

# Smithfield Public School

## 2019 Annual Report



3073

## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

The Annual Report for **2019** is provided to the community of Smithfield Public School as an account of the school's operations and achievements throughout the year. The school has celebrated a year of excellent student achievement and quality learning.

Our school's success is fostered from the vision that the Smithfield Public School community is committed to creating a dynamic, nurturing learning environment based on collaboration, equity and trust. Students are engaged and eager to learn, enjoying the wide range of educational opportunities available to them at school. They strive for their best academically and work hard to be kind, inclusive, caring citizens.

Our teachers and support staff work collaboratively to develop and implement quality differentiated programs to meet the needs of every child. Teachers are committed to improving their practice, regularly engaging in professional learning based on current research. Strong reflection of practice is encouraged in our quest for excellence.

Our parents and community are valued members of the school who strongly support all school endeavours. Their input in the governance of the school is commendable. The many opportunities provided for parents and community members to engage with the school, at varying levels, are welcomed and well attended.

The Annual Report 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.

The information in this report is the result of rigorous school self assessment and evaluation processes undertaken with staff, parents, community members and student leaders. It provides a balanced and genuine account of the school's achievements and areas for development.

Jodi Harris

Relieving Principal

# School background

## School vision statement

### **Vision:**

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

### **Guiding Principles:**

#### *Student Well-being*

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

#### *Curriculum:*

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

#### *Extra Curricula:*

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

#### *Community Engagement:*

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

#### *Teacher Professional Learning:*

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

## School context

### **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 720 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 85% of the student population. Of these students, 76% have English as another language or dialect, 118 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.

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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

Students possess an increased sense of belonging and demonstrate higher levels of engagement in school activities.

The number of students achieving expected growth in Literacy is increased.

The number of students achieving expected growth in Numeracy is increased.

#### Progress towards achieving improvement measures

**Process 1:** Implement a school wide approach to Wellbeing.

Evaluation	Funds Expended (Resources)
<p>2019 was a developmental year that built on the consistencies in programming brought about by Bounceback and SEL. The delivery of these programs is visible in all classrooms.</p> <p>The Wellbeing mentor is accessed by teachers when required that resulted in positive growth on the SEL continuum. A variety of wellbeing programs were implemented for targeted/interested students that saw an increase in engagement and participation. Our 2019 goal was for more visible PBL practices across the school, evidenced by the establishment of Positive Pencils, initial TPL at the beginning of PBL, a PBL board and greater awareness of the weekly school-wide focus.</p> <p>The boys mentor was adapted and became the student mentor allowing the program to be accessed by all students. The mentor provided social and emotional support for at risk students inline with the whole school Bounce Back program. Students accessing the mentor demonstrated improved self regulation skills and greater success in social situations.</p> <p>Various extra-curricula programs were provided to build a sense of belonging among students. Parent programs were also implemented to support family engagement and connection with learning. These opportunities were accessed by many students across the school resulting in 73% of students identifying as having a sense of belonging in the Tell Them From Me survey.</p>	<p>Boys Mentor– 2 days a week (\$13,720)</p> <p>Wellbeing Officer– 1 day p/fortnight (\$11,000)</p> <p>Mindfulness training for Wellbeing Mentor (\$1000)</p> <p>Playground Busters (\$2 500)</p> <p>PBL Tier 1 Training for 5 teachers (\$2 500)</p>

**Process 2:** Draw on research to develop and implement high quality teacher professional learning in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Over the course of 2019, K–6 staff continued to engage in professional learning in Literacy. Write Know Teach, delivered by Jo Rossbridge, supported Writing across 3–6. This further developed teacher understanding, expectations and delivery of content. K–2 continued with L3 pedagogy in reading and Writing through in-school professional learning supported by the Instructional Leader and external Ongoing Professional Learning. Both processes improved practice ensuring teaching was more explicit and programs were driven by student data. Collection and analysis of data K–6 further enhanced teacher consistency and understanding of achievement expectations. Successful interpretation of student data has led to more effective differentiation.</p>	<p><b>Jo Rosbridge – Trainer</b></p> <p><b>Jan–Farmer– Coach</b></p> <p><i>\$31,200 – Writing Consultant (consultant + casual cover) \$10,000 – Jann Farmer–Hailey TPL</i></p> <p>\$14,000 – literacy resources \$5,000 – TEN resources \$5,000 – 3–6 maths resources \$3,500 – Mathletics student</p>

## Progress towards achieving improvement measures

Writing samples are collected every 10 weeks across K–6 and are archived on SENTRAL (attached to individual students). These samples serve as evidence of impact and student growth over time. Over the course of 2019 teachers analysed these artefacts during reflection and as evidence of accountability. Individual student goals were identified and focused on in 5 weekly cycles.

subsidised

**Process 3:** Provide opportunities for students to engage in a range of creative and academic activities.

### Evaluation

### Funds Expended (Resources)

Students were surveyed regarding their participation in extra-curricula activities. It was found that students felt there were too many activities that ran at the same time. Essentially, the choices were abundant but inaccessible.

83% of students accessed various extra-curricula activities throughout 2019.

From these responses a proposal was put forward to the school by the Wellbeing committee for CAPA rotations in 2020 allowing greater opportunity for students to engage in extra curricular activities.





## 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.

#### Improvement Measures

Systems of data analyses are embedded in practices to identify students' levels of achievement and facilitate evidence based decision making.

Differentiation of learning programs is evident in classrooms to ensure that students are challenged and engaged.

In collaboration with others, teachers create and implement their professional learning plans.

#### Progress towards achieving improvement measures

**Process 1:** The processes and programs that facilitate growth in professional development include:

- \* master teaching mentors' program;
- \* Performance and Development Program implementation (holistic, group and individual);

Evaluation	Funds Expended (Resources)
<p>Mentors engaged in various professional learning opportunities including coaching techniques and the development of process and protocols. These were applied to Literacy, Numeracy, Future Learning and Wellbeing mentor programs.</p> <p>Mentors collaboratively designed resources to ensure consistency and high expectations in the implementation of the mentoring cycle. Mentees developed knowledge and coaching skills to enhance differentiated, data driven teaching and learning programs which were reflected in classroom practices.</p> <p>A Mentor Coach was employed to oversee mentoring programs and provide professional learning for mentors. The Mentor Coach ensured a common understanding of and consistency in the approach to mentoring. Mentors reported a greater repertoire of mentoring skills and a clear understanding of their role. Impact of mentoring across the school is evident in teaching programs and improved teaching practice.</p>	<p>Mentors replacement teachers \$ 208,000</p> <p>Mentor Coach replacement teacher \$104,000</p> <p>Mentee Cover replacement teachers \$126,000</p>

**Process 2:** Create systems to support whole school data gathering and analysis.

Evaluation	Funds Expended (Resources)
<p>In 2019, an Assessment and Reporting committee was established to create procedures for consistency across the school.</p> <p>Whole school data collection at Smithfield PS exists in Reading, Writing and Additive Strategies. Stage teams collect other relevant data to drive programming.</p> <p>Team leaders were upskilled in leading stage data talks and managing stage-wide data analysis looking at cohort trends.</p> <p>Data talks were observed to build the capacity of teachers to analyse class data and design targeted teaching to support student need.</p>	<p>Assessment and Reporting Committee</p> <p>Instructional Leader</p> <p>Assistant Principals/Supervisors</p>

## Progress towards achieving improvement measures

In K-2 this process has been further refined to using the data collected in unison with PLAN2 (progressions) with an identified group of students to refine their learning enabling shift within a 5 week cycle.

We acknowledge that there are inconsistencies in the school with adhering to timelines of data collection, which has hindered the process of forming a 'whole school' overview of progress in Writing, Reading and Additive Strategies. This is an area to focus on in 2020 in order for the data collected to truly demonstrate one year of learning and one year of growth.





## Strategic Direction 3

### SCHOOL GOVERNANCE & LEADERSHIP

#### Purpose

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

#### Improvement Measures

Systems are in place for effective strategic planning and evaluation. There is a strong culture of evaluative thinking among leaders.

Teachers and leaders gain promotions and more complex roles.

School community members undertake decision making and governance responsibilities.

#### Progress towards achieving improvement measures

**Process 1:** Provide a school wide differentiated leadership program.

Evaluation	Funds Expended (Resources)
Professional learning for leadership was purposeful and intentional building capacity of leaders to successfully fill more complex roles within the school.  Capacity was enhanced in our mentors where a common understanding and definition of the role was developed and accepted.  Professional learning for leadership was linked to PDP goals and delivered over the course of Term 3 and 4.	Senior Leadership Team and Mentor Coach

**Process 2:** Professional leadership development reflects the goals for school improvement.

Evaluation	Funds Expended (Resources)
Systems were put in place to enable regular reflection on progress towards milestones. Pause point questions were designed at the beginning of the year and used to drive deep reflection.  The use of the Reflect Reset tool enabled leaders to evaluate and drive future planning.  Future direction in this area is to consider staff involvement (moving beyond leaders) incorporating SEF to drive whole school planning.	Process Teams  Regular timetabled sessions for evaluation  Reflect Reset and Milestone tools

**Process 3:** Provide community with opportunities for engagement in school wide activities.

Evaluation	Funds Expended (Resources)
Reflecting on initial goals, it became evident that these goals were too ambitious considering community skill sets. The focus was refined to empower community to independently run skills-based workshops at the school. Guided by the school CLO, parents were identified and invited to teach other parents. Parents and community felt more a part of Smithfield PS and, as a result, parent participation in Strategic Planning was sustained and increased with 20 parents attending.  In 2019, various parenting courses, events and opportunities to volunteer within the school were maintained. Parents visited the school on a daily basis for an array of opportunities. Parents were invited and attended strategic	CLO (5 days/week) \$66,200 – \$10000 from Pioneer Project \$56,200  Vietnamese SLS (2 days) \$26,500

Progress towards achieving improvement measures

planning meetings to support the governance of the school. Parents responded to surveys and engaged in forums to share their community perspective in shaping the future of the school.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<p>EAL/D team– 3.6 FTE English Language Proficiency.</p> <p>1.2 FTE New Arrivals Program</p> <p>Employment of Ethnic SLSO 0.8 NAP Funding</p> <p>EAL/D Team Supervisor executive release time– 0.2 FTE</p> <p>Additional EAL/D classroom teacher funded beyond the allocated class numbers– \$104,000.</p>	<p>Smithfield Public School continues to place a high value on English as an Additional Language or Dialect (EAL/D) programs.</p> <p>In 2019, 87% of students in attendance were from a language background other than English. 82% 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. All classroom teachers completed professional learning on the EAL/D Learning Continuum and accurately placed their students on the phases. At the completion of 2019, the EAL/D learners across the school were achieving in the following phases: Beginning Limited Literacy– 24; Beginning Some Print Literacy–22; Emerging– 66; Developing– 164; Consolidating– 146; Not Required– 80.</p> <p>Students who required intensive support in their development of English were placed in EAL/D specific classes. These classes receive additional support through an EAL/D teacher. Within these classes, students work towards stage outcomes whilst being supported to develop English language skills.</p>
<b>Low level adjustment for disability</b>	<p>1.5 Learning Support Teacher</p> <p>1.0 School Counsellor</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 discuss student needs and progress and follow up new referrals. There were 107 students on the LST caseload in 2019. Eight mainstream School Learning and Support Officers (SLSO) were employed to provide identified students with additional assistance in the classroom and playground. There were 3 students who received Integration Funding Support.</p> <p>In 2019, Cooking and Art Clubs were established to support the social and emotional needs of students. 35 students participated in School Funded Speech Therapy Groups.</p> <p>The Learning and Support Teachers regularly met with class teachers to develop and review PLASPs and BSPs for identified students. There were 3 Out of Home Care Plans developed for students living in a foster care situation.</p> <p>The school counsellor conducted individual and group therapy to support a range of students requiring social and emotional support. The LST supported identified students requiring additional transition to their prospective 2020 teachers and to local support units and secondary school placements.</p>

<p><b>Low level adjustment for disability</b></p>	<p>1.5 Learning Support Teacher</p> <p>1.0 School Counsellor</p>	<p>In 2019 the support unit was at capacity across the eight classes. Teachers and SLSO's engaged in various professional learning opportunities with a focus on Sensory Processing Disorders. Each term parents and community members, had opportunities to engage in a Parent Café; and workshops. Workshop topics included communication, sensory processing and transition to school.</p> <p>The sensory room was completed and will open in 2020 for students to enjoy. The 'Buddy Program' continued and encouraged mainstream students to learn more about students in the support unit through weekly playground and classroom interactions. 100% of support unit students who moved to a new setting received a transition to school program. Early Intervention students also engaged in transition programs and new 2020 families and students participated in orientation and transition programs.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Executive release off class</p> <p>1 day per week– 1. 2 FTE</p>	<p>Through QTSS funding, Assistant Principals and Mentors were provided with release time to mentor and coach teachers, observe classroom practice and demonstrate effective teaching strategies.</p> <p>This collaborative practice has been refined to enable teachers and AP's/mentors to work together and learn from each other.</p> <p>At times, this requires additional release time to allow AP's/mentors to help individual teachers with specific issues, such as classroom management or accreditation process and to develop SMART goals for their PDP document.</p> <p>AP's/mentors engaged with experts in Literacy and Numeracy to best support stage and school outcomes.</p> <p>Staff capacity, especially early career teachers, were recognised externally through coaching and observations where our teacher's were commended on their understanding of curriculum and application of pedagogy in Literacy.</p>
<p><b>Socio-economic background</b></p>	<p>Boys Mentor– \$13,720</p> <p>Wellbeing Officer– \$11,000</p> <p>Future Learning Mentors– \$88,000</p> <p>English and Mathematics mentor– \$165,000</p> <p>IL– \$132,000</p> <p>CLO 1– \$56,200</p> <p>CLO 2–\$26,500</p> <p>SLSO– \$138,000</p> <p>Mentor Coach (part amount) \$59,623</p> <p>Total \$690, 043</p>	<p><b>Strategic Direction 1:</b></p> <p>Employment of School Learning and Support Officers (SLSOs) continued to be a strong contributing factor in supporting at risk students. This resource was allocated based on need through thorough analysis of student data. SLSOs continued to participate in differentiated professional learning to up skill them in areas relevant to the needs of students.</p> <p>In 2019, the boys mentor became a student mentor to broaden the support group. This mentor taught students essential social skills</p>

<p><b>Socio-economic background</b></p>	<p>Boys Mentor– \$13,720 Wellbeing Officer– \$11,000 Future Learning Mentors– \$88,000 English and Mathematics mentor– \$165,000 IL– \$132,000 CLO 1– \$56,200 CLO 2– \$26,500 SLSO– \$138,000 Mentor Coach (part amount) \$59,623</p> <p>Total \$690, 043</p>	<p>through physical activity, cooking and playground guidance.</p> <p>The Wellbeing Officer was reemployed to continue in class support for teachers to implement Social Emotional Learning programs. Impact of the quality of these teaching and learning opportunities is evident in a vast majority of students' improved ability to self-regulate emotions.</p> <p>Consultative experts continued to build teacher capacity in delivering quality, differentiated literacy programs. Student growth was regularly tracked through systemic data collection and analysis. Longitudinal data demonstrated a positive impact of L3 and EAfS initiatives, with consistently larger numbers of students K–2 achieving higher reading levels and producing more sophisticated writing samples. 3–6 student writing samples and rubric analysis indicated a strong shift in teacher pedagogy and improved student grammar outcomes.</p> <p><b>Strategic Direction 2:</b></p> <p>Teacher Mentors continued to provide individualised professional learning for staff in Literacy, Numeracy, Future Learning and Wellbeing practices. Goals were set based on student data and teacher identified areas of development. Action plans were executed and learning reflected on. Mentors focused on quality differentiated programming, explicit teaching, goal setting, data analysis and quality feedback. A Mentor Coach was tasked with establishing consistent processes among mentors and providing professional learning and on going individualise coaching. This role has seen improved practice and confidence enabling mentors to successfully challenge thinking and provide quality support.</p> <p><b>Strategic Direction 3:</b></p> <p>SPS continued to employ Community Liaison Officers (CLO) to provide opportunities across the school for community engagement. As a result of the Community Engagement Team (CET) being prevalent in the community, the number of parents approaching the Community Liaison Officers (CLO's) has grown exponentially since 2018. In 2019, there were 113 parents in Term 2 who approached the CET team for support. In Term 3 and 4, the numbers became so significant they were not able to be recorded.</p> <p>The Community Hub has seen significant growth in parents engaging in school activities. Parents from a range of cultural backgrounds feel welcome to attend assemblies and low commitment activities. The CET provided 21 opportunities across the year for parents to learn new skills and meet other parents.</p>
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<p><b>Support for beginning teachers</b></p>	<p>Beginning Teacher Funding \$22, 668</p>	<p>Beginning Teacher Coordinator continued to offer support to Early Career Teachers (ECTs). ECT's had access to curriculum mentors to support their professional development, pedagogy, programming and achieve their PDP goals. ECT's effectively utilised additional professional learning to observe colleagues, receive feedback from colleagues of their practice and engage in professional dialogue. Meetings were scheduled to support collecting and annotating evidence for the proficient accreditation process. Ongoing accreditation and behaviour management professional learning sessions were organised and delivered to ECT's to support best practice.</p> <p>ECT's were allocated an experienced colleague mentor from their stage or team within to support their curriculum development and classroom management. Stage supervisors and Instructional Leaders provided ongoing support and professional learning.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	263	277	301	303
Girls	254	263	278	297

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.5	94.3	95.2	93.2
1	93.5	93.6	95.1	92.9
2	94.9	96.4	96.4	93.7
3	94.9	94.6	95.8	93.8
4	95.5	94.6	95.6	94.2
5	94.9	95.4	95.7	94.6
6	95.3	94.5	95.7	94.3
All Years	94.4	94.8	95.6	93.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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 84 students with complex needs.

### Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	29.78
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	13.26
Other Positions	1.6

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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

In 2019, we continued to use teacher feedback and student performance data to refine the professional learning model. Partnerships continued with external experts, who engaged teachers in methods of improving student learning outcomes, develop teacher knowledge and connect staff to contextualised and meaningful learning experiences. This external professional learning was delivered through explicit teaching of writing– Write, Know, Teach (WKT), Grammar Course, Professional Learning in Literacy (Jann Farmer– Hailey), Language Learning in Literacy (L3) programs and Instructional Rounds with an identified problem of practice.

Executive and Aspiring Leaders engaged in external coaching professional learning delivered by Dan Haesler. Over four afternoons, formal and aspiring leaders (15 members) developed understanding of the coaching disposition and had the opportunity to practice effective coaching conversation, receiving feedback from colleagues and experts. This professional learning targeted specifically for the leadership group has allowed formal and aspiring leaders to develop a repertoire of coaching skills to support the development of quality teaching and learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	459,219
<b>Revenue</b>	8,479,033
Appropriation	8,202,135
Sale of Goods and Services	52,532
Grants and contributions	223,079
Investment income	1,186
Other revenue	100
<b>Expenses</b>	-8,759,126
Employee related	-7,948,143
Operating expenses	-810,983
<b>Surplus / deficit for the year</b>	-280,094

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.

The financial report shows a \$280,094 deficit by end of year. This is due to expenditure on a playground refurbishment project and additional staffing to support EAL/D and students with additional learning needs utilising the opening balance of \$459,219.

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,465,037
<b>Equity Total</b>	1,370,627
Equity - Aboriginal	4,831
Equity - Socio-economic	690,043
Equity - Language	434,026
Equity - Disability	241,726
<b>Base Total</b>	3,864,784
Base - Per Capita	149,629
Base - Location	0
Base - Other	3,715,155
<b>Other Total</b>	1,051,648
<b>Grand Total</b>	7,752,095

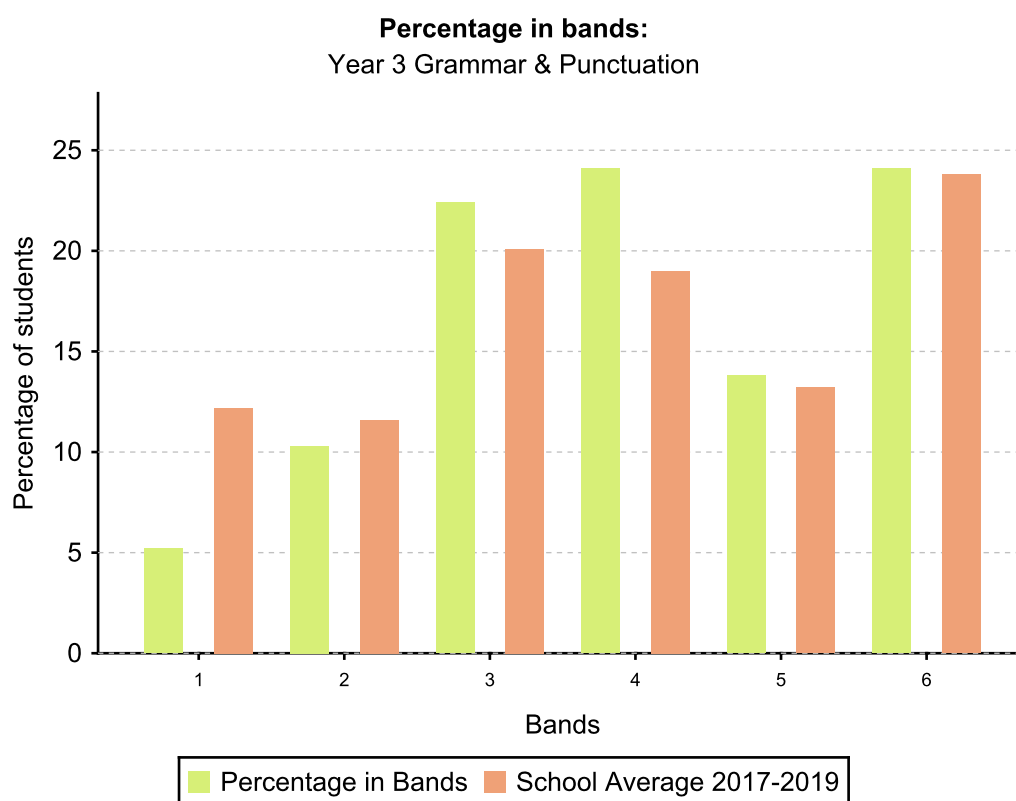
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

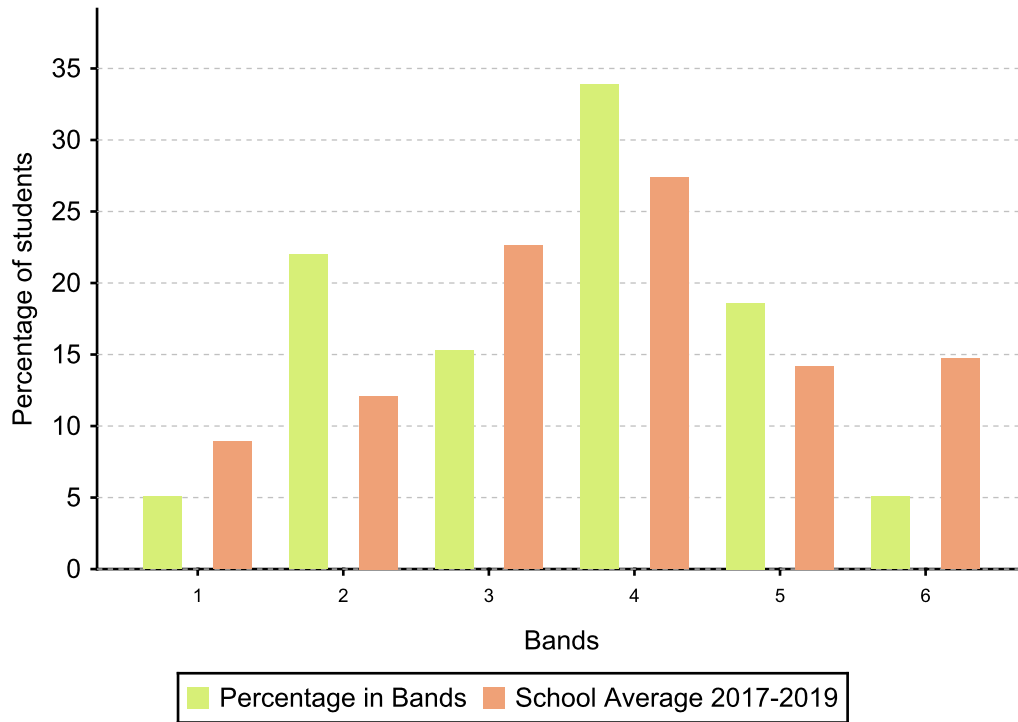
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	5.2	10.3	22.4	24.1	13.8	24.1
School avg 2017-2019	12.2	11.6	20.1	19	13.2	23.8

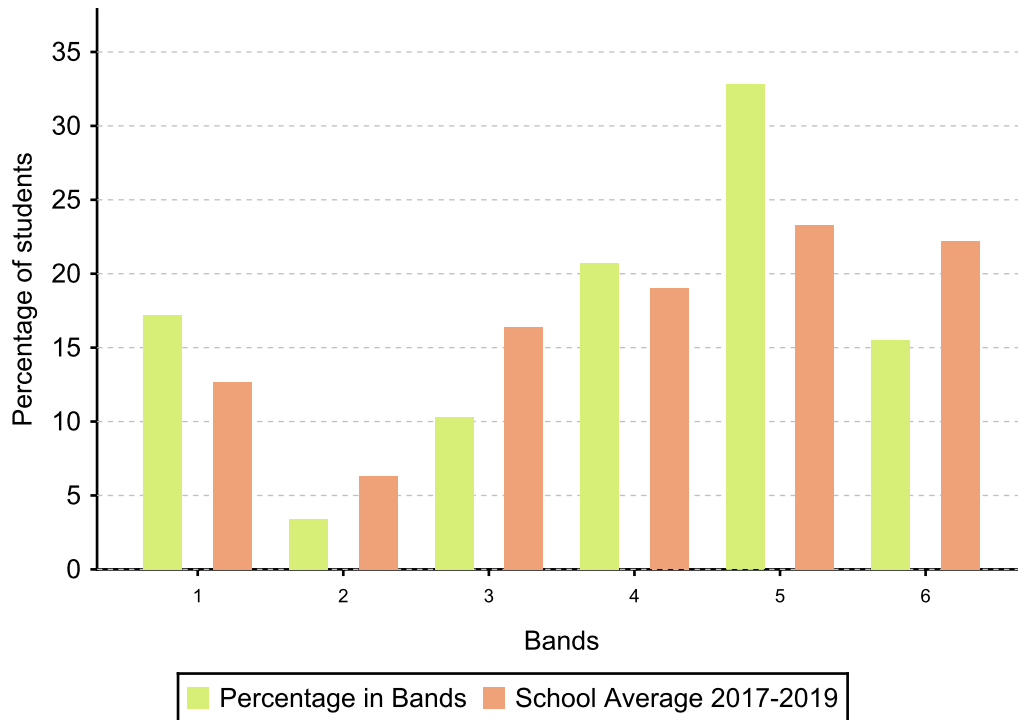


**Percentage in bands:**  
Year 3 Reading



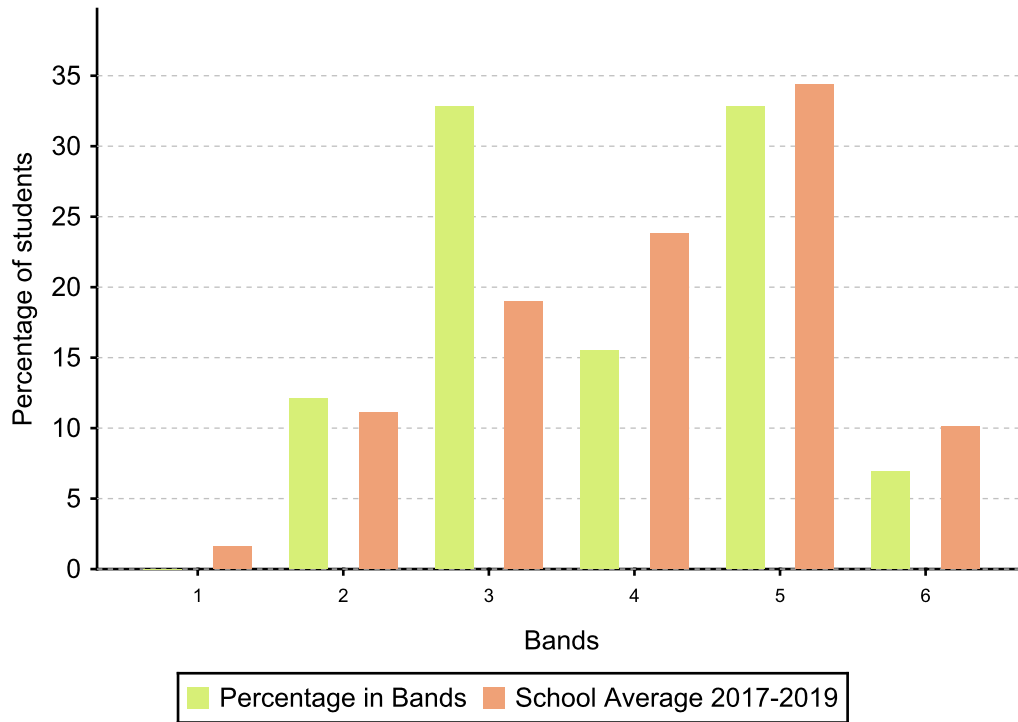
Band	1	2	3	4	5	6
Percentage of students	5.1	22.0	15.3	33.9	18.6	5.1
School avg 2017-2019	8.9	12.1	22.6	27.4	14.2	14.7

**Percentage in bands:**  
Year 3 Spelling



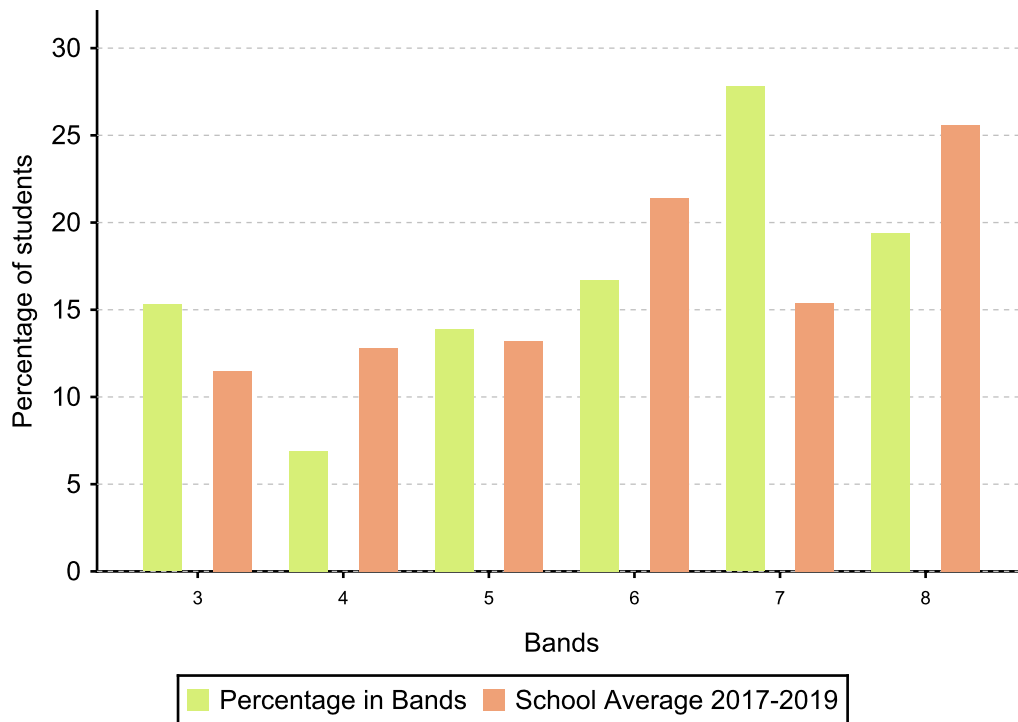
Band	1	2	3	4	5	6
Percentage of students	17.2	3.4	10.3	20.7	32.8	15.5
School avg 2017-2019	12.7	6.3	16.4	19	23.3	22.2

**Percentage in bands:**  
Year 3 Writing



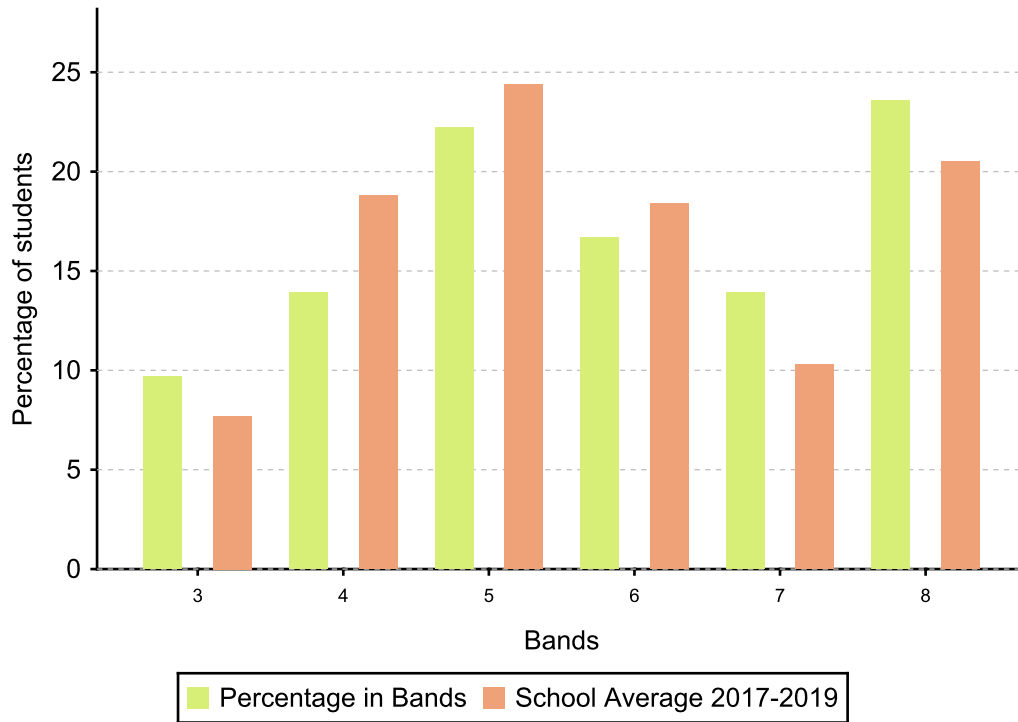
Band	1	2	3	4	5	6
Percentage of students	0.0	12.1	32.8	15.5	32.8	6.9
School avg 2017-2019	1.6	11.1	19	23.8	34.4	10.1

**Percentage in bands:**  
Year 5 Grammar & Punctuation



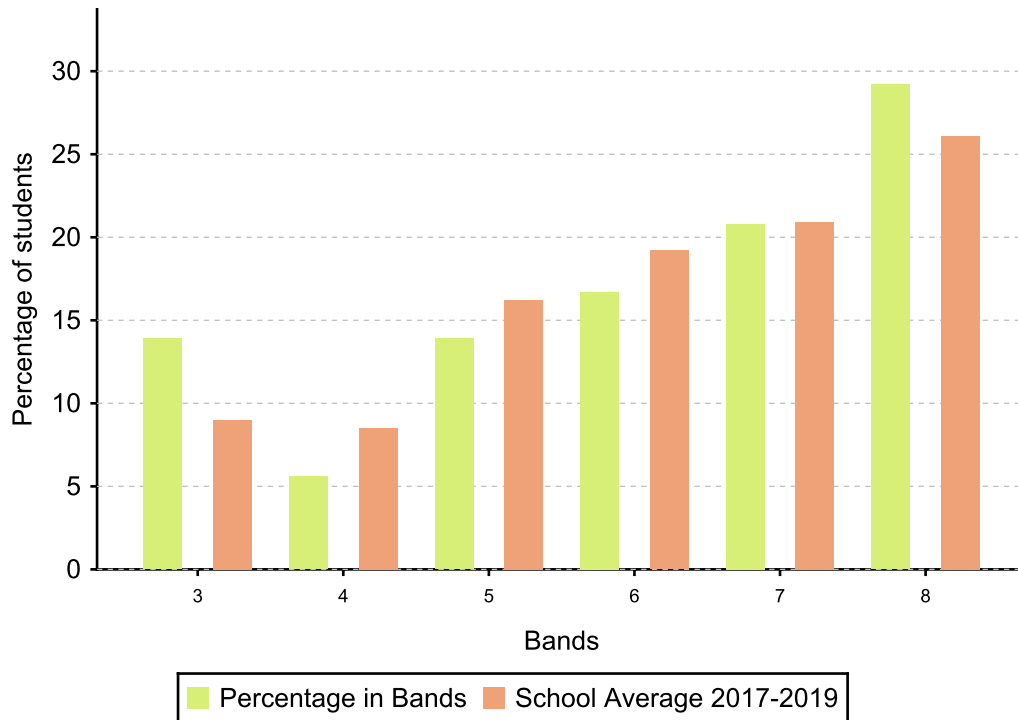
Band	3	4	5	6	7	8
Percentage of students	15.3	6.9	13.9	16.7	27.8	19.4
School avg 2017-2019	11.5	12.8	13.2	21.4	15.4	25.6

**Percentage in bands:**  
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	9.7	13.9	22.2	16.7	13.9	23.6
School avg 2017-2019	7.7	18.8	24.4	18.4	10.3	20.5

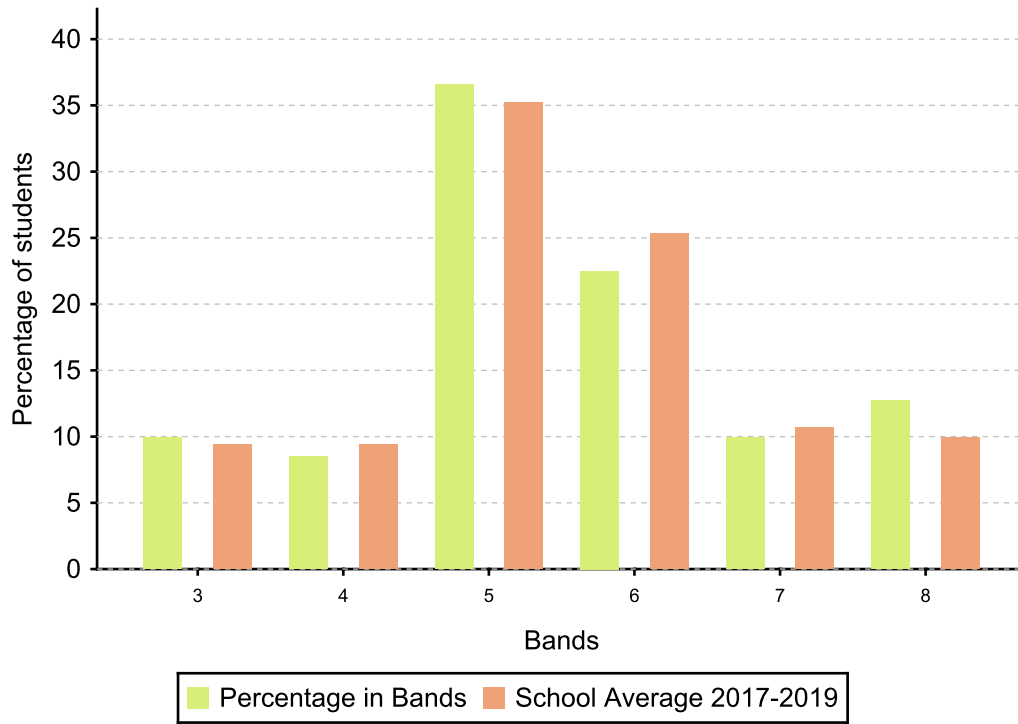
**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	13.9	5.6	13.9	16.7	20.8	29.2
School avg 2017-2019	9	8.5	16.2	19.2	20.9	26.1

### Percentage in bands:

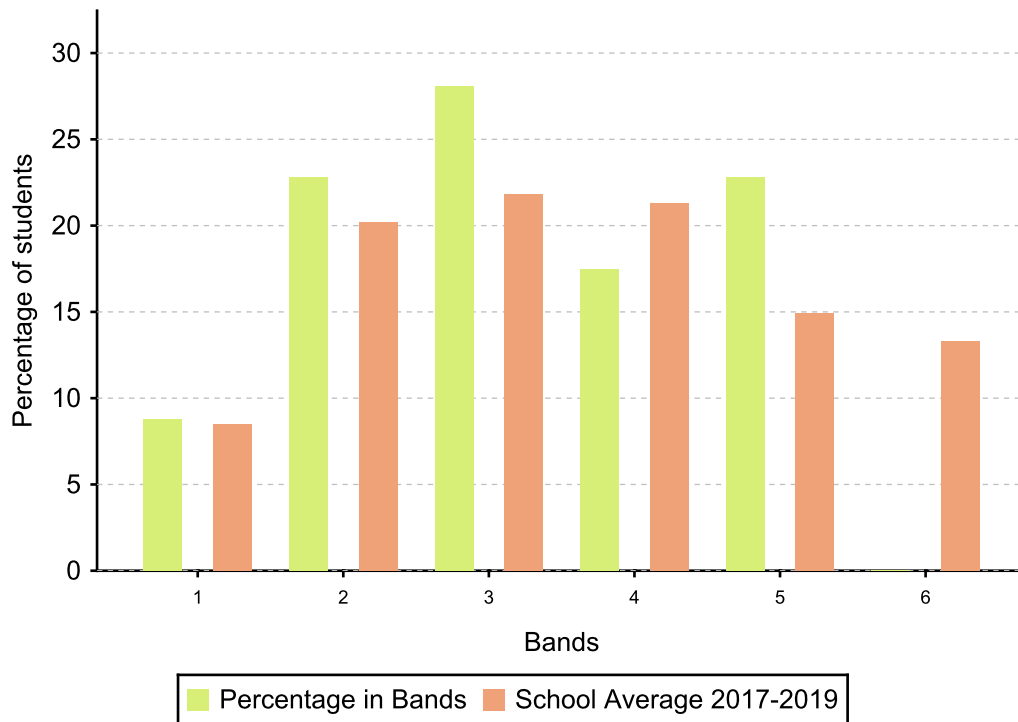
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	9.9	8.5	36.6	22.5	9.9	12.7
School avg 2017-2019	9.4	9.4	35.2	25.3	10.7	9.9

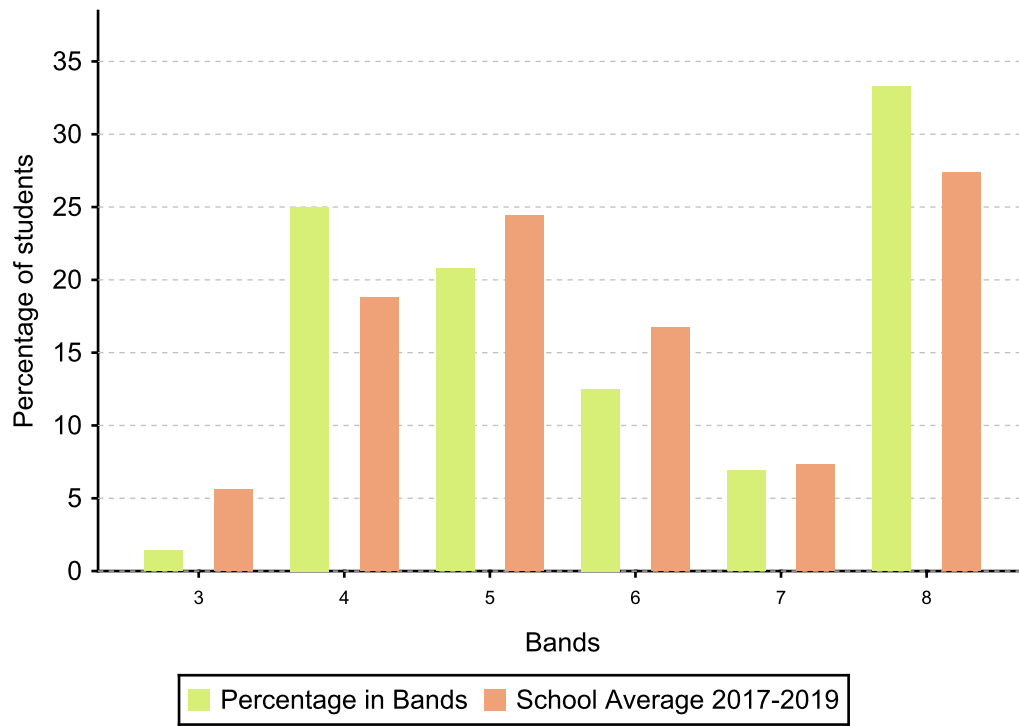
### Percentage in bands:

#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	8.8	22.8	28.1	17.5	22.8	0.0
School avg 2017-2019	8.5	20.2	21.8	21.3	14.9	13.3

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.4	25.0	20.8	12.5	6.9	33.3
School avg 2017-2019	5.6	18.8	24.4	16.7	7.3	27.4

## Parent/caregiver, student, teacher satisfaction

In 2019, Smithfield Public School sought the opinion of students, parents and teachers through the Tell Them From Me and school based surveys. 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 include:

### Students:

- 73% of students felt accepted and valued by their peers and by others at school.
- 94% of students believed that schooling is useful in their everyday life and will have a strong bearing on their future.
- 79% of students expressed that they are interested and motivated and 91% stated that they try hard to succeed in their learning.
- Students rated the rigour of the classroom instruction, purpose of lessons and immediate feedback that they receive which supports their learning as 8.5/10.

### Teachers:

- Teachers rated that school leaders have helped them improve their teaching and provided guidance for monitoring student progress as 7.8/10.
- In terms of collaboration, teachers identified that they discuss strategies with colleagues to increase student engagement ( 7.6/10) and are provided with feedback by other teachers to improve their practice (7.4/10).
- 8.3/10 set high expectations for student learning and 8.6/10 monitor the progress of individual students.
- Teachers identified that assessments help them understand where students are having difficulty (7.3/10) and use this data to decide whether a concept should be taught another way.

### Parents:

- 88% of parents expressed that they find teachers at Smithfield PS approachable.
- 90.6 % of parents identified that their child enjoys their educational experiences at Smithfield PS.
- 86% of parents believed they have a good partnership with the school and are included in their child's school experience.
- 78% of parents expressed that feel they are well informed on their child's progress and find school reports informative.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education Committee continued to develop during 2019. All Aboriginal students and families were involved in a consultation to develop a Personalised Learning Plan (PLP). This process ensured that 100% of Aboriginal students had a PLP to support differentiated learning to achieve individual personal goals and aspirations.

National Aboriginal and Islander Day Observance Committee (NAIDOC) Week was celebrated with a whole school assembly, where members of the Koomurri Aboriginal Dance Troupe delivered a live performance and a smoking ceremony. Students participated in class activities involving learning about Aboriginal Perspectives and the theme of *Voice, Treaty, Truth*. Parents of Aboriginal students were involved in the assembly activities and in delivering stories that were videoed for in class reading and discussion. Students were also involved in creating a whole school collaborative artwork, which now hangs in the school hall. Students donated a gold coin on this day and the money raised was used to purchase an Aboriginal Language Map for each stage. Reconciliation week and Sorry Day were acknowledged at the whole school Monday Morning Assembly, and in class activities were completed.

An Aboriginal Gardening club was established for the involvement of our Aboriginal Students. A parent assisted in the launch of the club and provided cultural insight into types of plants to be planted. Bush tucker, as well as other herbs were planted and students took home produce that was grown. The purchase of a new Aboriginal flag was made to hang near the Australian flag in the playground.

In collaboration with a family member, an Aboriginal Walking Excursion was organised using her knowledge of Aboriginal art works and sites in the local community. Students participated in a walk to these sites and listened to traditional stories associated with the artworks and surroundings.

Two teaching members of the committee attended the *Leadership in Aboriginal Education Conference*. This enabled aspiring leaders to develop deeper understanding and practical strategies to effectively lead Aboriginal Education in their specific school community. The committee are working towards developing meaningful links between the local Aboriginal community and school. One member also attended teacher professional learning on the implementation of PLPs. Another group of staff attended the *Stronger Smarter Leadership Program*, which focused on developing high expectation, relationships and positive cultures within the school. The program assisted in acknowledging, embracing and developing a positive sense of Aboriginal and Torres Strait Islander identity in schools, and recognising and embracing Aboriginal and Torres Strait Islander leadership in schools and school communities.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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 Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that

enable all students to achieve equitable education and social outcomes.

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.

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. Additional English Conversation classes were available to all community members.
- Harmony Day, where students and staff dressed in orange to celebrate cultural diversity.
- Multicultural Day, where students dressed in colours national costume or colours of their cultural background. Students participated in
- various activities celebrating diversity in the school community including sharing of traditional foods, songs and cultural performances.
- Teaching and learning programs built awareness of and celebrated Australia as a multicultural society.

## Other School Programs (optional)

### Sport

In 2019, 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. Five students were selected for Zone teams across a range of sports; with two students making Regional teams and one making a State team. In the winter PSSA competition, three teams qualified for semi-finals. In the summer PSSA competition, two teams qualified for semi-finals. Of these teams the Junior Boys Tee-ball team won their competition.

Students were also successful at zone level in swimming, athletics and cross country. In swimming, 24 students attended the Horsley Zone carnival with 4 progressing to regional. In athletics, 42 students attended the zone carnival with 8 progressing to regional and two to the state carnival. In cross country, 48 students attended the zone carnival, with 8 progressing to the regional carnival and one student to the state 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. The average level of achievement was Gold Level.

### Home Sport

During 2019, students who did not participate in PSSA, engaged in school sport once a week. They were allocated groups and rotated to develop fundamental movement skills of balancing, loco motor and ball skills, which were the "building blocks" for more complex and specialised skills that students will need to competently participate in different games, sports and recreational activities. Sports played included European Handball, Basketball, Oz Tag, Soccer, Dodge Ball, Tee-Ball, Badminton, AFL and Continuous Cricket. 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, home sport students were also provided with an extra hour of CAPA, where they engaged in different creative art experiences such as Visual Art, Dance, Drama and Origami.

### Choir

The Smithfield Public School choir had another exciting year performing at school and local community events. The choir comprised 35 students from Years 2 to 6. These students represented Smithfield Public School at the Parks Festival. The choir also lead the school in the National Anthem, and the school song at all formal assemblies.

### Dance

During 2019, students demonstrated their creative talents in performing arts. 66 dance group students from Years 1-6 participated in the Parks Area Festival at the Marconi Club. The senior dance group finished the year on a high note performing at the school fete. The Arabic dance group performed on Multicultural day to celebrate the achievements of diverse cultures in our school. The junior, senior and Arabic dance group also performed on Presentation day.

### Debating

Smithfield Public School proudly participated in the Premier's Debating Competition, which is a state-wide competition for primary aged students. Our teams competed against other nearby public schools, compiling an overall result of 3 wins and 1 defeat. Each week, during lunchtime meetings, the team strengthened their debating skills whilst working with teaching staff. Participation in the Premier's Debating Competition provided students with the opportunity to demonstrate their skills in front of a variety of diverse audiences and in different environments. The students displayed excellent reasoning skills, collaboration and competitive spirit throughout the competition. Debaters interacted positively with team

mates; building confidence and public speaking skills, whilst also enhancing their understanding of relevant issues in today's society. They also had the opportunity to travel around Sydney which allowed them to interact with students from different schools.

### **Student Representative Council**

In 2019, the Student Representative Council (SRC) had a very successful year with 33 representatives from year 2 – 6. One of the major initiatives undertaken was the successful petition to gain a bus shelter in front of the school. This resulted in Fairfield City Council installing of some new seats at O'Connell Street bus stop. Another successfully project undertaken by the student executives was the launch of Environmental Initiative which resulted in raising awareness to reduce the use plastic and save energy at our school. Student executives successfully organised and ran the Talent Quest contest, actively encouraging students to showcase their talents.

One fundraising event the student executives took part in was the Relay For Life which was run by the Cancer Council at Fairfield showground. This was their first time participating in this huge event and they were also the first primary school in New South Wales to do so. All student leaders participant generously donating their weekend to help raising funds for a great cause.

Student leaders also took part in two student leadership training days which aimed prepare them for the roles and responsibilities of student leader. In addition, student leaders attended 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.

Other important events that student leaders took part in was representing the school at the ANZAC, Battle of Australia and Remembrance Ceremony at Smithfield RSL. Congratulations to all our student leaders for their enthusiasm and commitment in their roles as SRC committee members to make 2019 a highly successfully year.

### **Public Speaking**

Smithfield Public School participated in the Regional South Primary Schools Public Speaking Competition. One student representative from each stage was selected to take part in the Fairfield Network Public Speaking Competition held at Smithfield West Public School. During recess and lunch, students worked with staff to enhance their public speaking skills. Students presented their planned and impromptu speeches exceptionally well, with one student progressing to the grand final for the Regional South Operational Directorate at the Camden Civic Centre.

### **Robotics and Coding**

In 2019, the Future Learning Mentors worked with teachers to develop programs based on the 4Cs of 21st Century learning (Creative Thinking, Critical Thinking, Collaboration and Communication) as well as developing Computational Thinking and Design Thinking. These programs 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 to assist and students to effectively use technology in the classroom environment.

Coding Club continued throughout the year with students from a range of grades taking part in coding with Scratch. Groups of students participated in the ANSTO Top Coder Competition completing an EV3 challenge and creating a game using Scratch coding. The Year 5 & 6 teams competed against schools from NSW and also the state winners from QLD. The year 6 group placed second. Ten students took part in the First Lego League competition. They worked tirelessly over three months to complete an innovation project and robotics challenges which won them the Innovative Project Award.

Students and teachers worked with the Future Learning Mentor in using the 3D Printer. Students designed and created a solution to solve a problem created by bushfires or earthquakes as part of their library unit. Students used computer software (Tinkercad) to create their design in 3D and then uploaded it onto the 3D Printing software. This process got students thinking critically to solve a problem and also sparked their creativity.

Robotics resources were expanded with the purchase of Ozobots, Sphero Sparks and Bolts and Edisonbots. These robotics were used in the classroom to enhance engagement and enable students to think creatively across all Key Learning Areas.