

Smithfield Public School

Annual Report



2018



3073

Introduction

The Annual Report for **2018** 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.

Jodi Harris

Relieving Principal

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Message from the Principal

During 2018, Smithfield Public School continued to build towards realising the school vision,

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

The five guiding principles of this vision are at the core of everything the school does. 2018 saw great progress in each area:

Wellbeing

Students at Smithfield Public School demonstrate a strong sense of belonging. In 2018, the school focused on building student resilience and social emotional learning. The Bounce Back program was the vehicle for social emotional learning where students were taught how to regulate their emotions and be resilient. A school wide focus on 'kindness' was implemented where students, parents and teachers were encouraged and expected to demonstrate kindness at every opportunity.

Teacher Professional Learning

Staff at Smithfield Public School are afforded differentiated, targeted professional learning to meet individual needs. Teachers and support staff (including SLSOs and office staff) engage in individualised learning, working towards achieving their Professional Development Plan goals. External experts are engaged to build on teaching practice in literacy and numeracy, to ensure staff remain up to date with current pedagogy and are exceptionally skilled. Teachers are more autonomous in driving their own professional learning, engaging various in school mentors and an Instructional Leader at their point of need.

Curriculum

Our student levels of improvement in Literacy and Numeracy were again ranked in the highest range of 'excelling' against all other schools in Australia. The growth that our students demonstrate is simply outstanding.

The school continues to implement quality researched based programs, which effectively support teachers to enable students to grow to their full potential. High expectations, quality differentiated teaching and learning programs and sheer determination are contributing factors to this success. Students, staff and community alike are responsible for these pleasing results.

Community Engagement

Smithfield Public School continues to be a lighthouse school in the area of community engagement. During 2018, Smithfield Public School created a short film with the production company Imagination, capturing the impact of community engagement on some of our most venerable community groups. This film was highly successful in building awareness across the state of the importance of quality, authentic community engagement opportunities. The three tier model implemented at Smithfield PS is now utilised by many other schools. In 2018, Smithfield Public School focused on increasing opportunity for parents and community members to take part in decision making and the governance of the school.

Extra Curricula

Smithfield Public School is an exciting place to learn. Students have many opportunities to build on their talents supported by dedicated teaching staff. Smithfield Public School values the importance of extra curricula activities and understands its important link to developing a sense of belonging. Students are afforded opportunities to excel in dance (including cultural dance groups), sport, chess, Tournament of Minds, public speaking, debating, gardening, coding, robotics and choir. During 2018, students embraced various opportunities to exhibit their talents in many arenas. Capturing impact data of these opportunities will continue to be a focus in 2019.

During 2018, Smithfield Public school participated in External Validation where the school measured its progress against the School Excellence Framework. Through this process, staff determined that overall the school was excelling in 6 of the 14 elements. The External Validation Panel validated this assessment as accurate.

Smithfield Public School continues to be a positive and high achieving community. It is my pleasure to lead this fabulous school along with the substantive principal, Cheryl McBride.

Message from the school community

This year was another busy one for the Parents and Citizens Committee (P&C), with our parents and staff working to raise money and bring the school community together with the many activities organised throughout the year.

The P&C coordinated a variety of fundraising activities which the students thoroughly enjoyed.

Term 4 included our biggest event by far, the 'Around the World Fete,' and what a fete it was. The afternoon was full of smiles and excitement all round. The many sleepless nights and extremely hectic days were well worth it when it all came together, with the help of the amazingly supportive parents and staff of Smithfield public school.

With the support and sponsorship from Wynstan Blinds, we were able to provide passports for families to stamp as they made their way around the fete. Winston also provided the majority of printed flyers and advertising that families received. Kennards hire was also a great sponsor and supplied us with lighting towers so visitors were able to enjoy the fete into the early hours of the night.

It was a cultural experience with the amazing Chinese dragons performing and interacting with the families as well as our very own senior dance group stomping away with their brilliantly choreographed performance.

Along with the above—mentioned entertainment, there were also spectacular rides, and market stalls and some animals to pat and have a photo with at the Kindi Farm.

As a result of successful fundraising, the P&C were able to donate over \$33,000 to the school. These funds were used for a variety of reasons, with the major of funds allocated to transforming the preschool outdoor space and upgrading preschool and library furniture.

It was such an honour to be apart of this community event and be your P&C President for 2018.

As President of Smithfield Public School's P&C committee for 2018, I am very honoured to have shared this year with my fellow committee members Bernadette, Karen and Cindy, and I am proud to be a part of this wonderful school and its community.

Thank you

Jodie B (P&C President)

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

2019 School Context

Smithfield Public School is in the Fairfield School Area of the Regional South Operational Directorate. It is one of the national schools established in 1850. There are 650 students enrolled P–6. This includes a preschool, an Opportunity Class, an Early Intervention program and 6 classes for students with disabilities. Smithfield Public School also hosts a satellite class from ASPECT, the governing body for people with Autism.

Students come from a diverse range of language backgrounds approximating 84% of the student population. Of these students, 76% have English as another language or dialect, 116 students are refugees with more arriving in the on a regular basis. The refugees are largely Arabic and Assyrian speakers from Iraq and Syria. Over 30 languages are represented in the school community, with Arabic, Assyrian and Vietnamese being the largest groups. Over the last two years there have been increases in Khmer, Tongan and Samoan speaking students.

The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising. There are over 80 school-based personnel including executives, classroom teachers, EAL/D and Learning Support specialists, Community Liaison Officers, school counsellors, School Learning Support Officers, administrative staff and general assistants.

Each class is furnished to facilitate future learning pedagogy including effective integration of technology. Stages 2 and 3 implement the Bring Your Own Device (BYOD) program.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Through the self–evaluation process, Smithfield Public School determined that overall the school is Sustaining and Growing in 8 elements and Excelling in 6 areas.

Learning Culture

Excelling: Smithfield Public School maintains high expectations for the learning and improvement of students at all levels of ability. Strong learning partnerships have been established between parents and staff to promote continual student improvement. Effective collaborative processes that engage students, parents and the community are in place to support all students at key transition points.

Wellbeing

Sustaining and Growing: A strong commitment to enhancing student wellbeing is evident at Smithfield Public School. We recognise that for students to achieve, their wellbeing must be balanced first. Wellbeing is one of the guiding principles attached to the school vision; *A safe secure learning environment fosters the development of the whole child to become responsible, successful and respectful citizen.* 2018 saw the introduction of a wellbeing mentor to guide teachers in effectively supporting student wellbeing. This support saw the implementation of Social Emotional Learning (SEL) lessons across the school. This planned approach to wellbeing enables the school to provide meaningful learning experiences based on holistic information about each student's wellbeing and learning needs. Positive Behaviour for Learning (PBL) processes are constantly being refined to meet the needs of the students. Data collection on behaviour is being strengthened to ensure greater accuracy in targeting teaching in this area.

Curriculum

Sustaining and Growing except in the area of Inclusion (evidence set 4) where we are Excelling: Through the introduction of evidence based programs such as Language Learning and Literacy (L3), Focus on Reading (FoR), Targeted Early Numeracy and Resolve, Smithfield Public School are enabling a significant shift towards student centred teaching practice based on evidence from ongoing assessment. More effective differentiation strategies are resulting in improved teaching at student's point of need. The Learning and Support Team monitor the provision of effective adjustments and interventions for students whose needs cannot be met through the provision of quality differentiated learning programs.

Inquiry based learning is incorporated across Key Learning Areas to facilitate greater student engagement in learning. Future focused pedagogy is evolving as an embedded practice to ensure learning is future–proof for all students.

Assessment

Sustaining and Growing except in the area of EAL/D (evidence set 5) where we are Excelling: Mentors, stage supervisors and teachers use student data from ongoing assessments to discern student needs and plan future directions. Collaborative practices for the development of assessments and work sample moderation ensures that assessments effectively capture information about student learning and teachers are consistent in their analysis of student work samples. Teachers share criteria for student assessment through Learning Intentions and Success Criteria. Teachers provide feedback and students self–reflect against the success criteria.

Reporting

Sustaining and Growing: Student reports provide detailed, clear and specific information about student learning, growth and future directions. Written reports and the reporting schedule are enhanced based on feedback from parents through surveys and a forum. Teachers report to parents more frequently and succinctly as a result of these changes. School wide systems are in place to analyse data to inform collective decisions about student learning. Student data is analysed regularly and whole school data is analysed annually to evaluate programs and determine directions for the following year.

Student Performance Measures

Sustaining and Growing except in the area of EAL/D (evidence set 5) where we are Excelling: Value–add NAPLAN data identifies that Smithfield Public School is excelling/exceeding in all age divisions (3,5 and 7), these results are significantly above the value added of similar schools. Student data is collected for the purpose of teaching reflection and as a tool to lead change in pedagogy. Student growth is constantly the focus of teacher data talks with mentors and

supervisors. Internal school performance measures show that the equity gap in achievement between New Arrival students and mainstream students is closing. These students are making growth at a significantly faster rate than in previous years.

Through the self-evaluation process, Smithfield Public School determined that the school is Sustaining and Growing in 3 elements and Excelling in 1, however, in 2 elements there are areas that we are both Sustaining and Growing and Excelling.

Effective Classroom Practice

Sustaining and Growing: Teacher professional learning is centred on evidence based teaching strategies. Teachers regularly collaborate across stages to model best practice, provide feedback and refine teaching practice. Teaching and learning programs include rigorous data assessment to determine student needs which then drives teaching and learning programs of explicit teaching. Teachers utilise Learning Intentions and Success Criteria to provide purposeful and directional feedback. Stage programs are developed collaboratively and teachers are guided by mentors to effectively differentiate these programs to meet the needs of all students. The EAL/D team support teachers to plan and implement explicit teaching and learning experiences that meet the language needs of New Arrivals and EAL/D students.

Data Skills and Use

Sustaining and Growing in Curriculum (evidence set 3) and Excelling in Teacher Professional Learning (evidence set 2): There is a strong culture and understanding that decision making and teaching must be driven by reliable data. Teachers are effective in collecting and analysing student data. Stage data talks are conducted to promote consistent and comparable judgement of student learning and to determine learning goals and team strategies to address learning needs. Community members are included in developing strategic priorities derived from student achievement data.

Professional Standards

Sustaining and Growing, however, in the area of Accreditation we believe we are Delivering: A whole school approach to developing professional practice is evident in the differentiated professional learning model established at Smithfield Public School, where teachers are responsible for their learning. Teachers with particular expertise are utilised as mentors, that teachers choose to work with based on needs identified as part of the Professional Development Plan (PDP) process. Teachers are becoming more familiar with the Australian Professional Standards for Teachers through the PDP process and are learning to use them to identify and monitor specific areas for development. Teachers are encouraged to seek accreditation at Highly Accomplished and Lead levels.

Learning and Development

Excelling: An explicit system is implemented at Smithfield Public School, in the form of a mentoring program, to facilitate collaborative practice and ongoing feedback of professional learning. Opportunities for teachers to provide feedback on differentiated professional learning exists a number of times throughout the year. This feedback is utilised to evaluate professional learning to identify and systematically promote effective professional learning strategies. Teachers share their skills within the school and with other schools through Community of Schools networks.

Through the self-evaluation process, Smithfield Public School determined that the school is Excelling in the leading domain.

Educational Leadership

Excelling: Smithfield Public School embraces distributive leadership. Through this approach students, parents and community members, non-teaching and teaching staff are afforded opportunity to develop leadership skills and utilise their expertise. Leadership professional learning is purposely planned for all levels. This inclusive approach ensures a strong and dynamic leadership across the school.

Smithfield Public School strongly believes that community engagement is vital in ensuring successful student outcomes. Smithfield Public School's successful three tier model of community engagement ensures parents and community members can participate at levels they feel comfortable and confident with, ranging from participation in school celebrations through to workshops and at the pinnacle, participating in decision making and the governance of the school.

School Planning and Reporting

Excelling: A thorough, collaborative and transparent approach to school planning and reporting enables Smithfield Public School to deliver quality education programs which meet the contextual needs of the community. All stakeholders are valued in the development of the school strategic and management plans. All are encouraged and supported to attend program evaluation presentations and have equal voting rights to determine successful proposals for the following

year. The budget and school resources are allocated to reflect the voting priority.

School Resources

Excelling in the areas of Inclusion and EAL/D (evidence sets 4 and 5) and Sustaining and Growing in Curriculum (evidence set 3): Data analysis informs strategic distribution of human resources. Personnel such as School Learning and Support Officers (SLSOs) are allocated based on areas of need as identified by student achievement data. Class structures were strategically altered to accommodate for the growing New Arrivals population at Smithfield Public School. EAL/D teachers and ethnic SLSOs were distributed accordingly to ensure rapid language learning for these vulnerable students. Teacher expertise are utilised through mentor programs in the areas that are identified as school priority, based on data analysis and program evaluation. Long term financial planning is integrated in three year school plans to address the data driven improvement goals and school priorities. Based on rigorous program evaluation, staff propose improvement plans for the following year in line with the school vision. These plans are collaboratively prioritised. Funds are strategically allocated to support these proposals. Physical environments are transformed in line with the school's plan to optimise learning. Recently altered learning spaces enable greater flexible use to support collaborative learning. Teachers are mentored in how to optimise learning in these new classroom environments. Smithfield Public School allocates funds to improve technology access for students, including a \$50,000 WiFi upgrade in 2018.

Management Practices and Processes

Excelling: Community satisfaction is duly considered and feedback is encouraged and acted upon. Data is collected through TTFM surveys, parent forums, interviews, review meetings and other surveys. Findings are shared with the community through a variety of media (newsletters, school app, Sea-Saw app, emails, etc) and participation in decision making is encouraged.

Our self-assessment and the external validation 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

STUDENTS LEARNING

Purpose

TO PROVIDE A SECURE, ENGAGING LEARNING ENVIRONMENT THAT DEVELOPS THE WHOLE CHILD TO BECOME A CONFIDENT, CREATIVE AND ANALYTICAL LEARNER.

Overall summary of progress

During 2018, Smithfield Public School maintained a range of student wellbeing initiatives that proved to increase student engagement. Our Positive Behaviours for Learning team further developed classroom 'Wellbeing' programs that were implemented across the school. Bounce Back, Playground Busters and Talking Drums were some of the programs that have continued to maintain student engagement and build student wellbeing.

Literacy, Language and Learning (L3), Focus on Reading (FoR) and Write, Know, Teach professional learning opportunities were delivered by mentor teachers, resulting in differentiated programs being delivered. SLSO's were targeted to meet the needs of students at risk 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 maintained through the performance and development process and all staff members set personalised goals to enhance their skills. The analysis of 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.

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
Students possess an increased sense of belonging and demonstrate higher levels of engagement in school activities.	<ul style="list-style-type: none">• Boys Mentor– \$16, 720• Wellbeing Officer (1 day per fortnight)– \$11,000• Kids Matter Training– \$1800• Robotics and Coding Competitions– \$1000	<p>In 2018, there was mentoring and collaborative planning between LaST and classroom teachers to ensure student needs were met. Ongoing data analysis and adjustments to SLSO timetable were made to ensure that the provision of support was responsive to changing student needs.</p> <p>The 'Bounce Back' program was implemented P–6, at the beginning of Term 2. Stages delivered programs based on the identified needs of students. This was completed in Term 1 through a ranking proforma. Social and Emotional Learning (SEL) activities were completed in class at the conclusion of the Bounce Back unit. Implementation of SEL is continuing to progress. SPS scored 80% on the CASEL Practice Rubric for Schoolwide SEL implementation.</p> <p>Smithfield Public School continued to make a commitment to supporting the development of the whole child by providing extra curricular opportunities. Through the provision of a multitude of different learning experiences, students were supported to develop a sense of belonging and exhibit their individual talents. The increased participation in extra–curricula activities, particularly those relating to future learning, such as Lego League and Coding Club, has shown an increase in</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students possess an increased sense of belonging and demonstrate higher levels of engagement in school activities.		<p>student engagement.</p> <p>The TTFM survey, indicated 79% of students had a positive sense of belonging and 78% were interested and motivated in their learning.</p>
The number of students achieving expected growth in Literacy is increased.	<ul style="list-style-type: none"> • K Literacy mentor – \$22 000 • K–2 IL– \$66 000 • 3–6 IL– \$66 000 • Literacy mentor– \$44 000 	<p>Professional learning across K–2 in L3 yielded growth in student reading since 2017. In 2018, 44 students in Kindergarten achieved reading levels beyond 9 in comparison to 38 in 2017. 2018 also saw 35 Year 1 students achieving reading levels beyond 21 compared to 28 in 2017.</p> <p>In NAPLAN, 80% of Year 3 students achieved above National Minimum Standards (NMS) for Reading and 88.6% for writing. In Year 5, 71.8% achieved above NMS for Reading and 74.3% for writing.</p> <p>In 2018, school based reading data indicated that in Year 3, 62% of students had achieved <i>at or above</i> Reading level 25, 61% of Year 4 students <i>at or above</i> reading level 26, 86% of Year 5 students <i>at or above</i> reading level 27 and 89% of Year 6 student <i>at or above</i> reading level 29.</p>
The number of students achieving expected growth in Numeracy is increased.	<ul style="list-style-type: none"> • 3–6 Maths Mentor– \$44 000 • TEN Mentor– \$22,000 • K–2 IL– \$66,000 	<p>Following professional learning in TEN and Number Talks, students in K–2 demonstrated growth when tracking the same cohort of students. 2017 Kindergarten showed 6% finishing the year at emergent, and 35% at counting on (<i>Additive Strategies– Progressions</i>), these students progressed in 2018 as Year 1 students with 0% emergent and 40% at counting on/facile. Our 2017 Year 1 students progressed with 57% at counting on to 84% at counting on and facile in 2018. The impact on learning as a result of TEN and Number Talk pedagogy has delivered positive results for our younger students.</p> <p>In NAPLAN, 74.3% of Year 3 students were at the national minimum standard for Numeracy. This was an increase of 8.9% from 2017. 82% of Year 5 students were at NMS for Numeracy.</p> <p>In 2018, across 3–6, pre and post testing continued to be implemented and used to inform teaching, differentiation and student grouping. <i>ReSolve</i> professional learning has had an impact in the classroom with a shift towards open ended and hands on investigations. As a result, students are engaged with ReSolve lessons and reasoning skills are improving.</p>

Next Steps

- Continue to use data to identify areas of student need by updating data analysis processes to align with the new Learning Progressions.
- Develop a school wide system for data analysis incorporating executive, stage and individual class levels.
- A greater range of curriculum based workshops will be offered to parents.
- The mentoring timetable will be effectively organised, administered and accessed. A Mentor Leader will be

established to support mentors in their roles.

- 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 continue in 2019
- The PBL program will continue to be developed in 2019 to ensure consistent expectation across the school.
- The tracking system will be refined for positive PBL levels to facilitate accurate data collection..
- Ensure that a wide variety of interest groups are catered for with potential opportunities in performing arts fields of music and drama.



Strategic Direction 2

EDUCATORS AND THEIR LEARNING

Purpose

TO EMPOWER STAFF TO ENGAGE IN EVIDENCE BASED PEDAGOGY AND SUSTAINABLE PRACTICES THAT FACILITATE PROFESSIONAL LEARNING AND ENABLE LEADERSHIP.

Overall summary of progress

Over the course of 2018, Smithfield Public School implemented a series of professional learning driven by a focus on improvement in Numeracy, Literacy, Future Learning and Wellbeing. This was supported through school based and regional based learning led by evidence based research.

At the school level, our teachers were supported by a mentoring program where teachers were supported in designing learning experiences based on training to meet syllabus outcomes and learning progressions. Throughout 2018, evidence was gathered to support the 'idea' that change has occurred in teaching programs, student learning and school achievement.

The leadership team reflected on the impact on learning and teacher workload to realign future directions for 2019, addressing concerns of teachers and community, whilst maintaining professional learning that is having a positive impact on student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Systems of data analyses are embedded in practices to identify students' levels of achievement and facilitate evidence based decision making.	Human Resources: <ul style="list-style-type: none">• IL• mentors• executive and aspiring leaders.	<p>Analysis of NAPLAN data via SCOUT allowed executive and teachers to re-align future direction 3–6. IL and Mentors access SCOUT results to analyse data.</p> <p>With the change from PLAN to ALAN in 2018, teachers started the process of unpacking the Learning Progression for Literacy and Numeracy. Teachers navigated PLAN 2 software to track student performance.</p> <p>K–2 teachers entered data every 5 weeks and debriefed with Instructional leader.</p> <p>3–6 teachers worked with an external expert, <i>Jo Rossbridge</i> to develop integrated units of writing. In stages, teachers analysed writing work samples and engaged in discussions to understand what expected stage content descriptors look like. As a result, teachers developed quality assessments and rubrics to align with writing programs.</p> <p>The Assessment and Report Policy was updated in 2018 and communicated to staff and community.</p>
Differentiation of learning programs is evident in classrooms to ensure that students are challenged and engaged.	<ul style="list-style-type: none">• Instructional leaders/mentors– as above• FOR training– \$23 700• 'Write, Know, Teacher'– \$42 900• L3 training– \$34 200• JFH– \$10 000	<p>Instructional Rounds allowed classroom teachers to self-reflect on best practice with a focus on effective student reflection on learning.</p> <p>K–2 embedded L3 practice, ensuring differentiated instruction in Reading and Writing.</p> <p>3–6 impact of 'Write Know Teach' professional learning on writing strategies impacted on teacher pedagogy.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Differentiation of learning programs is evident in classrooms to ensure that students are challenged and engaged.		<p>3–6 continued Focus on Reading professional learning, working to provide effectively differentiated and highly engaging reading experiences.</p> <p>3–6 teachers participated in optional Grammar workshops to compliment 'Write, Know, Teach' professional learning.</p> <p>Learning Intentions and Success Criteria continued to be refined in programs and classroom practice.</p>
In collaboration with others, teachers create and implement their professional learning plans.	<p>Human resources:</p> <ul style="list-style-type: none"> • mentors • executives 	<p>PDP process</p> <p>All teachers participated in the Performance and Development Plans (PDP) process and identified individual learning goals to build their own skills and understanding. Each PDP linked to the Australian Professional Standards for Teachers to ensure proficiency is maintained. Furthermore, teachers worked with mentors to unpack PDP goals and create an action plan. Action plans identified which mentor would support the teacher by outlining strategies to facilitate teacher growth.</p> <p>Instructional Rounds</p> <p>Smithfield Public School is an active member of the SHiFFT Community of Schools (COS) network. The network has a commitment to implement Instructional Rounds as a means to collect evidence on current pedagogy and determine how a school could improve practice. Smithfield Public School identified a Problem of Practice (POP) focused on how students self-assess using a success criteria. The school received recommendations from the CoS network representatives and applied this feedback to improve teaching and learning programs.</p>

Next Steps

- In 2019, professional learning in Literacy, Numeracy, Future Learning and Wellbeing will continue as 2018 evidence showed a shift in teacher pedagogy and student engagement.
- We will endeavour to reduce professional learning frequency as our community and teachers have expressed concern about classroom face-to-face time and the lack thereof as a consequence of professional learning occurring during class time.
- Continue to refine and develop meaningful Learning Intentions and Success Criteria.
- Continue to engage with external experts: Jan Farmer Hailey and Jo Rossbridge.
- Provide professional learning on effective feedback and utilise Instructional Rounds to provide guidance on practice refinement in this area.
- Establish a Mentor Leader to provide professional learning and guidance for mentors.



Strategic Direction 3

SCHOOL GOVERNANCE & LEADERSHIP

Purpose

TO EMBRACE EFFECTIVE PARTNERSHIPS THAT SHAPE A DYNAMIC SCHOOL CULTURE AND FACILITATE THE DEVELOPMENT OF LEADERSHIP.

Overall summary of progress

Throughout 2018, the leader and aspiring leadership group continued to provide opportunity for leadership capacity building. The entire team built strong evaluation skills through professional learning associated with preparations for External Validation. Leaders and Aspiring leaders refined evaluation practices to ensure data collected demonstrated evidence of impact and data analysis drove future planning. In 2019, evaluative thinking will continue to be a focus for the leadership team.

Planned systems for leadership coaching were minimised during 2018 due to whole team professional learning requirements. Aspiring leaders were coached by leaders to further develop their skills, however, more formal planned professional learning opportunities were put on hold until 2019. In 2019, all leaders will receive professional learning/coaching specific to their level of leadership development.

Structures were established to further empower parents and community members to actively participate in decision making and the governance of the school. A Community Consultation Committee was established to support parents and community members to further engage with the school. Forums were conducted to develop parent and carer's knowledge of program evaluation, proposals and strategic planning to ensure they felt confident voting on proposals for 2019. At the annual Strategic Planning Days, 15 parents attended and voted as equal members of the school community. 2018 also saw two parents feel comfortable enough to speak for/against proposals, thus proving parents are feeling more empowered to be a part of the decision making at Smithfield Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Systems are in place for effective strategic planning and evaluation. There is a strong culture of evaluative thinking among leaders.	\$1,400 – casual teacher \$600 – venue fees 4 internal staff to cover leader classes Principal and 3 DPs to facilitate planning day	Aspiring leaders and leaders participated in evaluation professional learning in preparation for External Validation. All members developed strong evaluation skills, effectively collecting evidence, annotating and analysing data and making future recommendations. The final External Validation report reflected the strength of aspiring leaders and leaders' evaluation skills in that the report confirmed evaluations were accurate and valuable.
Teachers and leaders gain promotions and more complex roles.	Principal, DPs and APs facilitate coaching	Aspiring leaders were afforded the opportunity to shadow and be coached by leaders. These aspiring leaders helped supervise stage teams and in doing so, developed a stronger skill set and took on more complex roles within the school community.
School community members undertake decision making and governance responsibilities.	\$23,000 – Community Liaison Officer (CLO) \$66,000 – Community Hub Leader (SSI Grant) \$11,500 – Vietnamese CLO \$4,000 (Pioneer Project grant) Resources	A Community Consultation Committee was established, comprising of parent leaders representing the 6 major cultural groups within the school. This committee's purpose was to support their respective community groups to effectively engage with the school. This committee, although only in its early stages, are utilising their connections to increase parent participation in school activities, with a focus on learning about curriculum and supporting students at home. 15 parents attended the annual Strategic Planning Day where parents, carers and staff had equal

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School community members undertake decision making and governance responsibilities.		voting rights to decide on programs and initiatives for 2019.

Next Steps

- Leadership team continue evaluative thinking professional learning, working with Rydr Tracy, on the back of External Validation to ensure this is an embedded practice.
- Systems are established to support regular review of progress towards School Plan processes and milestones, to ensure the milestones document is used in a more purposeful manner.
- Leadership professional learning groups are established, action plans written and groups work collaboratively to achieve leadership PDP goals.
- Refinements are made to ensure more parents are able to vote on proposals for 2020 strategic plan.
- Community Consultation Committee members undertake engagement skills training.
- Parents empowered to run small group workshops in their area of expertise.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>Employment of teachers– 3.6</p> <p>Employment of Ethnic SLSO– \$55, 000</p> <p>Employment of additional teacher to staff EAL/D class– \$104,113</p> <p>TPL– \$1000</p> <p>NAP excursion– \$1000</p> <p>Refugee funding– \$35, 505</p>	<p>English as an Additional Language or Dialect (EAL/D) remains a key focus at Smithfield Public School.</p> <p>In 2018, 84.6% of students in attendance were from a language background other than English. 84% of these students received in class support from a specialist EAL/D teacher. Students were supported in their English language development through writing, reading and speaking and listening activities. At the completion of 2018, the EAL/D learners across the school were achieving in the following phases: Beginning Limited Literacy– 38; Beginning Some Print Literacy–90 ; Emerging– 121; Developing– 142; Consolidating– 61; Not Required– 60</p> <p>Students who required intensive support in their development of English were placed in EAL/D specific classes. Within these classes, students engage with stage–appropriate curriculum, with a focus on the development of language skills.</p>
Low level adjustment for disability	<p>LaST allocation– 1.5</p> <p>SLSO employed using flexible funds– \$77, 766</p>	<p>The school's Learning and Support team (LST) provided support for students with a range of academic and social needs. The LST met on a weekly basis to follow up previous referrals and added an additional 26 students to the caseload. Eight mainstream School Learning and Support Officers were employed to provide identified students with additional assistance in the classroom and playground.</p> <p>The Learning and Support Teachers regularly met with class teachers to develop and review PLASPs for identified students. There was 1 Out of Home Care Plan developed for a student living in a foster care situation.</p> <p>The school counsellor conducted individual and group therapy to support a range of students requiring academic and emotional support. The LST supported identified students requiring additional support transitioning to their prospective 2019 teachers and to local secondary school placements.</p> <p>The support unit welcomed a new Autism support class to accommodate young local students on the autism spectrum. All students in the unit were provided with an Individual Learning Plan (ILP) which involved ongoing collaboration with families and therapists in setting and reviewing individual learning goals.</p> <p>The support unit was successful in receiving a grant for the establishment of a sensory room. Planning and initial construction was undertaken during 2018. A Parent Cafacute; and workshops for parents of</p>

<p>Low level adjustment for disability</p>	<p>LaST allocation– 1.5</p> <p>SLSO employed using flexible funds– \$77, 766</p>	<p>children with special needs was established. Each term parents had opportunities to attend Parent Cafés, meetings other parents and workshops on topics such as Key Word Signing, behaviour support, speech and occupational therapy information.</p> <p>Support unit teachers and School Learning Support Officers all engaged in training to increase their skills to support children with disabilities.</p> <p>A buddy program was also established. This program encouraged mainstream students to learn more about students in the support unit through weekly playground and classroom interactions.</p> <p>100% of support unit students who moved to a new setting received a transition to school program.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Executive release off class 1 day per week– 1.2 FTE</p>	<p>Through QTSS funding, Assistant Principals were provided with release time to mentor and coach teachers, observe classroom practice and demonstrate effective teaching strategies. This collaborative practice was introduced to allow teachers and AP's/mentors to work together and learn from each other.</p> <p>Furthermore, this additional release time allowed AP's/mentors to help individual teachers with specific issues, such as classroom management, accreditation process and to develop SMART (specific, measurable, attainable, realist and time bound) goals for the PDP process.</p> <p>AP's/mentors accessed and had opportunity to engage with experts in Literacy and Numeracy to best support stage and school outcomes.</p>
<p>Socio-economic background</p>	<p>Employment of Literacy, Numeracy, Future Learning mentors, SLSO's, Boys Mentor and CLO's.</p> <p>Total= \$515,454</p>	<p>Direction 1:</p> <p>In five 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 each term were supported with differentiated and individualised teaching, PLASPS and SLSO time. SLSO's were included in professional learning to inform and create a better understanding of curriculum.</p> <p>Students 'on the boil' were part of a group PLASP, developed by classrooms teachers, using Literacy and Numeracy data. Teachers differentiated curriculum to ensure that students were provided with the scaffolds required to make the necessary shift to 'on track' by the end of the school year.</p> <p>A boy's mentor was employed to target 'at risk' boys. This mentor provided social emotional learning through one on one support and team based physical activities.</p>

<p>Socio-economic background</p>	<p>Employment of Literacy, Numeracy, Future Learning mentors, SLSO's, Boys Mentor and CLO's.</p> <p>Total= \$515,454</p>	<p>Direction 2:</p> <p>Literacy and Numeracy mentors provided ongoing learning opportunities tailored to individual teacher needs. They developed action plans informed by data and teacher goals, modelled best practice, observed and provided feedback. Teachers continued to reflect and refine their pedagogy, engaging in discussions about student achievement, differentiation, effective learning intentions and success criteria and the 'where to next' for student learning.</p> <p>Direction 3:</p> <p>SPS continued to employ Community Liaison Officers (CLO) to provide opportunities across the school for community engagement. CLO's organised parent workshops that catered to the interest and needs of our changing and growing community, to enhance adult confidence and inclusivity.</p>
<p>Support for beginning teachers</p>	<p>Professional learning and mentor support– \$ 24, 843</p>	<p>In 2018, Smithfield Public School trialled a new system for supporting Early Career Teachers (ECTs). All ECTs were allocated an experienced colleague mentor from their stage or team within the school, to support them with developing curriculum knowledge, pedagogy and skills in classroom management. This system was well received by all ECTs. This procedure will continue into 2019 and will form an integral part of our ECT procedures.</p> <p>In addition to the above support, all ECTs received extensive support from a range of curriculum mentors, Instructional Lead and stage supervisors. All participated in registered external and internal based professional learning.</p> <p>A series of accreditation professional learning sessions were run by the Beginning Teacher Coordinator throughout 2018, to provide all ECTs with the skills to compile and annotate evidence to achieve proficiency.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	234	263	277	301
Girls	245	254	263	278

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	2015	2016	2017	2018
K	91.1	91.5	94.3	95.2
1	93.7	93.5	93.6	95.1
2	94.8	94.9	96.4	96.4
3	94.2	94.9	94.6	95.8
4	95.8	95.5	94.6	95.6
5	95.9	94.9	95.4	95.7
6	92.3	95.3	94.5	95.7
All Years	93.9	94.4	94.8	95.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Smithfield Public School attendance procedures were reviewed and refined. The procedures were embedded 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 students' attendance on a 5 weekly basis and took action where needed. The actions included *letters of concern for parents*, follow up telephone calls 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.

Attendance data for 2018 shows that our overall attendance rates are on-par with 2017 attendance.

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.71
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	13.26
Other Positions	1.6

*Full Time Equivalent

1 member of staff identified as Aboriginal in 2018.

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

Smithfield Public School continued to refine our model of professional learning. All staff members have access to a variety of mentors within the school, who offer their expertise and assistance across various Key Learning Areas. The mentoring continued to be driven by data and linked with the school's strategic directions and teachers' individual PDP goals. This continued to allow professional learning to be individualised and targeted.

In 2018, the model continued to evolve, using teacher feedback and student performance data. External experts were engaged to improve student learning outcomes and develop teacher knowledge and practice to help drive school targets and connect staff to contextualised and meaningful learning. This external professional development was delivered through Focus on Reading, Explicit Teaching of Writing– Write, Know, Teach (WKT), Grammar Course, Professional Learning in Literacy (Jann Farmer–Hailey) and Language Learning and Literacy (L3) programs.

School-wide improvement was addressed through Instructional Rounds within the Community of Schools. The 'problem of practice' was identified at a whole school level and supporting interventions were implemented to improve practice. Instructional Rounds supported broader collaboration and this process allowed us to develop common understanding of effective teaching and learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	453,789
Revenue	7,764,139
Appropriation	7,585,053
Sale of Goods and Services	25,561
Grants and Contributions	150,816
Gain and Loss	0
Other Revenue	100
Investment Income	2,610
Expenses	-7,758,709
Recurrent Expenses	-7,758,709
Employee Related	-7,124,843
Operating Expenses	-633,865
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	5,430
Balance Carried Forward	459,219

Additional personnel above school allocation were employed throughout 2018 to support the school's extensive learning opportunities. Some funds were used for vital grounds/ building renovation and maintenance. The rewiring of the school to ensure connectivity for every student was complete in Term 1.

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 a Parents and Citizen (P&C) meeting, where the community clarified their understanding of where funds were being expended and why. A financial committee, comprised of the School Administration Manager (SAM), 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.

	2018 Actual (\$)
Base Total	3,711,346
Base Per Capita	114,660
Base Location	0
Other Base	3,596,685
Equity Total	1,174,719
Equity Aboriginal	5,445
Equity Socio economic	515,454
Equity Language	419,884
Equity Disability	233,935
Targeted Total	1,497,908
Other Total	824,597
Grand Total	7,208,569

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.

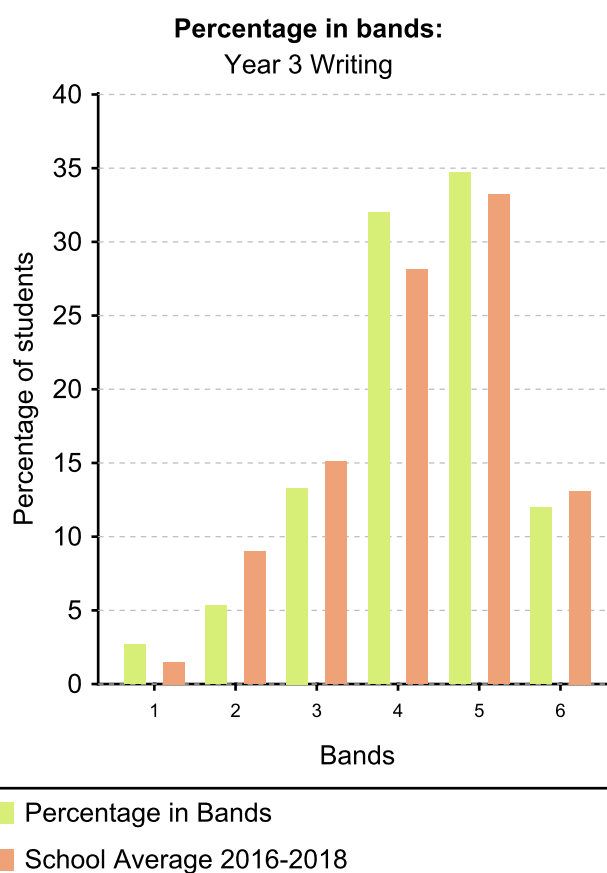
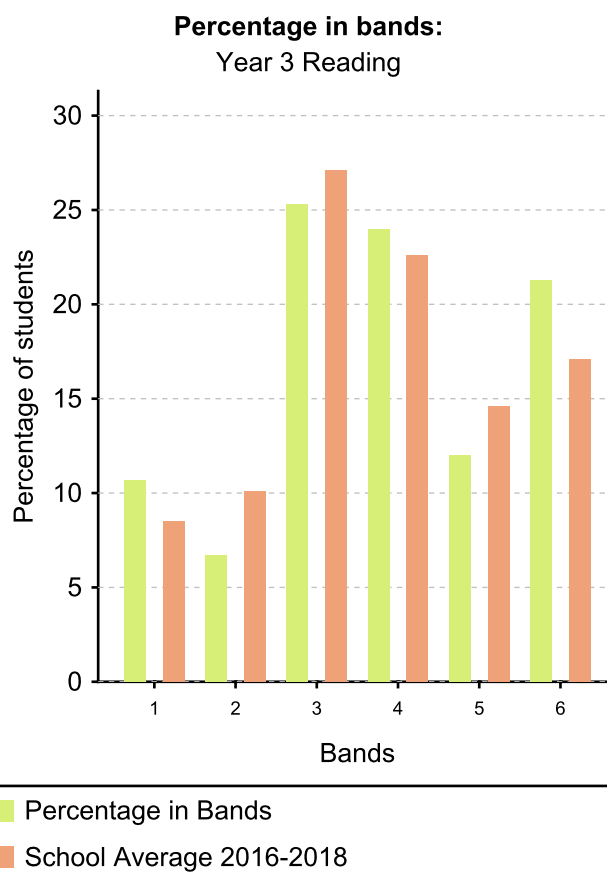
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

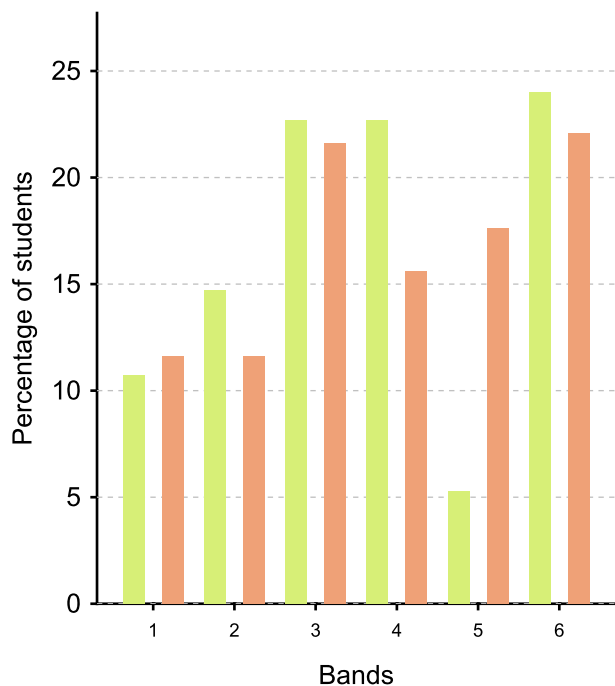
Literacy Results

Over 83% Year 3 students achieved average (band 3) or higher results in reading, writing and spelling. 75% Year 3 students achieved average (band 3) or higher results in grammar and punctuation. Year 5 results were more widespread. 81% reached average (band 5) or higher in writing, 90% in spelling, 78% in reading and

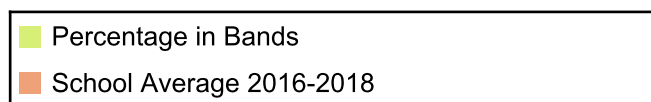
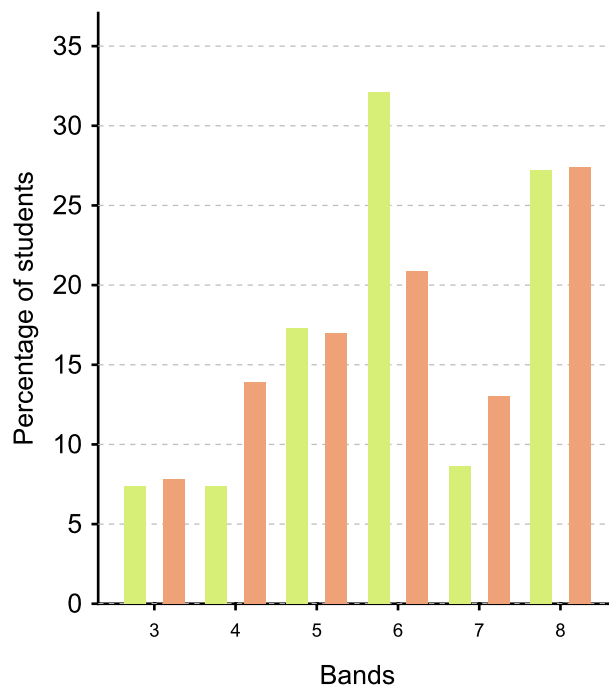
85% in grammar and punctuation.



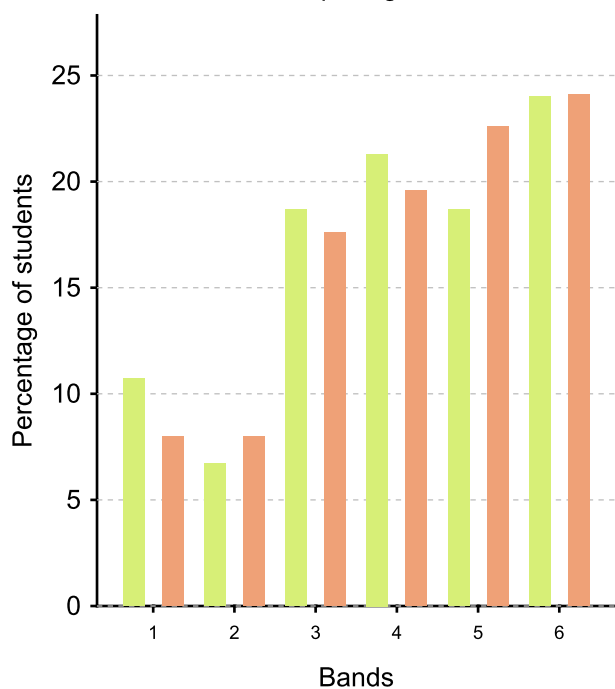
Percentage in bands:
Year 3 Grammar & Punctuation



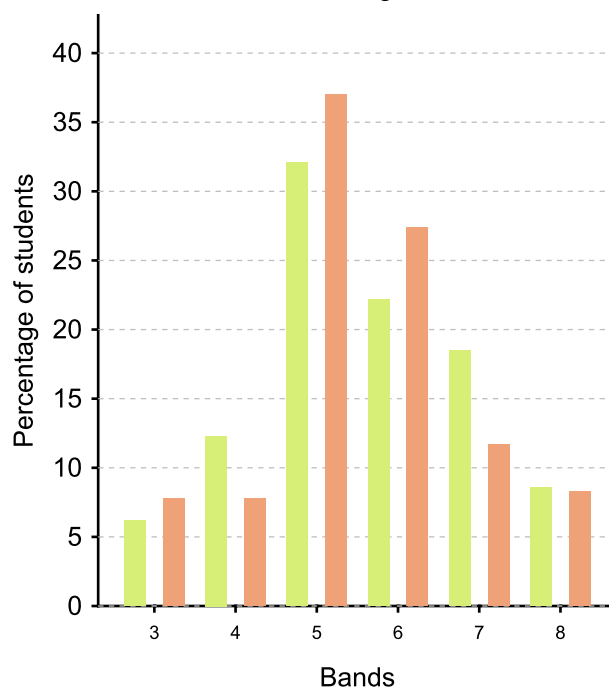
Percentage in bands:
Year 5 Grammar & Punctuation



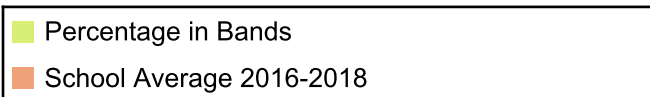
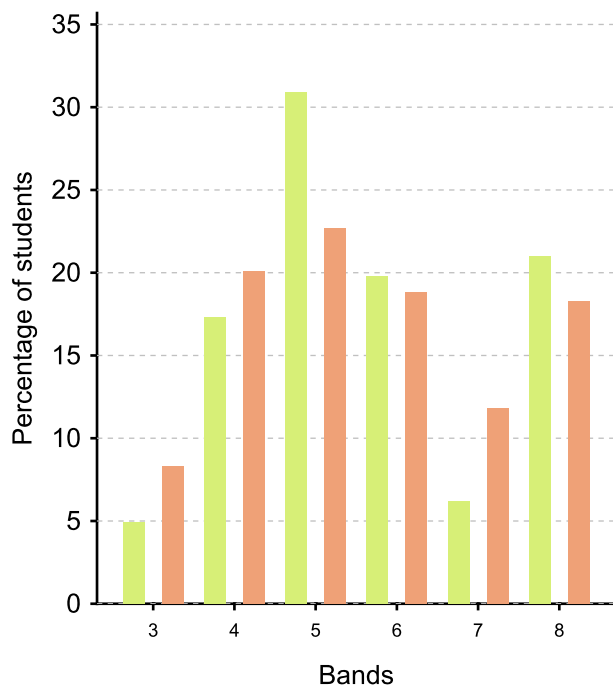
Percentage in bands:
Year 3 Spelling



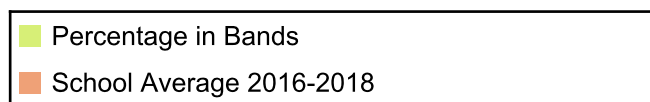
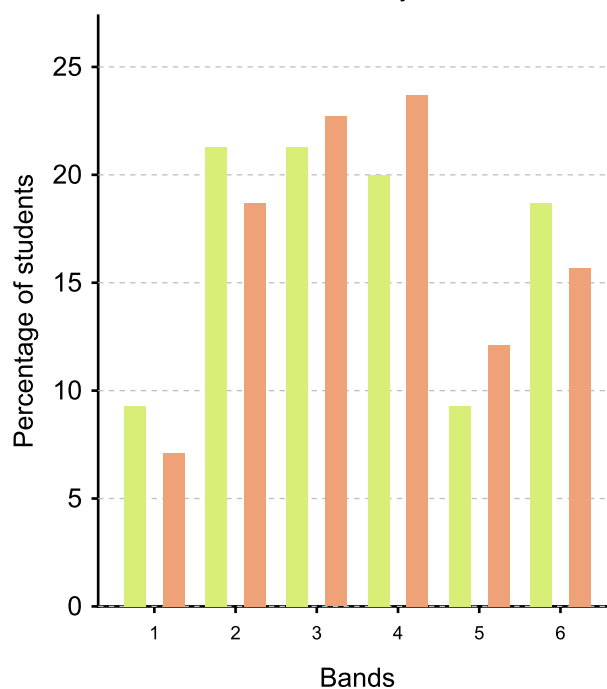
Percentage in bands:
Year 5 Writing



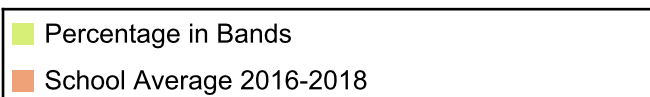
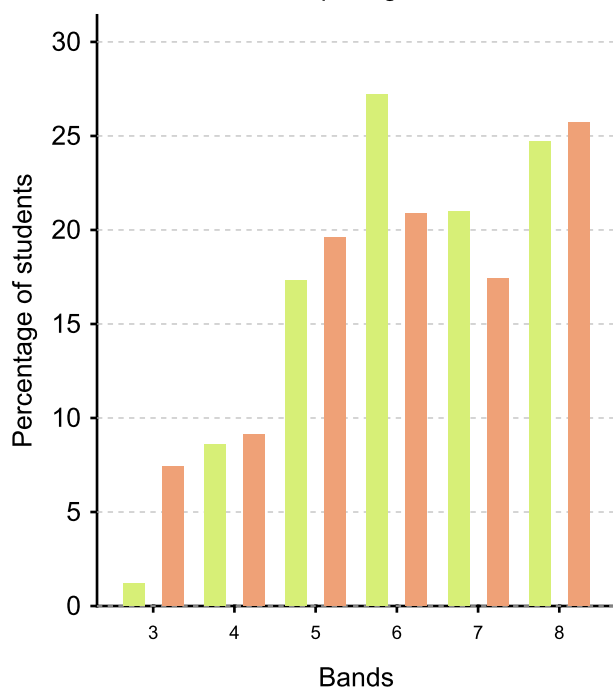
Percentage in bands:
Year 5 Reading



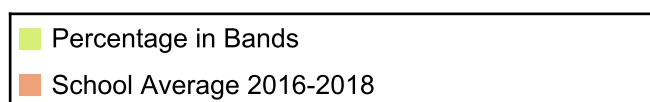
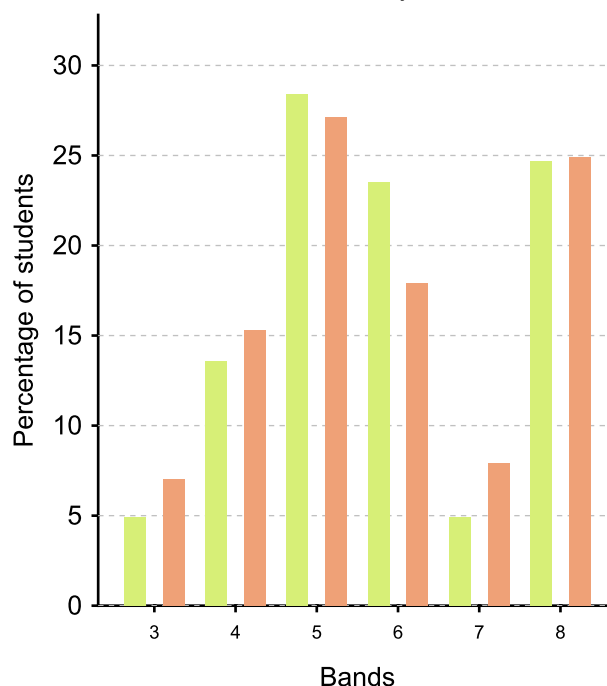
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Numeracy



Numeracy Results

In Numeracy, 69% Year 3 and 82% Year 5 students achieved average (band 3 for Year 3 and band 5 for Year 5) or higher results. Students at Smithfield PS achieved 105.73 for scaled score growth compared to the state scaled growth score of 93.14, 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 2018, 3 students of Aboriginal or Torres Strait Islander background completed NAPLAN. One Year 3

ATSI student achieved band 3 or higher in all areas. One of the two Year 5 students scored band 5 or higher in all areas.

Parent/caregiver, student, teacher satisfaction

In 2018, Smithfield Public School sought the opinion of students, parent and teachers through the Tell Them From Me survey. In addition, teachers and the wider community were surveyed on the schools' progress towards achieving the guiding principles which support the school vision. Key findings of the surveys included:

- 79% of students felt accepted and valued by their peers and by others at school.
- 78% of students expressed that they are interested and motivated in their learning.
- Students rated the rigour of the classroom instruction, purpose of lessons and immediate feedback that they receive that helps them learn as 8.1/10.
- Teachers rated that school leaders have helped them to improve their teaching and the ability of school leaders to provide guidance for monitoring student progress as 8.2/10.
- Teachers identified that assessments help them understand where students are having difficulty as 9.0/10.
- Teachers used data from formal assessment tasks to inform lesson planning and to decide whether a concept should be taught another way as 8.5/10.
- Parents expressed that they find it easy to speak with their child's teacher as 8.2/10 and felt welcomed when they visit the school 7.7/10.
- Parents believe that 'teachers take account of my child's needs, abilities and interests' as 7.9/10.



Policy requirements

Aboriginal education

Aboriginal education continued to grow during 2018. All Aboriginal students were involved in a consultation and review process to develop a Personalised Learning Plan (PLP). This process ensured that 100% of Aboriginal students had a PLP to support differentiated learning within their classroom to achieve individual goals.

The school celebrated National Aboriginal and Islander Day Observance Committee (NAIDOC) Week with a

live performance and in class activities. Reconciliation Week was also celebrated with all students participating in class activities. Reconciliation and connection was the focus for all. Two teaching members of the committee attended the Aboriginal Education and Engagement Conference to further support the team in ensuring that Aboriginal and Torres Strait Islander culture, traditions and history are effectively embedded in curriculum. The committee were working towards developing meaningful links between the local Aboriginal community and school.



Multicultural and anti-racism education

Students and families at Smithfield Public School embrace diversity and inclusivity. We aim to celebrate multiculturalism through educational opportunities for students to build understanding and communication skills across cultures.

Elected staff members were trained as Anti-Racism Contact Officers (ARCOs). The nominated ARCO was the contact between students, staff, parents and community members who wished to make a complaint regarding racism.

Multicultural learning outcomes were met through:

- Community Language Programs in Arabic, Chinese, Vietnamese, Spanish and Assyrian.
- Adult English classes conducted by the Adult Migrants English Program (AMEP) and TAFE outreach. These classes were available to all community members.
- Excursion for our refugee families. In the Term 2 school holidays, six New Arrival families were afforded the opportunity to visit the Sapphire Coast staying in Merimbula. With the coordination and assistance of Julia (Smithfield parent) and the Social Justice Advocates of the Sapphire Coast (SJASC), these families experienced five days of Australian culture and hospitality.
- Harmony Day, where students and staff dressed in orange to celebrate cultural diversity.
- Multiculturalism Day, where students dressed in colours or national costume of their cultural background. Students and parents participated in various activities celebrating diversity in the school community including sharing of traditional foods and cultural performances.

Other school programs

Sport

In 2018 students participated in a range of competitive sporting events. Smithfield Public School entered 23 teams into Horsley Zone Primary School Sports Association (PSSA) competitions, participating in: Cricket, Tee-ball, Softball, Touch Football, Newcombe-ball, Basketball, Soccer, Australian Football League (AFL), Rugby League and Netball. Smithfield Public School also participated in the Zone Gala Day in European Handball, AFL and League-Tag. Four students were selected for Zone teams across a range of sports; with one student making a state team. In the winter PSSA competition, three teams qualified for semi-finals. Of these three teams, the senior girls Basketball Team won their competition. In the summer PSSA competition, two teams qualified for semi-finals. Of these two, the senior cricket team made the grand final, but were unfortunately beaten in a close game. Students were also successful at zone level in swimming, athletics and cross country. In swimming, 25 students attended the Horsley Zone carnival with 11 progressing to regional and 2 to the state carnival. In athletics, 43 students attended the zone carnival with 6 progressing to regional and 1 to the state carnival. In cross country, 48 students attended the zone carnival and 8 progressed to the regional carnival. K-6 students also participated in the Premier's Sporting Challenge in Term 3, which involved students monitoring their own levels of physical activity on a daily basis.

Home Sport

During 2018, students who did not participate in PSSA took part in school sport. Students were placed in groups and taught fundamental movement skills such as kicking, throwing, catching, two-hand strike, vertical jump, sprint run and dodge. The students played sports that are played for PSSA, to enable them to develop the necessary skills should they wish to try out in the following year. School sport students also completed a Health and Personal Development lesson each week.

Stage 2 and 3 home sport groups also learnt Personal Development content from the PDHPE syllabus, delivered by a variety of teachers through weekly rotations.

Choir

The Smithfield Public School choir had another exciting year performing at school and local community events. The choir comprised of 45 students from Years 2 to 6. The choir represented Smithfield Public School at the Combined Schools Festival, where they sang a song from The Sound of Music and collaborated with the junior and senior choir from Fairfield West Public School to sing well know show tunes.

Dance

During 2018 our students demonstrated their creative talents in the performing arts.

- 82 dance group students from Years 1-6 participated in the Parks Area Festival at Marconi Club and the Combined School Festival at

Smithfield RSL.

- The senior dance group performed at the School Fete.
- The Arabic dance group performed on Multicultural Day, celebrating the cultural diversity in our school and community.
- The Arabic and Junior Dance group performed on Presentation Day, finishing the year on a high note.

Debating

Smithfield Public School proudly participated in the Premier's Debating Competition, a state-wide competition for primary aged students, with our students regularly achieving excellent results. Our teams competed against other nearby public schools, becoming zone champions progressing to state final. Each week during lunchtime meetings, the team strengthened their debating skills. Participation in the Premier's Debating Competition provided students with the opportunity to demonstrate their skills in front of variously sized audiences and in a variety of new environments. The students displayed excellent reasoning skills, collaboration and competitive spirit throughout the competition. Debaters interact with team mates, building confidence and public speaking skills while enhancing their understanding of relevant issues in today's society. They also had opportunities to travel around Sydney and interact with students from different schools.

Public Speaking

Smithfield Public School participated in the Multicultural Perspectives Public Speaking Competition. This annual competition enhanced students' awareness of multicultural issues whilst developing students' interests and skills in public speaking. Four students from Stages 2 and 3 were selected to represent Smithfield Public School at the Sydney Southwest Multicultural Public Speaking 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 Combined Cowpasture and Fairfield Network Final held at William Stimson Public School. Students were fantastic in delivering their planned and impromptu speeches. Our students competed admirably in both competitions but unfortunately did not progress further in the competition.

Robotics and Coding

This year, Smithfield Public School built upon last year's success with our robotics and Future Learning Programs. This included the use of Blue Bots, Lego Education WeDo 2.0, Sphero, 3D printer, Lego Education EV3, the coding club and STEM projects. These programs were implemented by Future Learning Mentors in collaboration with classroom teachers. The Future Learning team were able to assist teachers and students alike to effectively use technology in the classroom environment. Students had opportunities to use the 4Cs (communication, collaboration, creativity,

critical thinking) of 21st Century learning.

A Makerspace was established to provide teachers with hands-on, creative ways to encourage students to design, experiment, build and invent as they deeply engage in science, engineering and tinkering. The Makerspace was successful in attracting students to express their creativity through STEM activities as well as practise coding.

Our First Lego League team, 'Digiminds', were dedicated in creating a robot with code to complete a variety of tasks. The team competed against over 20 schools and won a trophy for outstanding research. Stage One students were involved in the First Lego League Junior 'Mission Moon' project. Students used the 4Cs of 21st century learning to create and build an Moon Base. Their creations were showcased during an exhibition. Parents were invited to view the models and listen to the information learnt about the moon.

Coding club continued with new Stage 2 and 3 members joining. Students use the Scratch 2.0 program to learn basic programming through the use of Google CS First program. These fun activities taught students logical thinking and problem solving skills, which are useful for real-world applications.

Stage Three students took part in the ANSTO Top Coder Competition for EV3 and Scratch. The Year 6 girls team and Year 5 boys team won the regional round and participated in the grand final. The Year 5 girls team placed first in the regional round and placed second in the EV3 Robotics Grand Final Competition.

Student Representative Council

2018 marked the conclusion of the second year of Smithfield Public School's new student leadership model. Under this model the four student executives oversee the Student Representative Council (SRC), which consists of students from all classes Years 2–6. All student leaders worked tirelessly to fulfil their prescribed duties and responsibilities, some of which include: running morning K–2 and 3–6 assemblies, coordinating Clean Up Australia Day, looking after lost property, raising funds for chosen charities and helping to run Preschool Presentation Day. One of the major initiatives undertaken this year, by the student leadership body, was the successful creation of over thirty gift bags for sick children at Westmead Children's Hospital. These were donated on behalf of Smithfield Public School community. In addition to promoting and running fundraising events, the SRC met to discuss relevant school issues. These opportunities allowed students to demonstrate an interest in their school and community life, and to develop and foster leadership skills.

The student leadership team also had the opportunity to attend the Grip Leadership Conference in order to prepare them for the roles and responsibilities of student leader. Through completion of this course and further training, the student leadership team learnt vital skills that helped them to lead younger students during SRC meetings. They also proudly represented the

school by attending the ANZAC, Battle of Australia and Remembrance Ceremony at Smithfield RSL.

Congratulations to our 2018 student leaders for their enthusiasm and commitment in their roles as SRC committee members.