 progressed to the regional carnival. Through the Sporting Schools grant program, K-6 students joined in free athletics workshops in Term 2 and K-2 students enjoyed gymnastics in Term 3. Through a partnership with Smithfield RSL Cricket Club, 3-6 students were given access to Cricket NSW workshops in Term 3. All students K-6 participated in a social skills, teamwork and fitness program in Term 4.

Choir

Over 30 students from years 3-6 represented Smithfield Public School in the combined schools festival at Smithfield RSL. On the night, students performed an array of songs that marked the joining of two schools. Students sang one solo performance that highlighted how far they had progressed throughout the year. The choir also performed during Multicultural day to celebrate the achievements and history of indigenous people. To complete the year, the choir performed during the Christmas Carol Concert, where they were able to highlight their learning.

Multicultural Perspectives Public Speaking Competition

The 2016 competition enhanced students' awareness of multicultural issues whilst developing their interests and skills in public speaking.

Once again, 2 students were selected from Stage 2 and Stage 3 to represent Smithfield Public School at the area final, which occurred at Ringrose Public School. Smithfield Public School also participated in the Ultimo Directorate Public Speaking Competition, whereby one representative from each stage was selected to take part in the Fairfield Network Final held at Bossley Park Public School. All students performed well when delivering their planned and impromptu

speeches.

Debating

In 2016, Stage 3 students had the opportunity to participate in the Parkes' and Premiers debating challenge. 11 students from Year 5 and 6 were given various topics that they had to persuade different adjudicators and judges. The SPS Premiers team started their debating journey in Term 3 and showed great improvement from each debate. The Parkes' team started their journey towards the end of Term 3 and continued throughout term 4. Students prepared, planned and presented their speeches and continued to improve their rebuttals throughout the competition. All debating representatives improved dramatically with the help of team mates and coaches.

Creative and Performing Arts

During 2016, the students demonstrated their creative talents in the performing arts.

- 72 dance group students from Years 1–6 participated in the Parks Area Festival at the Marconi Club and the Combined School Festival at Smithfield RSL.
- The senior dance group and Vietnamese dance group performed at the Book Fair.
- The Vietnamese dance group, Assyrian dance group and choir performed on Multicultural day to celebrate the achievements and history of indigenous people.
- The Vietnamese, Senior, Junior dance group and choir performed during the Christmas Carol Concert, where they were able to finish the year on a high note.
- 15 students attended the Chess tournament at Canley Vale Public School ranking in 7th, 14th, 18th and 21st out of 36 teams.
- 14 students from the drama group opened the history/geography expo.

History and Geography Expo

During 2016, Smithfield Public School implemented History and Geography Syllabi into the teaching curriculum. We believed that the awareness of history and geography helps students appreciate how the world and its people have changed. It allowed them to locate and understand themselves and others in the continuum of human experience. All students were able to share their new knowledge with our wider school community as they participated in the 2016 History and Geography Expo. The event commenced with a special whole school assembly followed by a spectacular exhibition. We were incredibly impressed with the outstanding quality and uniqueness of students' projects, observations, dioramas and technological presentations.

Community Of Schools

The activities of the Community Of Schools grew in 2016 to encompass all members of staff. Joint professional learning ventures resulted in better opportunities for our students.

SHiFFT – Smithfield, Harrington Street, Fairvale and Fairfield West Public Schools participated in Instructional Rounds each term. Problems of practice for each school were identified and unpacked. Teams of teachers comprised from the 4 schools researched the identified areas, observed classrooms, and gave feedback on the students' engagement and learning. The learning was useful and provided excellent direction for follow up.

L3 – Teachers from Fairvale, Canley Vale, Lansvale and Fairfield West joined with SPS to train in the elements of the program. A jointly funded L3 Instructional Leader spent 1 day per week in each school observing, demonstrating and giving feedback to teachers. Lectures and workshops were held for teachers to network and learn together. They observed one another's classrooms and provided quality feedback – the most impacting form of learning.

Maria Siwak, our Assistant Principal and Literacy mentor qualified as an L3 trainer and worked with Kindergarten teachers in 7 schools including SPS. The Kindergarten results were the best ever!