

Smithfield Public School

Annual Report



2017



3073

Introduction

The Annual Report for **2017** 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

Principal

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Message from the Principal

2017 was a year of excitement and tenacity as Smithfield Public School (SPS) entered a new phase of achievement. For the first time, our students' levels of improvement in Literacy and Numeracy were ranked against all other schools in Australia and determined to be in the highest range of 'excelling'. When I initially shared this information, at our school planning day, in October, with a gathering of the school community, there was instant elation and celebration. Moments later we reflected on the drivers for such significant improvement and congratulated ourselves on the hard work, determination and talent of the SPS team.

The drivers most evident in 2017 were those found in highly effective schools – a well trained and exceptionally skilled workforce, an engaged and knowledgeable community, a culture that nurtures happiness and achievement, effective systems of communication, endless opportunities for learning and development, and transparent, democratic decision making.

In every way, each positive action taken by a member of our school community, whether it was a student, parent, community or staff member, contributed to the achievement of the vision statement we wrote in 2014,

"To create a dynamic, nurturing learning environment based on equity, collaboration and trust."

I would like to pay particular tribute to the Parents and Citizens Association executive team. As a newly elected group, they developed into a cohesive force determined to achieve as much as possible to support our children. Their energy, organisation, creativity and ability to motivate others gained them the respect and love of the school community.

In every venue, including sporting fields, pools and stages, our children stood tall, proud and capable as Australian and SPS citizens.

As a principal, I felt supported, motivated and, at times, moved to tears by our wonderfully generous and high achieving community. It was my pleasure and great pride to provide leadership to SPS in 2017.

Message from the school community

2017 was our first year as a newly elected Parents and Citizens Association (P&C) executive. The team attempted some new ventures, including a Christmas festival, that won the support and appreciation of the SPS community. Every fundraising activity was a profitable success and our Bunnings barbecues raised a minimum of \$1100 each. On every occasion, we were encouraged by the volunteering spirit of the school community. On many occasions family members and teachers worked together to achieve a great result. I was particularly pleased by the outcomes of our first working bee where families worked incredibly hard over a weekend to paint and complete jobs around the school. Everyone who

participated was gratified by the astonished and delighted reaction of the children as they entered the gates on Monday morning. They were so happy with their 'new' environs. The vibrant colours certainly made the playground look like it belongs to a primary school.

The changes to the uniform shop, including the introduction of ordering online and credit card payments, was a positive step for working parents. The reduction of opening time to 2 days per week did not decrease the sales. In fact, the profitability of the shop improved significantly.

Overall, our aim of raising at least \$40 000 to provide new furniture for the Kindergarten, Years 1 and 2 classrooms was surpassed. Their learning environments now reflect the type of learning required for the 21st century.

I would like to thank our wonderful team for the many hours of love and devotion given to ensure the success of every activity. Our P&C executive team is awesome!

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 that 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 that facilitate life-long learning and promote leadership opportunities.

School context

2017 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 645 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, 76% have English as another language or dialect (EALD) and 87 students are new arrivals with 55 arriving in the last 18 months. The new arrivals 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. Over the past two years, there were small increases in the numbers of Khmer, Tongan and Samoan speaking students.

The parents have a diverse range of educational backgrounds. 10% did not complete secondary school and 36% completed tertiary education.

The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising. There are 77 school-based personnel including executives, classroom teachers, specialist EAL/D, learning and support teachers, community liaison officers, school counsellors, school learning support officers (SLSO), administrative staff and general assistants.

Each mainstream classroom is equipped with an interactive whiteboard and students have access to iPads and laptops. Stages 2 and 3 implement the Bring Your Own Device (BYOD) program. Most classrooms are furnished to enhance future learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 the domain of Learning, the culture was strongly focused on holistic education, the building of aspiration and ongoing performance improvement across the school community. There was a strategic and planned approach to develop whole school programs that supported the wellbeing of students so they could connect, thrive and achieve. There was an integrated approach to quality teaching, curriculum development and delivery. Assessment promoted learning achievement and responsiveness to meet the needs of students. Consistent school wide practices for assessment were used to monitor, plan and report on students' learning in English, Mathematics and Science. Reporting to parents and the NSW Dept Education was clear, timely and accurate and supported further progress and achievement for students' learning across the curriculum. Students consistently demonstrated greater than expected growth on external and internal school performance measures.

In the domain of Teaching our staff was committed to understanding and experimenting with the most effective and explicit teaching strategies and highest priority was given to evidence based methodology. Assessment data was regularly analysed school wide to identify students' achievements and improvement, to reflect on teaching efficacy and to inform school directions for 2018. Early career and proficient teachers demonstrated personal responsibility for developing and maintaining their professional standards. Professional standards were used as a reference point for reflection and improvement. Professional learning was aligned with the school plan and evaluation of the new system began.

In the domain of Leading, the school leadership team members were the primary instructional leaders. They modelled instructional leadership and supported a culture of high expectation and community engagement that resulted in sustained and measurable whole school improvement. The 2017 school operational plan was the catalyst for continuous improvement effort and the school's vision and strategic directions were evident in its activities. The plan was well conceived, effectively implemented and effected improvement. Resources were strategically used to achieve improved student outcomes and high quality service delivery. Administrative systems, structures and processes facilitated school improvement and the adherence to compliance policies.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

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

In 2017, a range of student wellbeing initiatives were implemented to increase student engagement and develop positive behaviours and social skills. The programs included Positive Behaviour for Learning (PBL) lessons, Kids Matter, Playground Busters, Talking Drums, Friends for Life, PALS and Get Lost Mr Scary.

A range of English and Mathematics professional learning opportunities were delivered by mentoring teachers, resulting in differentiated programs being delivered. They included Targeted Early Numeracy (TEN), Literacy, Language and Learning (L3) and Focus on Reading (FoR). Time and attention from SLSO's was targeted to meet the needs of students at risk of falling behind and to support the implementation of Personal Learning and Support Plans (PLaSPs), Personal Learning Pathways (PLPs) and (Out of Home Care Plans (OHCPs). Speech pathology and occupational therapy were provided for individual students and small groups from Preschool – Year 6.

A whole school focus on data analysis was implemented through the performance and development process and all staff members set personalised goals to enhance their skills. The interrogation of PLAN (Progress in Literacy and Numeracy), NAPLAN (National Assessment Program for Literacy and Numeracy) and school assessment data directed programming differentiation. Staff met regularly with supervisors and mentors to analyse achievement data and planned collaboratively to meet students' learning needs. Lesson studies were undertaken by stage teams to refine teaching programs.

A range of workshops were offered to engage parents including: TEN, Mathletics, PM readers, computer technology, Science, Technology, Engineering and Mathematics (STEM) and NAPLAN. The Parents as Teachers and Classroom Helpers (PATCH) program continued. Six new parents graduated and worked in classrooms to support differentiated programs. Parents also engaged in school governance through participation in the evaluation and proposal processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2016/17 – 60% of students achieving proficiency in NAPLAN in reading and numeracy.	Mathematics Budget – \$71,800 English Budget – \$81,000	In NAPLAN, 34% Year 3 and 35% Year 5 students achieved proficiency in Numeracy. 77% Year 3 and 72% Year 5 achieved above the National Minimum Standard (NMS). In Reading, 28.6% Year 3 and 34.6% Year 5 achieved proficiency. 80% Year 3 and 67% Year 5 were above NMS.
2015/16/17 – 80% of students achieving stage appropriate clusters K–6. .96% of students will show expected growth on school based assessments.	As above	Literacy and Numeracy growth from Semester 1 to Semester 2 indicated increased levels of improvement across K–6. At the completion of Term 4, 84% students achieved stage appropriate levels in reading texts and 85% in early arithmetic strategies. Semester 2 data gathered from students' academic reports indicated 81% students achieved at or above stage expectations across all Key Learning Areas (KLA).
2016/17 – increase the number of students achieving Silver and Gold PBL levels by 33%.	\$1,000 to purchase badges for silver and gold Level	In 2017, 59% students achieved bronze level and 18% achieved silver level. Negative behavioural incidents were consistently monitored and tracked..
2015/16/17 – Differentiation evident in literacy and numeracy	4 SLSOS – 4 days per week \$138,000	SLSOs and PaTCH parents were utilised across all P–6 classes to support the implementation of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
teaching programs and practices.		differentiated programs, catering for all levels of ability. The Literacy and Numeracy mentors worked with all teachers and SLSO's to ensure high quality, differentiated programs were implemented in 100% of classrooms.

Next Steps

- The PBL program will be relaunched in 2018 to ensure consistent expectation across the school.
- The tracking system will be refined for positive PBL levels to facilitate accurate data collection.
- A greater range of curriculum based workshops will be offered to parents.
- The mentoring timetable will be effectively organised, administered and accessed.
- Mathematics' assessments, as a source of accurate comparative data about student growth, will be embedded in school based evaluation.
- Professional learning on the implementation of the new learning progressions will occur in semester 1, 2018.



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

Progress was made in data analysis to direct programming, resulting in more focused differentiated teaching and learning programs. School and national assessment tools were used to track student growth to evaluate literacy and numeracy programs. Students' results indicated the programs were highly successful. NAPLAN value added data indicated that student growth in all grades met higher than average levels.

Structures were introduced to enable differentiated teachers' professional learning (TPL). Teachers were empowered to seek professional learning from mentors to address their Professional Development Plan (PDP) goals. Each teacher kept a journal where they reflected on professional learning undertaken. The new approach to teacher professional learning was well received by staff. The model will continue to evolve as refinements are made throughout 2018, based on recommendations from an evaluation conducted by an external consultant.

Throughout 2017, teachers engaged in lesson studies. They collaboratively reflected on a chosen area of teaching and learning. They engaged in research to determine best practice and proceeded to implement, observe, reflect and refine practice to improve student learning outcomes. The rigour of the professional learning facilitated rich discussions on teaching pedagogy and reflective practices.

In 2017, Smithfield Public School expanded the robotics program to include all students. Teachers and students engaged with future learning mentors to develop integrated learning experiences based on: algorithmic and computational thinking; creativity, collaboration and design; production and processes; and skill acquisition. As a result, Smithfield Public School hosted its first STEM Expo, where students engaged with the community to share their knowledge, understanding and skills.

In addition, a coding club was established resulting in a group of students participating in the ANSTO top coder competition and First Lego League. Smithfield Public School was identified as an innovator in future learning practice and was invited to showcase teaching and learning pedagogy to the wider teaching profession. All teachers P–6 moved toward documenting classroom learning through the development of digital portfolios for each student using the See Saw App. This provided an opportunity for teachers, students and parents to discuss students' learning and give feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2016/17: Teachers regularly analyse student performance data to evaluate the effectiveness of programs and improvement in their teaching methods.	Instructional Leader, Deputy Principal – \$132,000	At the cessation of the 2017 school year, all staff were using PLAN, School Measurement, Assessment and Reporting Toolkit (SMART), English as an Additional Language or Dialect (EAL/D) scales and L3 software to monitor student progress and to inform differentiated programs K–6. K–6 teachers regularly met with stage supervisors and the Instructional Leader to analyse data. Directions from the discussions enabled teachers to develop explicit PLASPs that were relevant to learning needs, identified students who required targeted literacy and numeracy programs and supported the extension of academically gifted students.
2016/17 Curriculum programs and teaching practices effectively develop the knowledge,	L3 training – \$23,200 Literacy mentors – \$44,000	Language, Learning and Literacy (L3) L3 programs continued to be implemented in K–2

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>understanding and skills of all students through a variety of teaching methods and innovative delivery.</p>	<p>Mathematics mentors – \$66,000</p> <p>Future Learning mentors – \$44,000</p> <p>Casual Cover for training – \$7,000</p> <p>Resources – \$18,000</p> <p>Mathletics – \$5,000</p>	<p>classrooms. Teachers attended L3 professional learning provided by experts within the community of schools. 2 Kindergarten teachers attended Ongoing Professional Learning (OPL) at Lansvale Public School. In Stage 1, 2 teachers received the initial L3 training and 4 teachers attended OPL at Fairvale Public School. The teachers developed comprehensive skills to implement quality learning programs.</p> <p>Focus on Reading</p> <p>Stage 2 and 3 teachers engaged in Focus on Reading (FoR) professional learning. Throughout the program, teachers learnt strategies to explicitly teach reading with a focus on vocabulary building and comprehension skills. The 2 year professional learning course will continue in 2018.</p> <p>Mathematics</p> <p>TEN training was provided to all staff in K–2 to strengthen student knowledge of early arithmetical strategies. Teachers of Years 3–6 effectively used Taking Off With Numeracy (TOWN) learning plans to monitor student progress. They planned games that targeted specific knowledge and understanding of place value. The Mathematics mentors provided targeted TPL for individuals to strengthen their knowledge of the working mathematically outcomes. As a result, teachers increased their repertoire of strategies.</p> <p>Future Focused Learning</p> <p>In 2017, K–2 classrooms were refurbished to align with contemporary learning environments. Mentors worked collaboratively with P–6 teachers to research and develop integrated units of work that utilised STEM principles including coding and robotics. The success of the programs was celebrated through a school community STEM Expo where students led interactive exploration using digital technologies. Teachers focused on developing greater understanding of the 4C's of learning: communication, collaboration, critical thinking and creativity. As a result, teachers were more confident embedding the 4C's throughout all KLA's.</p>
<p>2016/17 Teachers draw on and implement evidence based research to improve pedagogy for 21st century learners.</p>	<p>Instructional Rounds – \$6,000</p> <p>Community of Schools (CoS) professional learning on lesson studies conducted at the Term 2 School Development Day (SDD) – \$2,000</p>	<p>TPL Structure at Smithfield Public School</p> <p>Smithfield Public School refined and implemented a teacher professional development and accountability system in response to the Great Teaching, Inspired Learning initiative. Replacing generic delivery to all teachers, professional learning was individualised and opportunities were expanded. Teachers worked towards constructing individual learning goals and accessed opportunities that reflected their learning plans. Teachers accessed mentoring programs at school and external workshops were made</p>

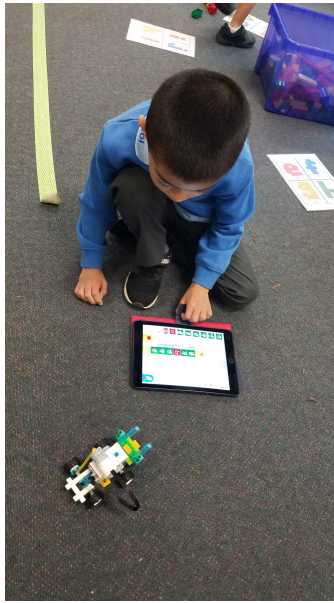
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2016/17 Teachers draw on and implement evidence based research to improve pedagogy for 21st century learners.		<p>available through partnerships within the Community of Schools (CoS). Teachers were responsible for the construct of their professional learning and regularly reflected on their growth through the use of logs and journals on MyPL and NESA.</p> <p>Lesson Study</p> <p>Smithfield Public School executives participated in extensive TPL focused on the lesson study approach. The strategy was implemented across each stage to drive pedagogical change. All staff engaged in TPL at the combined School Development Day where all teachers worked collaboratively to design a quality lesson. Teachers observed their colleagues, across the network of schools, implemented the lesson and used the online platform, Linoit, to reflect on the observation and adjust the lesson plan before re-teaching. Each cross school group evaluated the effectiveness of the lesson study and reflected on better practice.</p> <p>Instructional Rounds</p> <p>SPS continued to participate in Instructional Rounds through the CoS program. Teachers engaged in 4 Instructional Rounds at Harrington Street, Fairvale and Fairfield West public schools. The problem of practice identified at Smithfield Public School was to determine if students were able to articulate their learning through the use of learning Intentions and success criteria. Development in this area was evident and will continue to be a focus in 2018.</p>

Next Steps

- The CoS will enhance TPL opportunities in Literacy and Numeracy and will focus on the learning progressions.
- Planning days and strategic timetabling to encourage mentoring and TPL will continue.
- The focus for data collection and analysis will include annotations and reflections.
- Data will continue to direct student goal setting.
- An external evaluator will assist in the determination of the effectiveness of the TPL structure.
- Continue L3 and Focus on Reading professional learning.
- Engage writing and grammar, and early years' literacy consultants to provide in class observation, demonstration and feedback.
- English and Mathematics Instructional Leaders will continue to support the mentoring model.
- School wide Mathematics ReSolve TPL will be introduced and implemented.
- A K–2 TEN mentor will begin to implement TPL programs in K– 2..
- The Years 3–6 literacy mentors will continue to support teacher learning through the Focus on Reading program.

- The Kindergarten literacy mentor will continue to focus on L3 implementation in Early Stage 1.
- Future Learning mentors will empower teachers to embed digital technologies in classroom practice and effectively utilise classroom spaces.



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

Smithfield Public School continued to act as a lighthouse for four schools involved in the Pioneer Project under the auspice of Fair Education. The focus on engagement, especially for less empowered community members, remains a priority. The school's achievements were recognised at a meeting with David Gonski and other key philanthropists leading the project in NSW. The program and the inclusion of a Community Hub Leader moved Smithfield Public School's community engagement from good to outstanding. In 2017, the community engagement team provided specific workshops and courses for new arrival families. This was achieved through successful programs, such as, Families in Cultural Transition, English classes, TAFE courses (including Computer Education and Barista workshops) and playgroups. Greater community involvement in the governance of the school was achieved with 20 community members attending the school's annual planning day.

The leadership teams' professional learning in 2017 was focused on evidence collection. Leaders learnt about the archives that demonstrated evidence of impact and the construction of effective evidence sets. Leaders transferred their knowledge to support evaluation of key projects across the school. The analyses assisted in the direction of the next school plan. Smithfield Public School sought outside expertise to evaluate the current TPL program structure. Initial processes were drafted to organise an extensive evaluation to be conducted in 2018. The logic model will be trialled as a scaffold for the evaluation.

School community members strengthened their ability to evaluate school success against the School Excellence Framework (SEF). Parents, teachers and students gave valuable insight into determining evidence of impact for the SEF analysis and determination.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of parents and caregivers to 30% engaging purposefully in supporting their child's education and in the life of the school.	Community Liaison Officer 18.45hrs per week – \$35,000 Ethnic Aides 16.35hrs per week – \$26,000.00 Catering – \$500 Resources – \$1000 School App – \$520 English teacher 2hrs per week – \$3500 Community Hub Leader – \$60,000 grant TOTAL: \$123,020	<ul style="list-style-type: none">• More parents participated in Tier 2 activities provided by external agencies. The numbers evolved by 71% since 2015, with an average 60% increase each year. Parents entering and exiting the program were included in the numbers.• 99 new parents, who were previously not engaging in Tier 2 or 3 options, participated in school activities. A total of 173 parents engaged in Tier 2 activities, demonstrating an increase of 10 participants from 2016.• Partnerships with external agencies increased from 11 to 18 service providers.• 25 referrals were made to external services through Smithfield PS Community Hub.
2016/17: Aspiring Leaders and Leaders have purposeful leadership roles based on professional expertise and experience under a distributive		The leadership team expanded to 16 members in 2017. Within this team, 7 leaders worked as mentors of English, Mathematics, Future Learning and Beginning Teachers. Other leaders supervised stages and key projects.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
leadership model.		Leaders utilised the logic model to evaluate all major programs.
2016/17: Utilise the School Excellence Framework to determine whole school future directions in line with school vision and guiding principles.		<p>The leadership team received professional learning from a Principal School Leadership to understand the School Excellence Framework (SEF) and the collection and preparation of evidence for self evaluation.</p> <p>The leadership team led the school community through the 2017 SEF evaluation and identification of evidence of impact.</p> <p>Data was collected and analysed regarding the community's perspective of the school's progress towards achieving the vision and supporting principles. The data indicated that significant progress was made and future focus areas were identified.</p>

Next Steps

- Establish a Community Curriculum Committee (CCC) comprised of parent representatives from the larger ethnic groups within the school community. The committee will work to support parents to understand what and how students learn at Smithfield Public School and, ultimately, empower parents to participate in the decision making of the school.
- Increase communication opportunities e.g. implement a 'Question Time' information desk to support parent engagement.
- Increase students' awareness of their parents' participation in workshops (e.g. course completion awards presented at assemblies, students invited to end of workshop sessions).
- Professional learning for executive members regarding the inclusion of parents in school governance.
- Workshops will be conducted to support parents' understanding of and participation in school planning.
- Streamline leadership professional learning by incorporating whole team, group and individual learning. Whole team professional learning will include school planning and evaluation. Group learning will be based on a common classification of goals identified through PDPs. Individual learning will be delivered through coaching opportunities.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Casual teacher and event fees to implement cultural activities and develop learning plans for students. \$3 249	<p>All Aboriginal students attended at least one external event to support their cultural knowledge development</p> <p>All Aboriginal and Torres Strait Islander students were provided with individual Personal Learning Pathways (PLPs) to support their progress in literacy and numeracy. 4 Aboriginal and Torres Strait Islander students attended a KARI weekend camp to develop their cultural knowledge and leadership skills. Aboriginal and Torres Strait Islander students led the annual NAIDOC celebrations and a teacher representative attended the Aboriginal Education and Engagement Conference.</p>
English language proficiency	<p>Employment of permanent teachers 1.8</p> <p>Employment of temporary teachers 0.8</p> <p>Employment of additional teacher to staff EAL/D class</p> <p>TPL</p> <p>Resources</p> <p>Total = \$291 254</p>	<p>All English as an Additional Language or Dialect (EAL/D) learners (468) were tracked on PLAN using the curricula, the Literacy and Numeracy continua, and the EAL/D learning progression. Due to the significant growth in the EAL/D population, 3 specialised classes were established for Stages 1, 2 and 3. At the completion of 2017, the EAL/D learners across the school were achieving in the following phases: .Beginning Limited Literacy – 28; Beginning Some Print Literacy – 104; Emerging – 83; Developing – 106; Consolidating – 54; Not Required – 93.</p>
Low level adjustment for disability	<p>Teacher release for transition – \$2 500 (SAP)</p> <p>Employment of 7 special education teachers and 6 school learning support officers.</p> <p>Employment of 2.1 learning support teachers and 5 school learning support officers.</p> <p>Total = \$178 433</p>	<p>Learning and support programs targeted students who experienced difficulty in academic and social areas. 50 students were referred to the learning and support team, who met on a weekly basis to discuss and find solutions to learning challenges. 5 school learning support officers were employed to provide additional academic assistance. All students requiring adjustments to the curriculum were assisted by an SLISO within their classroom. The learning and support team met with teachers to develop PLASPs for identified students. In consultation with teachers, carers and external professionals, 3 Out of Home Care Plans were developed for students living in foster situations. The school counsellor provided academic and emotional support for students by conducting individual and group therapy. The learning and support team transitioned less resilient students to their prospective 2018 teachers and local secondary schools.</p> <p>The support unit grew by 2 classes to accommodate young local students on the autism spectrum. As a result, an outstanding Deputy Principal was appointed to provide leadership and administration to the teachers, support staff and 73 students. All students in the unit were provided with an Individual Learning Plan (ILP) that ensured they made progress at their rate.</p>

<p>Low level adjustment for disability</p>	<p>Teacher release for transition – \$2 500 (SAP)</p> <p>Employment of 7 special education teachers and 6 school learning support officers.</p> <p>Employment of 2.1 learning support teachers and 5 school learning support officers.</p> <p>Total = \$178 433</p>	<p>The unit is a valued and integral component of our school. All children are not only welcome to SPS, they all receive a quality education.</p> <p>A submission to the parliamentary inquiry on the provision of resources to special needs students was prepared by teachers, to demonstrate the great level of need experienced by many of our students and their families.</p> <p>100% of students who moved to a new setting received a transition to school program.</p>
<p>Socio-economic background</p>	<p>Employment of Literacy, Numeracy, Future Learning mentors and SLSO's = \$447 682</p>	<p>Direction 1:</p> <p>In 5 weekly cycles, experienced and trained SLSO's were deployed based on needs' analyses conducted by the learning support team. Students identified as 'at risk' in Terms 1 and 2 were supported with individualised teaching, PLASPs and SLSO time. SLSOs are included in professional learning workshops to inform and create a better understanding. In Terms 3 and 4, SLSO support was targeted at students who were almost 'off the boil'. The intense support enabled students to make the necessary shift to 'on track' by the end of the school year.</p> <p>Direction 2:</p> <p>Literacy and Numeracy mentors provided ongoing learning opportunities tailored to individual teacher needs. They worked extensively in classrooms to demonstrate, observe and provide feedback. Professional learning was linked to teacher identified needs through their PDPs. Confidence and competence increased in 2017 with noticeable improvement in differentiation and the construction of individualised learning goals.</p> <p>Direction 3:</p> <p>Opportunities across the school for community engagement, through a variety of initiatives, led to participation rates increasing on previous years. Community Liaison Officers (CLOs) provided parent workshops that catered for the interest and needs of our changing community and enhanced adult confidence and participation.</p> <p>SPS continues to be recognised as 'exceeding' in best practice in its initiatives and support for community engagement.</p>
<p>Support for beginning teachers</p>	<p>Beginning Teacher mentor</p> <p>Additional release and TPL time</p> <p>Total= \$183 000</p>	<p>100% beginning teachers were ready to submit accreditation reports at proficiency level and maintained sufficient hours of professional learning.</p> <p>Beginning teachers were supported by a</p>

Support for beginning teachers	<p>Beginning Teacher mentor</p> <p>Additional release and TPL time</p> <p>Total= \$183 000</p>	<p>range of mentors for individual curriculum areas, classroom management and future focused goals. They regularly received support from mentors including opportunities such as team teaching, collaborative planning, observations and regular data discussions. They were consistently provided with feedback and success was reflected by the large number who reported increased confidence in their role. A series of accreditation sessions were run by the beginning teacher mentor to ensure teachers were confident in the collation and documentation of evidence required to achieve proficient teaching status.</p>
Targeted student support for refugees and new arrivals	<p>Excursions \$1000</p> <p>Employment of Ethic aides 1.4</p> <p>NAP teacher allocation 2.1</p> <p>Refugee student support \$18 266</p>	<p>Throughout 2017, Smithfield Public School witnessed a very significant increase in the numbers of Iraqi and Syrian refugees. 45 new refugees enrolled and an additional 8 new arrivals. As a result of the influx of new students with little to no English, three EAL/D specific classes were created. Students who arrived with limited English were placed in the EAL/D classes and were withdrawn from class for intensive English instruction. The students demonstrated unsurpassed growth across all areas of the curriculum.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	244	234	263	277
Girls	230	245	254	263

In addition to the K–6 enrolment, 80 students attend preschool either 2 or 3 days per week. Smithfield Public School includes a support unit that provides education for 73 students with complex needs.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	91.1	91.5	94.3
1	94.6	93.7	93.5	93.6
2	94	94.8	94.9	96.4
3	94.4	94.2	94.9	94.6
4	95.5	95.8	95.5	94.6
5	94.8	95.9	94.9	95.4
6	95.7	92.3	95.3	94.5
All Years	94.8	93.9	94.4	94.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Smithfield Public School attendance procedures were reviewed and refined over the past two years. The procedures were embedded in policy across the school. Teachers were proactive in following up non-attendance and students with poor attendance were referred to the learning support team. The team monitored the students' attendance on a weekly basis and took action where needed. The actions included letters of concern for parents, follow up

or meetings with the Deputy Principal, development of attendance action plans, consultation with departmental officers, such as the Home School Liaison Officer (HSLO) and/or the Aboriginal HSLO, and formal and informal meetings. In all cases, there was a focus on addressing the cause of the non-attendance and providing a positive approach to improvement.

Coming to school was encouraged and students received awards for 100% attendance.

Teachers were regularly trained and reminded of their responsibilities through weekly communication meetings. Smithfield Public School's attendance procedures were included in the teacher induction book to ensure all new staff were aware of their responsibilities.

This more streamlined approach to the management of non-attendance resulted in the school achieving improved overall attendance rates that were above the state average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	25.78
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	12.26
Other Positions	1.6

*Full Time Equivalent

1 member of staff identified as Aboriginal in 2017.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	47
Postgraduate degree	53

Professional learning and teacher accreditation

In 2016, the senior executive of SPS evaluated the efficacy of the professional learning (TPL) programs to determine a more differentiated and empowering model to support staff members' development. In 2017, research was undertaken and a new model of professional learning was implemented within school to enable teachers to readily access expertise in Literacy, Numeracy, Future Learning and technology. A mentor was appointed to provide additional opportunities, including advice and training on accreditation, for beginning teachers. 4 teachers collated their evidence, submitted their reports and were accredited at the level of proficiency. 3 others completed their maintenance reports. The programs facilitated links with teachers' performance and development goals and enabled 'at the elbow' observation, demonstration and team teaching.

Staff members also accessed professional learning provided by outside bodies. One of greatest impact, was inclusion in the Early Action for Success schools where K – Yr 2 teachers were trained in the Literacy, Language and Learning (L3) and Toward Early Numeracy(TEN) programs. Facilitated by our internal mentor, our students' results were the highest achieved at SPS. Our community of schools network also provided quality professional learning in a variety of areas including Mathematics, student wellbeing, instructional rounds and lesson study.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	375,646
Revenue	6,972,549
Appropriation	6,603,676
Sale of Goods and Services	60,549
Grants and Contributions	305,424
Gain and Loss	0
Other Revenue	0
Investment Income	2,900
Expenses	-6,894,406
Recurrent Expenses	-6,894,406
Employee Related	-6,272,619
Operating Expenses	-621,787
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	78,143
Balance Carried Forward	453,789

At the cessation of 2017, SPS was in a healthy financial position with a comfortable buffer of funds to ensure the ongoing employment of additional personnel to support the school's extensive learning opportunities. Plans for 2018 were made to address some of the grounds/building renovation and maintenance needs. The rewiring of the school to ensure connectivity for every student was organised for Term 1, 2018. The capital expenditure will absorb a significant portion of the carried over figure. A small amount was set aside for emergencies and contingencies in the event of a major equipment failure.

The creation, management and monitoring of the budget was undertaken in an open and transparent manner following a whole school community evaluation and planning process. The financial reports were tabled at the second P&C meeting of 2017 where the community clarified their understanding of where funds were being expended and why. A financial committee, comprised of the school administration manager, principal and 2 deputy principals monitored and made necessary adjustments to the budget on a regular basis.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,493,374
Base Per Capita	85,879
Base Location	0
Other Base	3,407,495
Equity Total	920,618
Equity Aboriginal	3,249
Equity Socio economic	447,682
Equity Language	291,254
Equity Disability	178,433
Targeted Total	1,220,949
Other Total	732,625
Grand Total	6,367,566

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.

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.

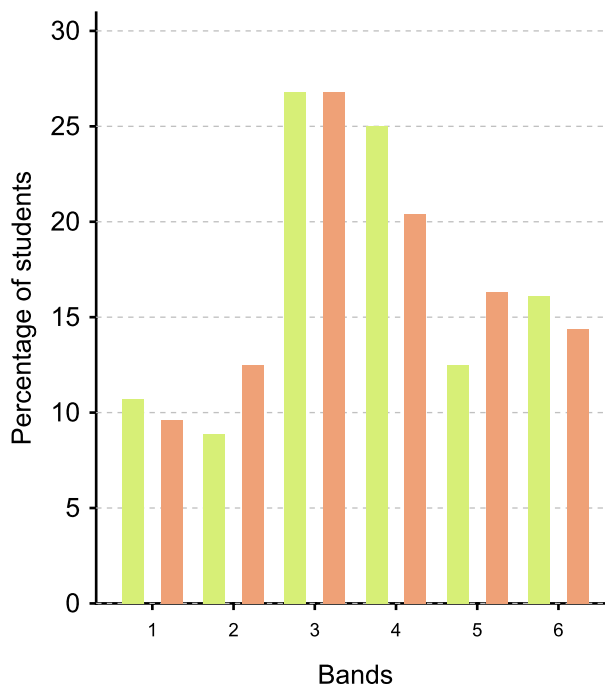
School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

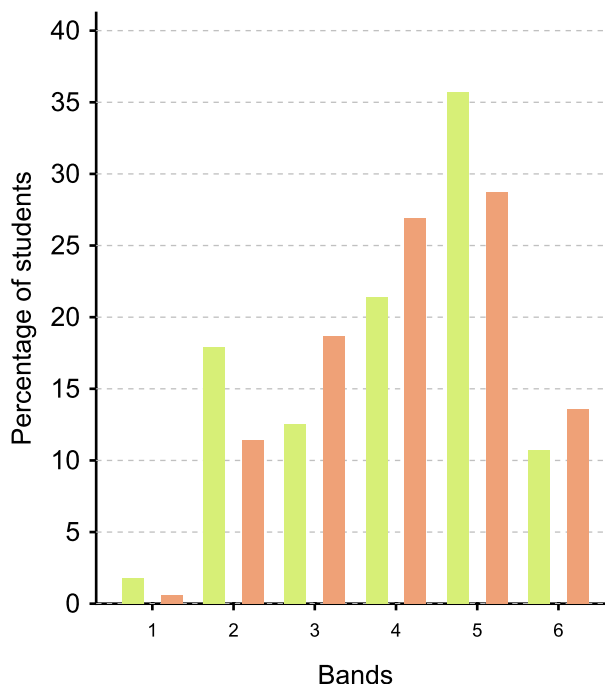
Over 80% Year 3 students achieved average (band 3) or higher results in reading, writing and spelling. 69.7% Year 3 students achieved average (band 3) or higher results in grammar and punctuation. Year 5 results were more widespread. 80% reached average (band 5) or higher in writing, 76.6% in spelling, 66.7% in reading and 64.2% in grammar and punctuation. In each component of literacy, students at Smithfield PS achieved higher than state average growth.

Percentage in bands:
Year 3 Reading



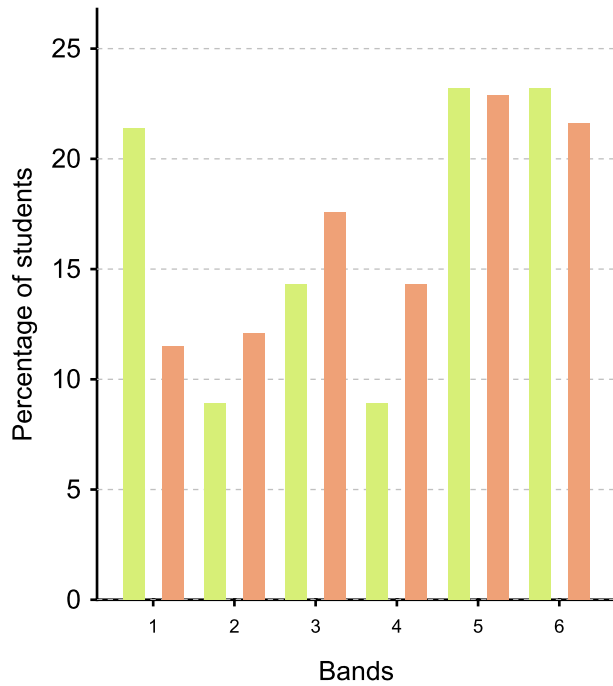
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

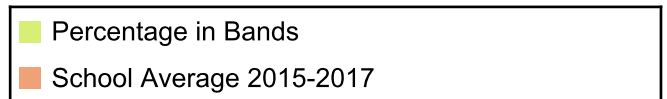
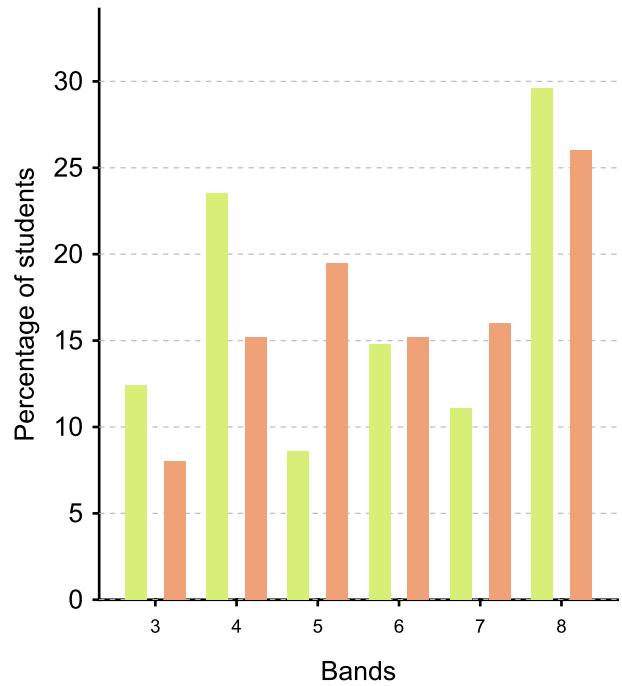


Percentage in Bands
School Average 2015-2017

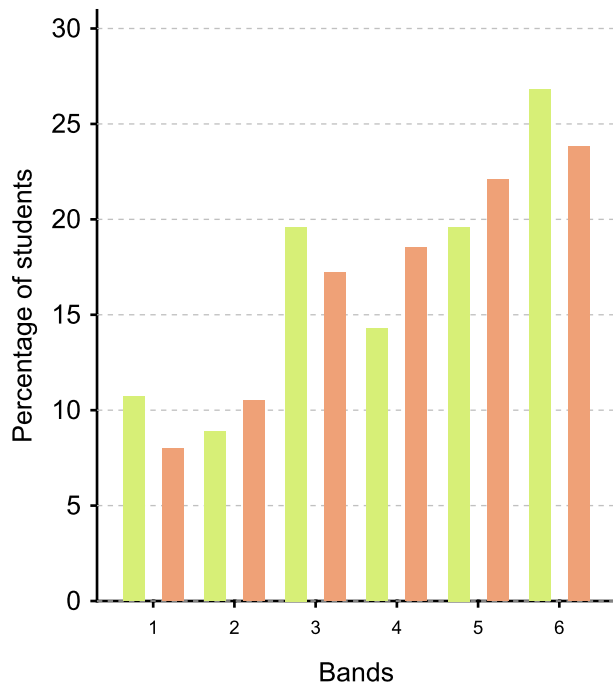
Percentage in bands:
Year 3 Grammar & Punctuation



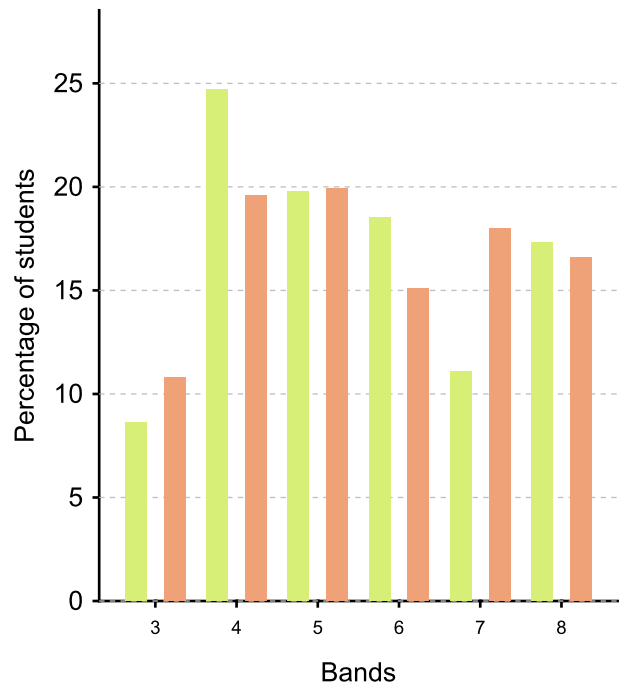
Percentage in bands:
Year 5 Grammar & Punctuation



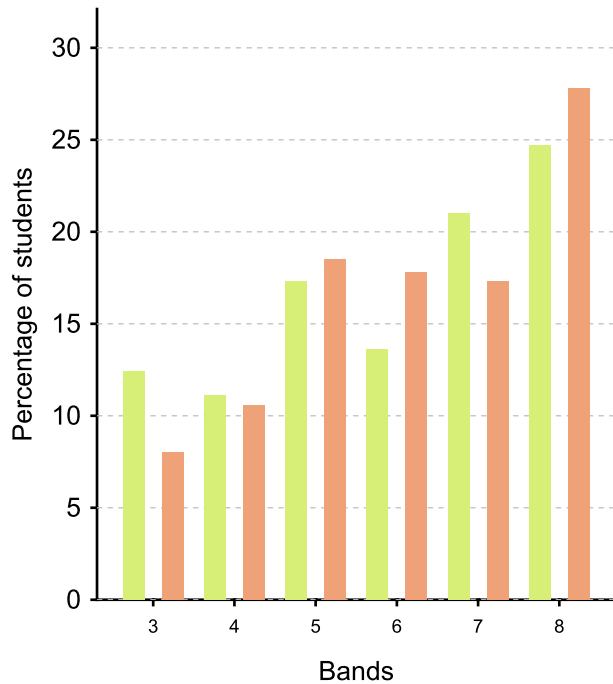
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Reading

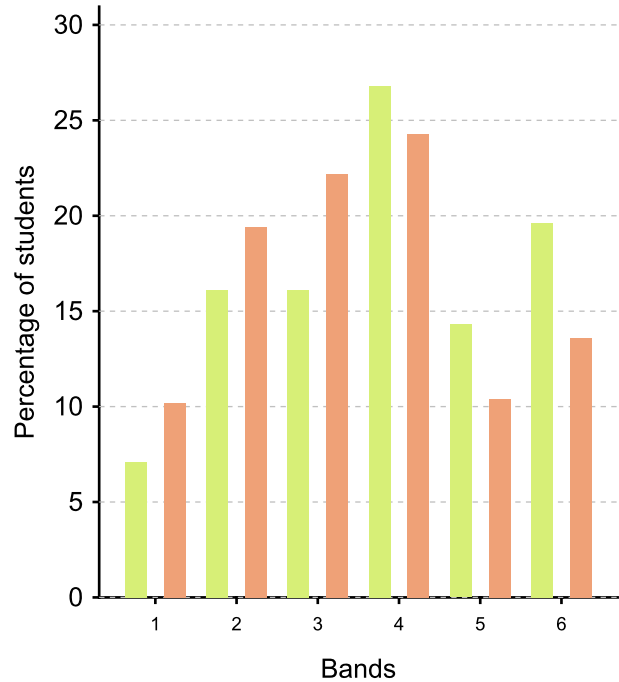


Percentage in bands:
Year 5 Spelling



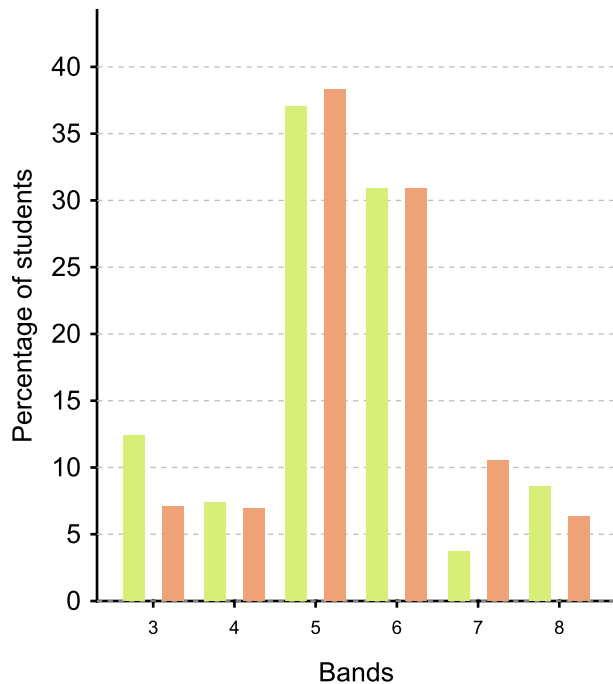
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



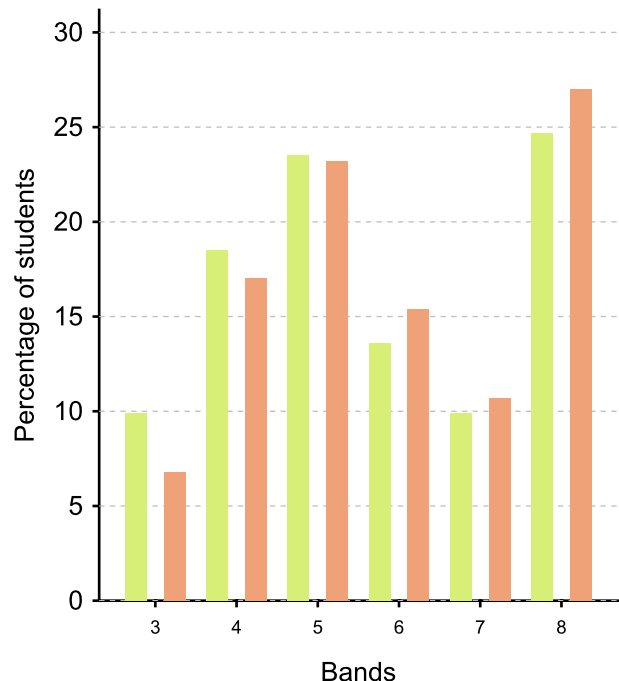
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

In Numeracy, 76.8% Year 3 and 71.6% Year 5 students achieved average (band 3 for Year 3 and band 5 for Year 5) or higher results. Students at Smithfield PS achieved 117.7 for scaled score growth, 20.9 points higher than state, indicating strong growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2017, no students of Aboriginal or Torres Strait Islander background completed NAPLAN. School

based data showed that all 5 students with an Aboriginal background demonstrated growth and achieved consistently through the clusters on the literacy and numeracy continua.



Parent/caregiver, student, teacher satisfaction

In 2017, Smithfield Public School sought the opinion of students, parents and teachers through the Tell Them From Me survey. In addition, teachers completed a work satisfaction survey and the wider community was surveyed on the schools' progress towards achieving the guiding principles of the school vision. Key findings of the surveys included:

- 90% teachers were consistently satisfied and happy working at Smithfield PS.
- 72% people surveyed believed Smithfield PS is 80% of the way towards achieving a safe, secure learning environment that fosters the development of the whole child.
- 84% people surveyed believe Smithfield PS is 80% of the way towards empowering staff to engage in evidence based professional learning.
- 82% students were interested and motivated in their learning.
- 93% students tried hard to succeed.
- Parents rated being able to easily speak with their child's teacher as 8.3/10.
- Parents rated how well they are informed on their child's progress as 7.8/10.
- Teachers rated setting of high expectations for students' learning as 8.5/10.
- Teachers used student data to drive practice and rated their monitoring of individual student progress as 8.6/10.



Policy requirements

Aboriginal education

Since 2015, Smithfield Public School's Aboriginal Education Committee strived to develop meaningful links between the local Aboriginal community and school. The highlights of 2017 included:

- The completion of the Rainbow Serpent Mural by a local elder, Uncle Steve Williams.
- Aboriginal students led NAIDOC and celebrated the completed mural. Students were introduced to the dreaming story of the Rainbow Serpent by Uncle Steve.
- Four primary students attended a KARI cultural camp at Vision Valley.
- One Aboriginal parent took an active role on the school's Aboriginal Education Committee.
- In consultation with students and parents/caregivers, staff designed and implemented Personal Learning Pathways for all Aboriginal students.
- A teaching member of the committee attended the Aboriginal Education and Engagement Conference to further support the team to ensure that Aboriginal and Torres Strait Islander culture, traditions and history are successfully embedded in the curriculum.

Multicultural and anti-racism education

Students and families at Smithfield Public School embrace diversity and are all inclusive.

In 2017, SPS welcomed many new families from Syria and created new programs to ensure their understanding of Australian culture and SPS life. The children and their parents were a delight and added another positive dimension to our school. Teachers were constantly amazed by the children's resilience and ability to embrace their new lives. A film of their achievements was presented to the David Gonski philanthropists' group and will be further developed for wider consumption in 2018.

Tell Them From Me survey results indicated that 84% students feel proud of their culture. 91% students

indicated that they felt their teachers had a good understanding of their culture. Multi-cultural and anti-racism education was embedded practice at Smithfield Public School. Diversity was recognised and celebrated through special events such as Harmony and Multicultural Days.

An anti racism officer was elected and trained in 2017 to work with parties who may have any expressed cultural misunderstanding. In 2017, no major problems in this area arose. We have an harmonious and inclusive school culture.

Other school programs

Sport

What a wonderful year 2017 was! Students participated in a range of competitive sporting events and skill development workshops. SPS entered a total of 23 teams into the Horsley Zone PSSA competitions and participated in the Zone Gala Day in European Handball, Australian Rules and Touch Football. SPS had extensive representation in both the 2017 Horsley Zone Athletics Carnivals as well as the Horsley Zone Swimming Carnival. A number of records were broken at these events and our students maintained dignity and sportsmanship at all times. Although our teams were unsuccessful in the winter PSSA (Primary schools sport association), sportsmanship was evident and no behavioural incidents were recorded. Unfortunately, great sportsmanship does not qualify for the semi-finals, and no teams made it past the round stages. All students demonstrated Smithfield Public School's three rules of being safe, responsible and respectful. Our summer PSSA teams had a similar fate to that of winter PSSA except the outstanding performances of the junior girls T-ball team. They managed to go undefeated throughout the season and were eventual joint premiers for the year. 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. Years 3-6 students enjoyed their gymnastics program in Term 4 to finish the year strongly and happily!

School Sport

During 2017, students who did not participate in PSSA took part in school sport. Students were placed into groups and were taught fundamental movement skills such as kicking, throwing, catching, two-hand strike, vertical jump, sprint run and dodge. The students played sports that were being played for PSSA to enable them to develop the necessary skills should they wish to try out in the following year. Sports played included European Handball, Basketball, Oz Tag, Soccer, Dodge Ball, Tee-Ball and Continuous Cricket. School sport students also completed a Health and Personal Development lesson each week. Themes reflected the Personal Development, Health and Physical Education syllabus and included Active Lifestyle, Keeping Myself Safe around Drugs, Keeping Safe on the Road and in Water, Personal Power, and Relationships. Throughout Terms 3 and 4, PSSA students were provided with an extra hour and

school sport students were taught a component of the creative arts syllabus.

Choir

The Smithfield Public School choir had a busy year performing at school and within the local community. The choir grew to over 60 students and was comprised of students from Years 2 to 6. The choir represented SPS at the Parkes Area Festival, the Combined Schools Festival and the Summer Fun Festival. A highlight for the choir was performing traditional Aboriginal and Torres Strait Islander songs at the NAIDOC assembly.

Dance

During 2017, the students demonstrated their creative talents in the Performing Arts.

- 86 dance group students, 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 performed at the summer festival, where they were able to finish the year on a high note.
- The Arabic, Assyrian and Vietnamese dance groups performed on Multicultural day to celebrate the achievements of diverse cultures in our school.
- Stage 1 and 2 dance group performed on Presentation day.
- The choir, Vietnamese and Assyrian dance groups performed on Multicultural Day.
- The choir performed along with the Vietnamese, senior and junior dance groups performed during the Christmas Festival.
- 6 students from the special education classes represented the school at the 2017 School Spectacular in the D'Arts unit. This event was held at Qudos Bank Arena over 3 days.

Public Speaking

Smithfield Public School participated in the Multicultural Perspectives Public Speaking Competition. The annual competition enhanced students' awareness of multicultural issues whilst developing their interests and skills in public speaking. Two students from each stage were selected to represent Smithfield Public School at the Sydney Southwest Multicultural Public Speaking Competition. Our students competed admirably but unfortunately did not progress further in the competition.

Smithfield Public School also participated in the Ultimo Directorate Primary Schools Public Speaking Competition. One student representative from each stage was selected to take part in the Fairfield network final held at William Stimson Public School. Laila from Year 2 and Max from Year 4 won their respective divisions and represented the Fairfield network in the

grand final at Campsie Public School. The students delivered their planned and impromptu speeches with panache.

Debating

In 2017, Stage 3 students had the opportunity to participate in the Premier's Debating Challenge with the aim of developing their public speaking and reasoning skills. The students were presented with a range of topics in which they had to work as a team to prepare, collaborate, think critically and deliver arguments to an audience of students and an adjudicator. After a series of 4 debates against local schools, the Smithfield Public School debating team won the South West Sydney Zone. The students displayed excellent reasoning skills, collaboration and competitive spirit throughout the competition.

Robotics and Coding

This year, Smithfield PS established a school wide robotics program that included Blue Bots, Lego Education WeDo 2.0 and Lego Education EV3. Future learning mentors collaborated with teachers to introduce and develop their understanding of STEM and future focused pedagogy. As a result, teachers and students demonstrated greater understanding of integrating these tools into everyday learning experiences. This was showcased at our community STEM exhibition and the Future Learning Tour that was conducted for a range of NSW government school teachers.

A Coding Club and First Lego League group were established. The Coding Club was mentored and supported by Atlassian Corporation, an enterprise software company, for one term. Student interest in coding and software was increased and their understanding of future employment opportunities was enhanced. Smithfield PS participated in the ANSTO Top Coder Competition consisting of boys and girls Stage 3 teams. The Stage 3 girls team won the competition by defeating 15 secondary and primary school teams. As a first effort, the students achieved an outstanding result..

The Smithfield PS Digi Minds First Lego League group comprised of Stage 3 students. They participated in the First Lego League regional competition and won the 'strategy and Innovation' award and were also selected to participate in the National First Lego League Championship.

Student Representative Council

Smithfield Public School established a Student Representative Council (SRC), comprised of two students elected from each class. It was the first time an SRC council was created and it was a wonderful success. All four student executive members collaborated with the Student Representative Council to fulfil a variety of duties and responsibilities which included: working in collaboration with the student executives to run morning assemblies, looking after lost property and raising funds for chosen charities. One of the outstanding moments of the year was when the

student leadership body created gift bags, with goods donated by the community, for each of Smithfield Public School's newly arrived students.

Our four student executives attended the Grip Leadership Conference which gave them a greater understanding of how to be a more effective leader. They proudly represented the school by attending the ANZAC, Battle of Australia and Remembrance Day ceremonies conducted by Smithfield RSL.

It was a privilege to watch our students developing their leadership skills and work toward building a greater school community.