

Smithfield Public School Annual School Report



Education &
Communities



2017

3073

Messages

Principal's message

Smithfield Public School provides an inclusive learning environment in which all students are encouraged to reach their full learning potential. Our school motto Strive for the Best encapsulates the ethos of our school.

Inclusion in the National Partnership on Low SES School Communities programs increased opportunity for teacher professional learning and improved access to interactive whiteboards to support learning. Our Community Liaison Officer enhanced the positive relationship between the school and our community.

I would like to acknowledge the support of our teachers, students, parents, caregivers and community. Without their support many things would not be possible. The partnership we share is greatly appreciated.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mary Lambert

P&C message

The Parents and Citizens' Association (P&C) had a very busy year. We managed the school canteen and uniform shop with a paid supervisor providing an important service for our children. Successful fundraising activities included Mothers' Day and Fathers' Day stalls which were very well received by both students and families. Our meetings included planning with the principal and providing feedback to the school. Our members are a small but active group.

Michelle Osborne

Student representative's message

The students at Smithfield Public School elected our student executive for 2011. Two of these eight students act as school captains for each of the four terms. All eight students are given the responsibility of running weekly school events including Monday flag raising ceremonies.

We organised fund-raising for charities and assisted with the Harmony Day and Anzac Day

ceremonies. We also assisted younger members of the SRC to gain leadership skills. The most important thing we did this year was to help the school staff and the school community.

Jenny Nguyen, Stella Bolognini, Arpita Garg, Sonali Dulichan, Kevin Cao, Erico Tjahja, Kevin De Moraes and Onesimus Endemann

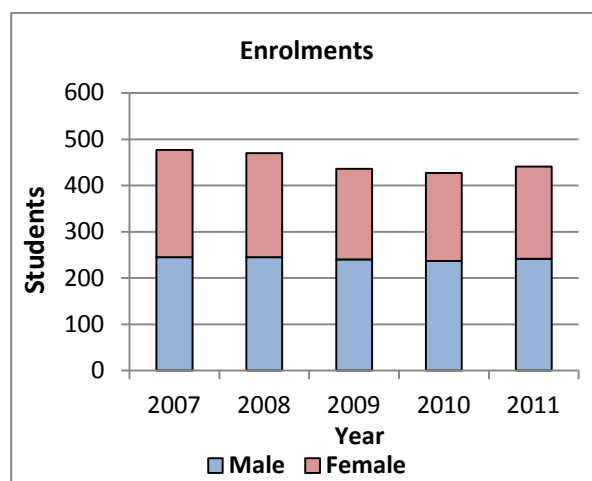
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

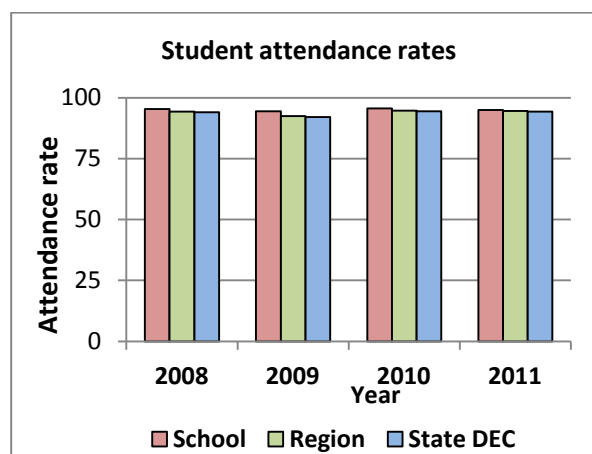
Student enrolment profile

In addition, to the K-6 enrolments shown in this graph, there are 80 students enrolled in preschool and 28 enrolled in the Early Intervention Unit. Our total enrolment for 2011 is 521.



Student attendance profile

Attendance rates at Smithfield Public School are above regional and state levels.



Management of non-attendance

Classroom teachers monitor daily attendance. Parents are required to provide written or verbal explanation for all absences. In cases of frequent non-attendance, parents are contacted. Cases that are more serious are referred to the Home School Liaison Officers for intervention.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Roll class	Year		Total per year		Total in class
K Liapis	K		20		20
K Tai	K		20		20
K Tirpanci	K		20		20
1	1		22		22
1 Yousif	1		22		22
1-2 Hangan	1	2	11	11	22
2 Gregoire	2		23		23
2 Urry	2		24		24
3 Palamara	3		31		31
3-4 Myers	3	4	21	9	30
4 Suffredini	4		31		31
4-5 Frank	4	5	18	12	30
S3 Albanese	5	6	13	18	31
S3 Aren	5	6	15	15	30
S3 DePater	5	6	13	18	31
S3 Manouk	5	6	12	19	31

Structure of classes

Smithfield Public School caters for students from preschool to Year 6. Students are organised into 26 classes, including an Opportunity Class (OC), four preschool classes and 6 classes for students with disabilities.

Students in Years 5 and 6 are organised into staged classes. K-4 students are organised into straight year groups. However, composite classes may be required so that classes stay within the required range, which in 2011 were as follows:

Kindergarten	20
Year 1	22
Year 2	24
Years 3-6	30

At times, it was necessary to exceed these numbers to accommodate new enrolments living within our school area.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	6
Classroom Teachers	12
Support Class Teachers	5
Teacher of preschool	2
Teacher of Reading Recovery	0.525
Support Teacher Learning Assistance	1.2
Teacher of Community Language	1.6
Teacher of RFF	1.976
Teacher Librarian	1
Teacher of ESL	1.6
Counsellor	1
School Administrative & Support Staff	9.142
Total	45.043

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Smithfield Public School has two teachers of Indigenous background.

Staff retention

Our staff is a mix of experienced and early career teachers with a number of temporary teachers covering permanent staff currently on leave.

In 2011, four teachers were permanently appointed to Smithfield Public School at the commencement of the school year. Seven temporary teachers fill the positions of teachers currently on full time and part time maternity leave.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	74%
Postgraduate	26%

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2011
Income	\$
Balance brought forward	440193.56
Global funds	327978.82
Tied funds	219643.26
School & community sources	137255.24
Interest	22523.92
Trust receipts	140347.08
Canteen	0.00
Total income	1287941.88
Expenditure	
Teaching & learning	
Key learning areas	33486.53
Excursions	38582.93
Extracurricular dissections	34143.59
Library	11435.88
Training & development	2322.93
Tied funds	321666.69
Casual relief teachers	109430.60
Administration & office	80777.63
School-operated canteen	0.00
Utilities	68272.29
Maintenance	59541.05
Trust accounts	144401.17
Capital programs	54360.00
Total expenditure	958421.29
Balance carried forward	329520.59

The balance to be carried forward includes unpaid casual salaries, goods on order, funds held in trust and the balance of tied grants.

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

During 2011, the arts continued to be a feature of learning programs in our school. This has resulted in increased student enjoyment and engagement, in dance, drama, music and visual arts.

- Classes showcased their skills in music, dance and drama, at school assemblies and the Christmas concert.
- The dance group participated in the *Parks Area Festival of Performing Arts* at the Marconi Club.



Debating and public speaking

In 2011, our students have had opportunities to participate in debating, and public speaking activities at local and area level. Achievements include:

- school based public speaking to determine our representatives for the area public speaking competition;
- four students participating in the area Public Speaking Competition with one student in the top six for the Fairfield Area; and
- our debating team competing in the area competition and the Premier's Debating Challenge. They gained second place in the area competition.





Sport

In 2011, our students participated in a range of school based sport initiatives, New South Wales Primary Schools Sport Association (NSWPSSA) competitions and carnivals, and the Special Swimming Scheme. Achievements include:

- skills development programs for all K-2 students;
- zone representation in swimming (twenty-six), cross-country (forty), athletics (forty);
- the selection of students for Horsley Zone girls softball team (two), boys softball team (one), netball (one), boys soccer (two), and rugby league (one);
- area representation in swimming (two), cross-country (three), athletics (seventeen), girls softball (one) and rugby league (one);
- the Year 3 netball team were joint winners of the Horsley Zone competition; and
- the senior girls' softball and the boys T-ball teams winning the Horsley Zone competitions.



Academic

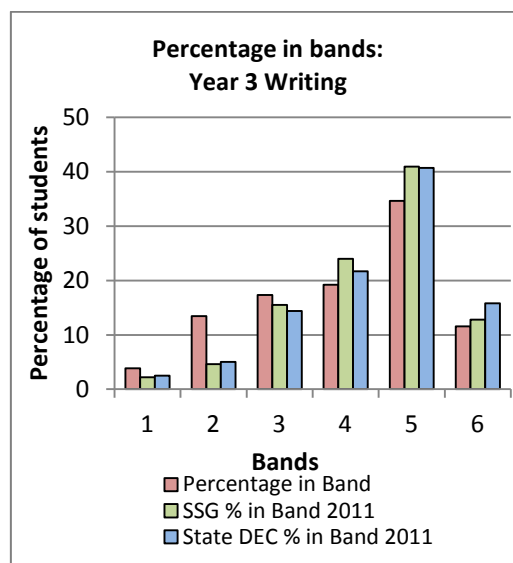
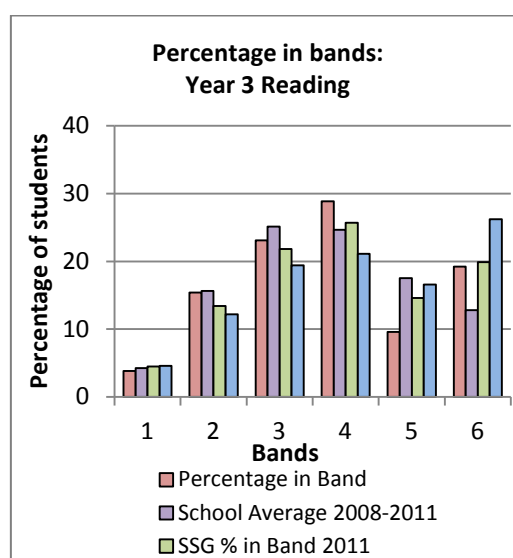
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

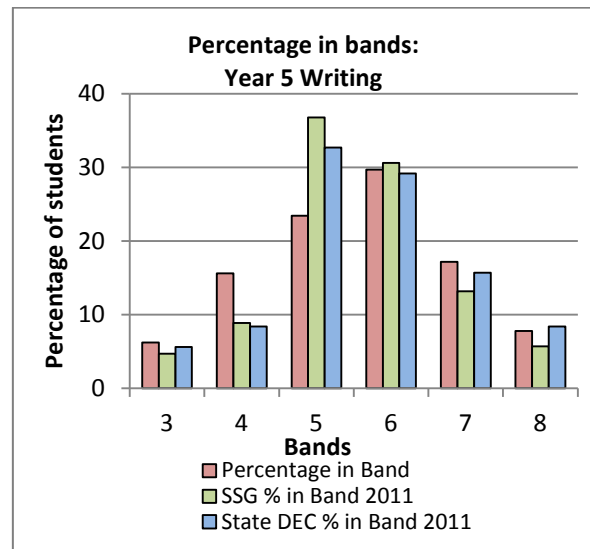
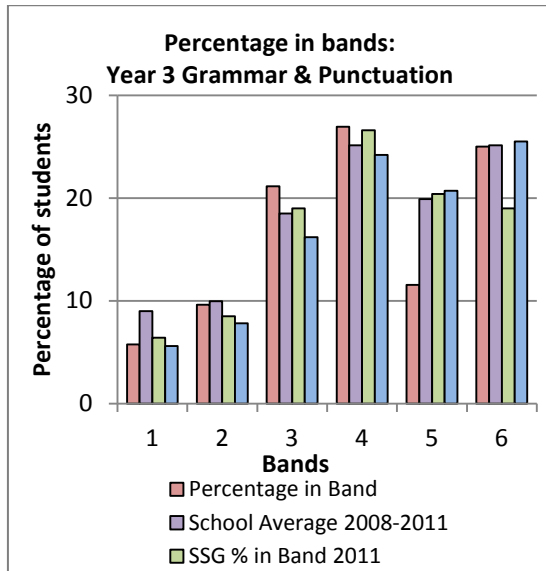
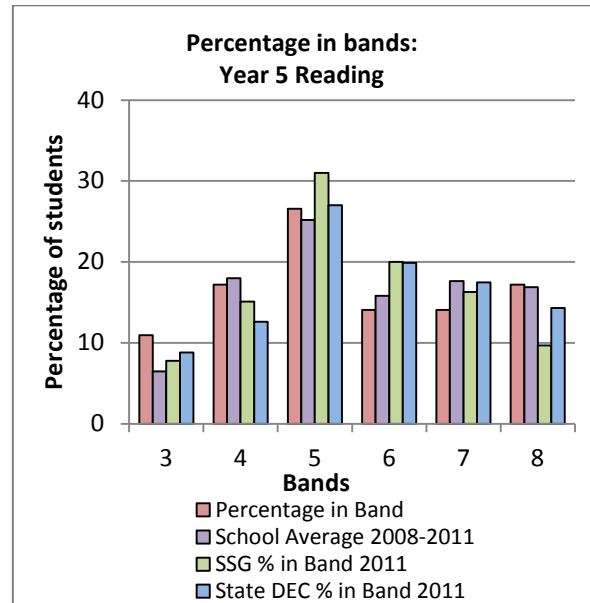
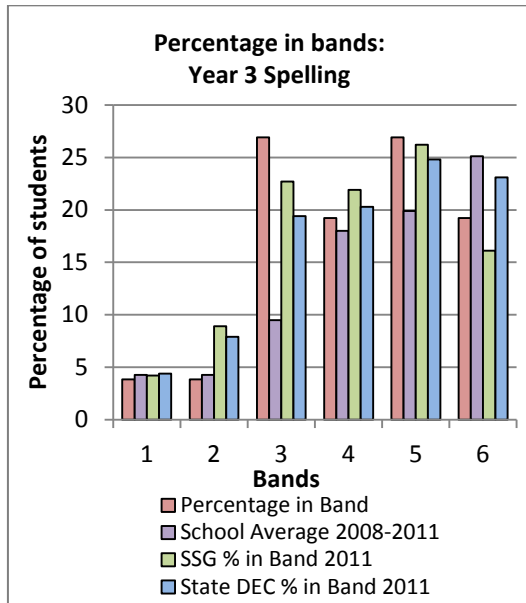
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

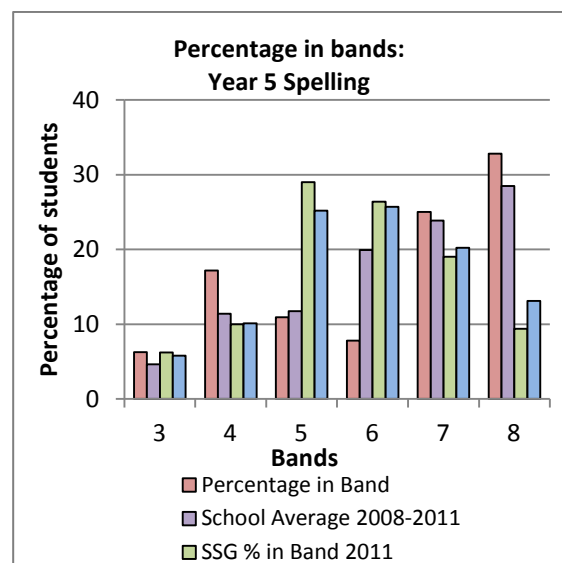
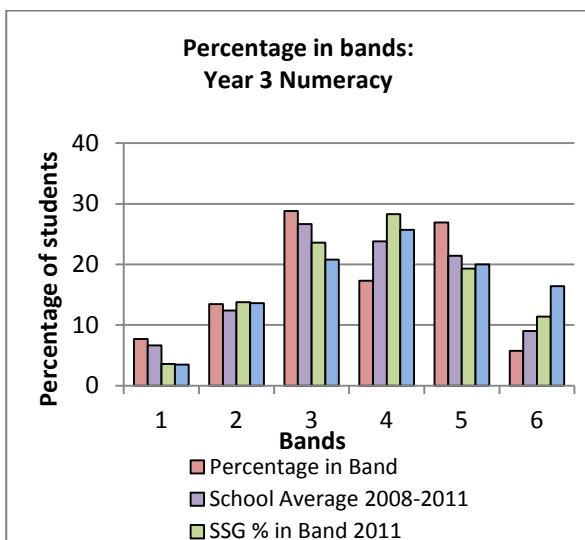
Literacy – NAPLAN Year 3

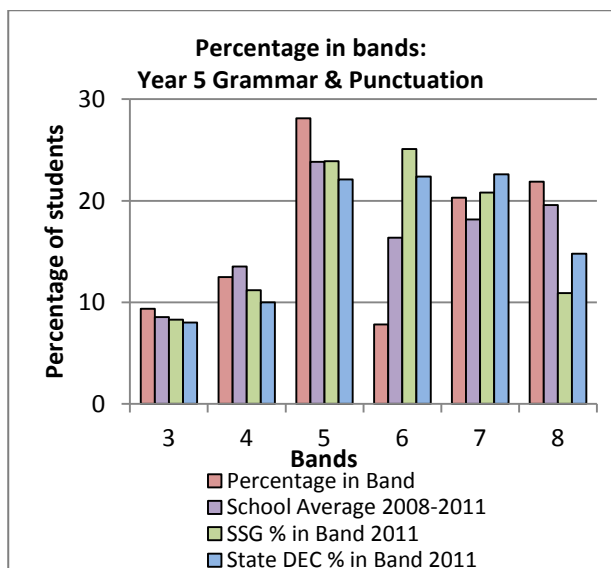


Literacy – NAPLAN Year 5

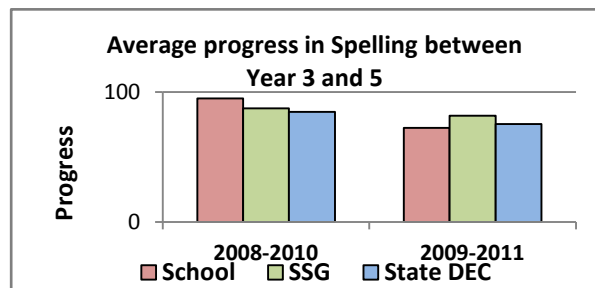


Numeracy – NAPLAN Year 3

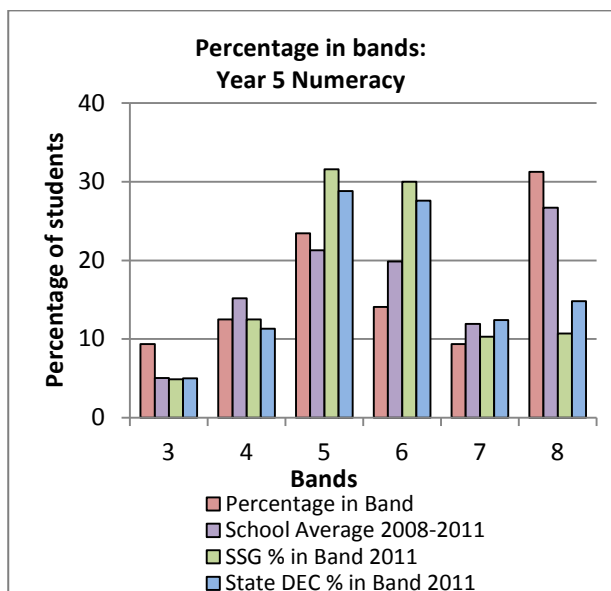




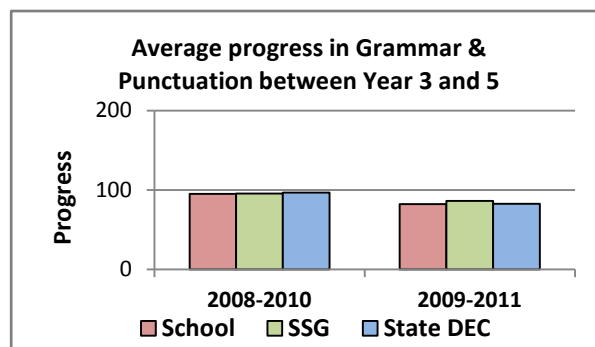
Average progress in Spelling between Year 3 and 5*		
	2008-2010	2009-2011
School	95.0	72.4
SSG	87.4	81.7
State DEC	84.5	75.4



Numeracy – NAPLAN Year 5

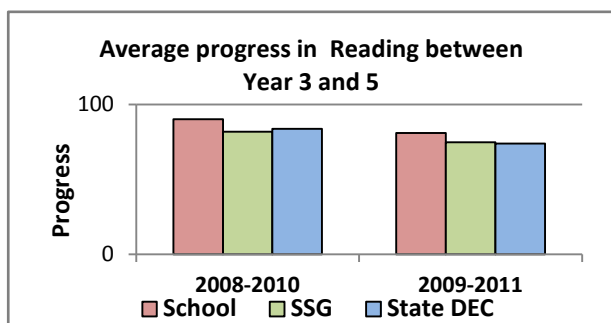


Average progress in Grammar & Punctuation between Year 3 and 5*		
	2008-2010	2009-2011
School	95.1	82.4
SSG	95.5	86.4
State DEC	96.6	82.7



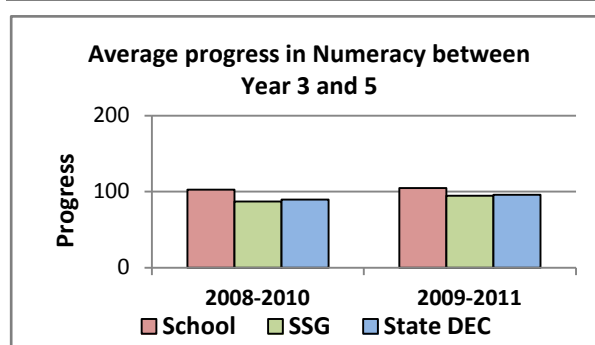
Progress in literacy

Average progress in Reading between Year 3 and 5*		
	2008-2010	2009-2011
School	90.2	81.1
SSG	81.9	74.9
State DEC	83.7	74.0



Progress in numeracy

Average progress in Numeracy between Year 3 and 5*		
	2008-2010	2009-2011
School	102.6	104.7
SSG	87.2	94.6
State DEC	89.6	95.8



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	92.6
Writing	92.6
Spelling	92.6
Grammar & Punctuation	90.7
Numeracy	88.9

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	85.1
Writing	89.6
Spelling	89.6
Grammar & Punctuation	86.6
Numeracy	86.6

Significant programs and initiatives

Aboriginal education

Smithfield Public School has a small number of students who are of Aboriginal descent. Their educational achievements are continually monitored and learning plans developed. The school remains committed to quality Aboriginal Education. Initiatives to educate all students about Aboriginal Australia include:

- Aboriginal perspectives across Key learning Areas and monitoring of programs to ensure Aboriginal Education is taught.
- A visiting performance gave students an insight into Aboriginal culture.

- Purchasing new teaching resources to support student learning.



Multicultural education

Our school has continued its programs in multicultural education. Our focus is to develop understanding and knowledge through learning programs that acknowledge the diverse cultural backgrounds within the school population.

In 2011, 69 % of students at Smithfield PS were from a language background other than English. Our English as a Second Language (ESL) teachers work in classrooms with students who require additional support in developing skills in English and provide comprehensive ESL programs that target the individual needs of ESL students.

Our four community language programs, Arabic, Chinese, Spanish and Vietnamese, have enhanced the culture of acceptance and tolerance within our school community.



Respect and responsibility

The Positive Behaviour Intervention and Support (PBIS) program ensures that respect and responsibility are modelled through teacher and student interactions, articulated during class discussions and implemented through effective discipline procedures. Our school has an

emphasis on respect and responsibility as a part of its culture.

Values cards were introduced to promote fairness, honesty, cooperation, care and excellence throughout the school. Students who collect all five *Values Cards* are awarded a special certificate, recognised for their efforts in the newsletter and acknowledged at a special meeting with the principal.



In 2011, there was an increase in the number of students who received all five values cards for demonstrating values at school. They were acknowledged at a special celebration held each term.

Term 1	Term 2	Term 3	Term 4
185	230	270	261

Every class has anti-bullying programs which promote respect and the fair treatment of every person within our school.

National partnership programs

In 2010, Smithfield Public School joined the National Partnership on Low SES School Communities programs. Focus areas are Leadership and Professional Learning, Literacy, Numeracy, Student Engagement and School and Community Partnerships.

A major focus for 2011 has been leadership development, strengthening understanding of school improvement, professional learning programs and gathering and interpreting data.

The school leadership team has worked with the executive staff from Prairievale PS, Governor Philip King PS, Smithfield West PS, Bonnyrigg PS and King Park PS, sharing best practice for professional learning.

National Partnerships has funded an Assistant Principal – Literacy to lead the school's involvement in the *Focus on Reading* professional learning program. While this program has an emphasis on strategies for Years 3-6 all teachers have committed to undertake the training.

Staff participated in professional learning to support the implementation of effective literacy and numeracy programs. They were trained to use the SMART package to plan targeted support for low performing students. School Learning Support Officers are supporting teachers to deliver quality targeted support.

Interactive whiteboards are utilised in all classrooms to enhance literacy and numeracy programs.

The Community Liaison Officer role has been well received and is regarded as a very worthwhile addition to the school. There was a significant increase in the number and scope of parent workshops available at Smithfield PS. The partnership with the TAFE in delivering adult literacy classes and computer skills is highly valued.

The Community Expo was very well received with more than 70 community members visiting and discussing the services available within the Fairfield community. Twenty-three organisations presented at the Expo.



Progress on 2011 targets

Target 1

Improved literacy outcomes for all students

Our achievements include:

- In 2011, there was an increase in the percentage of Year 3 students achieving at or above the minimum standard in Reading.

- 3.8% of Year 3 students achieved results in the lowest skill bands in literacy in 2011. This represents a reduction on 2010 student results where 5.6% performed in the lowest skill band.
- In 2011, 28.8% of Year 3 students achieved results in the top two skill bands. This represents an increase of 10.2% on 2010, where 18.6% of students achieved results in the top two skill bands.
- 31% of Year 5 students attained results in the top two skill bands in literacy in 2011.



Target 2

Improved numeracy outcomes for all students

Our achievements include:

- In 2011, 21% of Year 3 students achieved results in the lowest two skill bands in numeracy. This represents a slight increase compared with 2010 student results.
- This year 32.7% of Year 3 students achieved results in the top two skill bands in numeracy. This represents a slight increase on 2010 student results where 27.8% performed in the top two skill bands.
- In 2011, 31.2% of Year 5 students achieved results in the top skill band in numeracy. This represents an increase on 2010 student results where 28.4% performed in the top skill band.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011, our school carried out evaluations of School Planning, Reading and Mathematics.

Educational and management practice

Planning

Background

In 2011, we have chosen to examine school improvement and planning practices. Surveys of staff and all parents have been conducted. The Department of Education and Training's evaluation instrument, *SchoolMap*, was used along with school developed surveys, to gather and analyse the responses.

Findings and conclusions

The analysis below is based on the percentage of *almost always* and *usually* responses, by parents and staff, to questions about school ownership, planning processes and management plans.

The majority of parents and staff believe that the school involves parents, staff and students in decisions about the school's statement of purpose.

Staff and parents agree that the school statement of purpose reflects the need of students and that school activities match those needs.

There is a discrepancy between the perceptions of staff and parents as to whether the annual school report provides reasons for the inclusion of the identified school targets.

The majority of parents and staff agree that the purpose of these targets is to improve student learning outcomes.

The majority of parents believe that the school management plan is developed with support from staff, students and parents.

The staff indicated a strong belief that the school implements a comprehensive management plan that responds to emerging needs.

Future directions

The school identified the need to:

- communicate with parents about the full range of expenditure incurred, in order to support educational programs and maintenance programs, as well as the daily operations of the school; and
- continue to involve parents, staff and students in the planning process and to improve communication about these

processes to build a better understanding of our school, our work and our successes.



Curriculum

Reading

Background

In recent years the school has focused on developing explicit teaching practice in the area of reading. Analysis of NAPLAN results and school based assessment indicated inconsistent levels of achievement. It was determined that reading programs and practices should be reviewed.

The use of surveys of students and staff, parent focus groups, an audit of classroom learning environments and a review of teaching programs supported the evaluation process. This assisted us to determine our areas of strength and to identify areas for improvement.

Findings and conclusions

Responses from parents revealed that the majority of parents:

- believe reading is an important subject and that their children enjoy reading;
- are happy with the focus placed on literacy development and the use of guided reading groups and the home reading program;
- read with their children but often lack time and in some cases they believe their own English language competency is a barrier; and
- would attend workshops designed to educate and inform them about learning programs and strategies they could use to assist their children at home.

Responses from teachers revealed that the majority of teachers believe:

- their teaching programs explicitly address the learning needs of students and that literacy development is dependent on the quality of their teaching; and
- literacy should be integrated across other learning areas.

Responses from students revealed that the majority of students believe:

- that they enjoy reading at school and completing the associated tasks; and
- teachers encourage them by providing feedback.

Future directions

- Continue whole school focus on developing effective reading strategies through the completion of *A Focus on Reading* and other professional learning activities.
- Undertake professional learning to develop deep understanding of the Literacy Continuum clusters.
- Build teacher capacity to explicitly cater for the learning needs of students from non English speaking backgrounds through the development of ILPs linked to class programs.
- Provide a range of workshops for parents.
- Expand the range of quality reading materials and resources available to support reading development, including interactive technology.



Curriculum

Mathematics

Background

In 2011 the school undertook a comprehensive evaluation of numeracy. Analysis of NAPLAN results and school based assessment indicated variations in mathematical achievement. It was determined that Mathematical programs and practices should be reviewed. The use of surveys of students and staff, teacher and parent focus groups, an audit of classroom learning environments and a review of teaching programs supported the evaluation process.

Findings and conclusions

As part of our investigations we found:

- students in Year 3 performed below state levels in NAPLAN questions involving division, multiplication, patterns, fractions and two step problems
- students in Year 5 performed below state levels in NAPLAN questions involving problem solving with graphs, chance and multiplication
- 25% of Year 5 students did not achieve the expected growth between Year 3 and Year 5

Surveys revealed that the majority of students believe:

- mathematics is important;
- the work they do in mathematics challenges them; and
- they use the skills they learn in mathematics in other subject areas.

Surveys revealed that the majority of parents believe:

- students are engaged in mathematics lessons;
- hands on activities are important;
- mathematics lessons should include games and be fun; and
- parent workshops are needed to support parental understanding of mathematics.

Surveys revealed that the majority of teachers believe:

- differentiating activities is important;
- there is a need for common procedures to track student achievement;
- word problems need to be included regularly in mathematical activities; and
- there is a need for additional professional learning in mathematics.



Future Directions

- Numeracy will continue to be a focus at Smithfield Public School.
- Teachers will be provided with professional learning in numeracy with a focus on Newman's Error Analysis, the Learning Framework in Number and the differentiation of learning tasks.
- Common procedures will be put in place to track student achievement against the Numeracy Continuum.
- A variety of workshops will be provided for parents.



Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The analysis is based on the percentage of *almost always* and *usually* responses, by parents, students and staff, to questions about school improvement, policies, programs and organisation.

- Parents and students strongly agree that our teachers set high standards and that students are expected to do their best.
- Parents agree that we teach and promote core values and provide a wide range of extracurricular programs including debating, sport, drama and dance.
- There is strong agreement that the school supports communication about student learning and that our parents are encouraged to contact the school to discuss concerns relating to their children.
- The majority of parents agree that our school promotes tolerance and acceptance and has supportive welfare programs.
- Some parents sought further promotion of the uniform policy.
- It is evident that the school should continue to strengthen the home school partnership through effective communication, provision of opportunity for parents to interact in both formal and informal contexts within the school, and the role of the Community Liaison Officer is valued.



Professional learning

In 2011, the Department of Education and Training (DET) provided funds of \$19715 for teacher professional learning. This was supplemented with \$2323 from school funds.

All staff participated in professional learning activities including our five school development days. Our focus areas for these days included literacy, numeracy, technology, and engagement and student welfare.

In addition, staff attended professional learning courses presented by regional personnel. Team based professional learning targeted assessment and reporting strategies that incorporated consistency of teacher judgement and literacy development.

The average expenditure per teacher for Professional Learning in 2011 was \$648.



School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

The key focus areas of our three year plan are to improve learning outcomes in literacy and numeracy. Teachers will implement quality teaching strategies to increase the level of student engagement in the learning process. Technology will be used to enhance learning opportunities. There will be an emphasis on strengthening school leadership, management and accountability. Student learning needs will

underpin targeted professional learning and curriculum implementation linked to authentic assessment practices and clear reporting.

Each year we evaluate our progress in these areas, refine our school targets and develop school plans to achieve improved student learning outcomes. As a result of the evaluation conducted during this year we have included additional areas for focussed development within our plans.



School priority 1

Outcome for 2012–2014

Increase student achievement in literacy

2012 Targets to achieve this outcome include:

- To decrease the proportion of Yr 3 students at and below the expected minimum standard (lowest 2 skill bands) in Reading by at least 3% to 17%.
- To decrease the proportion of Yr 5 students at and below the expected minimum standard (lowest 2 skill bands) in Reading by 2.5% to 20%.
- To increase the proportion of Yr 3 students at the State proficiency standard (top 2 skill bands) in Reading by 4% to 42%.
- To increase the proportion of Yr 5 students at the State proficiency standard (top 2 skill bands) in Reading by 2% to 42%.
- 65% of Yr 5 students at Smithfield PS will consistently achieve and exceed the expected minimum growth of 80 points in Reading by 2012.



Strategies to achieve these targets include:

- Teacher professional learning to support understanding of the Literacy continuum and the implications for the teaching and learning cycle, to facilitate consistency of teacher judgement in the analysis of common assessment tasks and the implementation of Focus on Reading K-6.
- Implementation of differentiated, balanced, explicit, systematic and integrated programs catering for student needs including strategies for ESL learners.
- Provision of targeted support for students identified as having trouble in aspects of literacy.
- The purchase of appropriate resources.



School priority 2

Outcome for 2012–2014

Increase student achievement in numeracy

2012 Targets to achieve this outcome include:

- To decrease the proportion of Yr 3 students at and below the expected minimum standard (lowest 2 skill bands) in Numeracy by 4% to 18%.

- To decrease the proportion of Yr 5 students at and below the expected minimum standard (lowest 2 skill bands) in Numeracy by 2.5% to 16%.
- To increase the proportion of Yr 3 students at the State proficiency standard (top 2 skill bands) in Numeracy by 3% to 42%.
- To increase the proportion of Yr 5 students at the State proficiency standard (top 2 skill bands) in Numeracy by 2% to 42%.
- At least 65% of Yr 5 students at Smithfield PS will consistently achieve and/or exceed the expected minimum growth in Numeracy by 2012.

Strategies to achieve these targets include:

- Teacher professional learning to support understanding of the Numeracy continuum and the implications for the teaching and learning cycle, to facilitate consistency of teacher judgement in the analysis of common assessment tasks.
- Analysis of school based assessment and SMART data to identify groups for targeted support.
- Continued implementation of Teaching Early Numeracy (TENS), Count Me In Too (CMIT) and Counting On.



About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The

self-evaluation committee and school planning committee have determined targets for the school's future development.

Vincent Albanese	Assistant Principal
Susan Hangan	Assistant Principal
Lisa Myers	Assistant Principal
Shannon Scully	Assistant Principal
Maria Siwak	Assistant Principal
Rebecca Urry	Assistant Principal
Trudy Naylor	Deputy Principal
Mary Lambert	Principal

School contact information

Smithfield Public School

O'Connell Street SMITHFIELD

Ph: 9604 5475

Fax: 9725 5648

Email: Smithfield-p.school@det.nsw.edu.au

Web: www.smithfield-p.schools.nsw.edu.au

School Code: 3073

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

