Principal’s message

In my first weeks as principal I have come to love and appreciate the warmth, commitment and vitality of the Smithfield P.S learning environment. Our school is a microcosm of all that is good about Australian society. We have a large multicultural population supported by excellent ESL and refugee programs and teaching. Special needs children are welcomed and catered for in small classes supported by specially qualified teachers. Gifted and talented students from Stage 3 are fully extended in a regional opportunity class. Combined with our other wonderful children we form an enriched, welcoming and inclusive learning community.

2013 was a wonderful year of learning for the children.

One of the major issues was the completion of the National School Partnership – Low SES program. After four years of additional funding in excess of $450,000 per annum, in 2014 we will significantly reduce our income.

It is expected that, aside from our global funding for essentials such as electricity, water, books, technology, etc that our additional income for learning programs will reduce to $62,000. This massive reduction will result in the cessation and/or reduction of many programs, including speech/language, learning support teaching and assistance and technology (especially hardware update). Nevertheless, as a resourceful and determined school community we will ensure that our staff members continue to pursue professional excellence and our children take opportunity to access the curriculum at its highest levels.

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.

Cheryl McBride OAM
Principal

P & C message

It was a fantastic year, 2013, for the P&C. Thanks to the ongoing support of the school community in all of our fundraising activities, including the Mother’s Day and Father’s Day stalls, and, of course, the yummy sausage sizzles, we had throughout the year. We also had a burger day and a fairy floss day, both very successful events.

With the funds raised we were able to contribute to the security door and monitor for the main entrance of the school. We also purchased some smart looking blazers for our students to wear when representing our school at special events throughout the year.

New members are always encouraged to join our small but dedicated group. Please consider this your invitation to come along to a meeting, find out what is happening at SPS and be a part of making our school community the best it can be for all our children!

Sarah Lock
P&C President

Student representative’s message

As the school year nears to an end, students at Smithfield Public School elect the eight student executives for the following year. 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 and monthly whole-school assemblies.
We organise fund-raising for charities and assist with the Harmony Day and Anzac Day ceremonies. We also assist younger students to gain leadership skills. This year we aided the teachers with organising school discos, which we helped to supervise and run. We also organised regular term fundraising for our Year 6 Farewell and gift to our school. This year, we worked towards raising funds to help purchase resources for the school.

2013 School Leaders: Austin Vallett, Selena Tauluata, Bj Barillaro, Kathleen Tran, Justin Lang, Lachlan Banh, Daena De Luna, Alice Su.

Student information

Student enrolment profile

In addition, to the K-6 enrolments shown in this graph, there are 80 students enrolled in preschool and 32 enrolled in the Early Intervention Unit. Our total enrolment for 2013 was 506.

Student attendance profile

Attendance rates in the table below show the attendance trends over the past four years.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.0</td>
<td>96.2</td>
<td>94.0</td>
<td>92.3</td>
<td>95.6</td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.9</td>
<td>94.9</td>
<td>94.8</td>
<td>93.3</td>
</tr>
<tr>
<td>2</td>
<td>93.3</td>
<td>95.8</td>
<td>94.7</td>
<td>95.6</td>
<td>96.8</td>
</tr>
<tr>
<td>3</td>
<td>95.2</td>
<td>94.1</td>
<td>94.5</td>
<td>94.1</td>
<td>95.8</td>
</tr>
<tr>
<td>4</td>
<td>94.5</td>
<td>96.0</td>
<td>93.6</td>
<td>95.2</td>
<td>94.7</td>
</tr>
<tr>
<td>5</td>
<td>96.0</td>
<td>96.7</td>
<td>96.6</td>
<td>95.0</td>
<td>97.5</td>
</tr>
<tr>
<td>6</td>
<td>95.5</td>
<td>95.8</td>
<td>96.1</td>
<td>95.8</td>
<td>93.6</td>
</tr>
<tr>
<td>Total</td>
<td>94.4</td>
<td>95.7</td>
<td>95.0</td>
<td>94.7</td>
<td>95.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

Classroom teachers monitor daily attendance. Parents are required to provide written or verbal explanation for all absences. Non-attendance issues are addressed by the Assistant Principals and the Home School Liaison Officer (HSLO). Parents are contacted in the early stages of non-attendance via telephone and then letter. They are invited to meet with an Assistant Principal to discuss issues that may be affecting their child’s attendance. In most cases regular attendance resumes quickly as support structures are put in place to assist with attendance. If the issue of non-attendance continues, the HSLO is invited to work with the school and family, to develop an attendance plan to meet attendance guidelines.
Generally, the students’ attendance is above both state and regional averages. This facilitates access to quality learning.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Support Class Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of preschool</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of Community Language</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher of RFF and Part-time teacher</td>
<td>1.934</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>9.082</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>42.246</td>
</tr>
</tbody>
</table>

**National Partnership Positions**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>0.5</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>1.2</td>
</tr>
<tr>
<td>Community Liaison Officer</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4.50</td>
</tr>
</tbody>
</table>

The Australian Education Regulation requires schools to report on Aboriginal composition of their workforce. No staff member identifies as an Aboriginal person.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>250311.73</td>
</tr>
<tr>
<td>Global funds</td>
<td>332973.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>265291.98</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>157116.98</td>
</tr>
<tr>
<td>Interest</td>
<td>7423.72</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>137855.46</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1150973.04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>52235.42</td>
</tr>
<tr>
<td>Excursions</td>
<td>58127.20</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>53160.36</td>
</tr>
<tr>
<td>Library</td>
<td>10445.18</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4098.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>218250.59</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>131261.66</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>73174.90</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>71447.80</td>
</tr>
<tr>
<td>Maintenance</td>
<td>69138.97</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>135298.55</td>
</tr>
<tr>
<td>Capital programs</td>
<td>30200.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>906839.15</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>244133.89</td>
</tr>
</tbody>
</table>

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

A full copy of the school’s 2013 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 2013

Creative Performing & Visual Arts

During 2013, the arts continued to be a feature of learning programs in our school. This 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 Annual concert.
- 40 students participated in the Parks Area Dance Festival
- 4 students represented our school at the Premiers Spelling Bee with one student progressing to the finals
- The Stage 3 drama group participated in the South West Sydney Region Primary Play and the Regional Drama Festival.
- Four students submitted artworks in the Operation Art exhibition.

Sport

During 2013 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 included:

- skills development programs for all students;
- zone representation in swimming (twenty-two), cross-country (forty-eight), athletics (fifty-two);
- the selection of students for Horsley Zone Sports teams;
- area representation in swimming, cross-country and athletics; and
- the senior girls softball team won the Horsley Zone premiership.

Public Speaking

In 2013, our students had opportunities to participate in debating and public speaking activities at local and area level. Achievements included:

- school based opportunities to determine 4 representatives for the area Public Speaking Competition; and
- the debating team competing in the area competition and the Premier’s Challenge. They won the area competition.

Academic achievements

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Students performed above State levels in Reading when answering questions involving locating information directly stated in a text and connecting information through layout.

The school mean is considerably above the State mean in Writing and Spelling.

NAPLAN Year 3 - Numeracy

The number of students in Bands 5 & 6 decreased from 27 in 2012 to 16 in overall numeracy.

The number of students increased in the mid Bands from 24 to 35 in Numeracy overall.

There were fewer students in the bottom Band in all aspects of numeracy compared to 2012. 4% of girls were in the bottom 2 Bands (1 student), which was a decrease from 17% (5 students) in 2012.

There were 26.1% of LBOTE students in Band 6 for Writing compared to 21.9% of State LBOTE students.

Writing was considerably lower in areas relating to Sentence Structure, that is, the production of grammatically correct, structurally sound and meaningful sentences.

One Student (Aboriginal) received Band 5 for Reading and Writing and outperformed 80% of the state in Reading and 75% of the state in Writing.

Students performed above State levels in Spelling when spelling 2 syllable words, vowel sounds and consonant blends.

NAPLAN Year 3 - Numeracy

The number of students in Bands 5 & 6 decreased from 27 in 2012 to 16 in overall numeracy.

The number of students increased in the mid Bands from 24 to 35 in Numeracy overall.

There were fewer students in the bottom Band in all aspects of numeracy compared to 2012. 4% of girls were in the bottom 2 Bands (1 student), which was a decrease from 17% (5 students) in 2012.

The Spelling trend data in Year 3 has improved since 2010 and maintained higher than State or Region expectations.
The percentage of girls in bands 3 & 4 was higher than the State. There was a significant difference between the results of boys and girls. 36% of boys were in the top 2 Bands (12 students) compared to 17% of girls (4 students.)

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Writing 42.4% of girls were in the top 2 bands and 12% (4) girls in the bottom 2 Bands. In Writing 14 of the 25 girls were in Bands 7&8. 8 of 39 boys were in bands 7&8. 24 boys were in bands 5&6.

The percentage of girls in Band 6 was higher than State, 24.2% to 7.8%

NAPLAN Year 5 - Numeracy

Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>6</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>8.3</td>
<td>19.4</td>
<td>16.7</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>5.8</td>
<td>13.9</td>
<td>20.3</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>6.8</td>
<td>17.8</td>
<td>27.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>6.3</td>
<td>17.0</td>
<td>25.9</td>
</tr>
</tbody>
</table>

The average school growth was above the average growth in both South Western Sydney and NSW. The average growth for students was 26.3 points above the State average growth.

The Year 5 School mean was above the State mean in all aspects of Numeracy. They were 26-30 points above the State mean in Number, Patterns and Algebra Measurement, Data, Space & Geometry.

The 11 more difficult questions in Number, Patterns & algebra were answered better by students at Smithfield Public School than State.

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:

- Continued opportunities to develop ‘8 Ways of Learning’ understanding.
- Student developed mural celebrating the local indigenous group ‘Cabrogal’.
- Visiting performances by indigenous groups celebrating NAIDOC.

Multicultural education

Smithfield Public School is multiculturally diverse, with over 38 different languages spoken. In 2013, 70.1% of students were from a language background other than English. Of these students, 91% were learning English as an additional language or dialect (EAL/D). Throughout the year all staff received extensive professional learning in identifying and tracking
the needs of EAL/D students while specialist ESL teachers provided class support and comprehensive programs to target and support students' needs.

Four community language programs, Arabic, Chinese, Spanish and Vietnamese support and incorporate cross curriculum content promoting intercultural understanding, difference and diversity.

**National Partnerships (low SES)**

**Changes in student outcomes**

At Smithfield Public School, we have demonstrated flexibility and innovation by engaging two School Learning Support Officers to implement Multilit 3-6 and to support classroom learning. We restructured our classroom assistance and targeted support programs through the organisation of support and RFF timetables. We identified 2 staff members to support the integration of innovative technologies into teaching and learning programs through mentoring, team teaching and professional learning. The Learning and Support Teacher (LAST) worked closely with teachers across the school to improve the ability to meet student needs by developing Personalised Learning Adjusted Student Plans (PLASPS). This led to enhanced delivery of personalised instruction for identified students.

All school staff members were provided with professional learning in the use and analysis of student data, including NAPLAN, Continuum tracking and Best Start data. Targeted programs using strategies from NAPLAN and Best Start resources and PLASPS were developed to improve student learning outcomes. SMART data was also used to analyse the performance of groups including, boys, girls, ATSI and EAL/D students to identify their specific learning needs. Student engagement during Reading increased by 100% with more accurate matching of texts to abilities 3-6.

School Learning Support Officers were trained in the implementation of MULTILIT and provided targeted support for students in Stage 2 and Stage 3. Student participation in MULTILIT led to considerable improvement in spelling ability. Quality professional learning for school-based teams was provided in Best Start and TEN (Teaching Early Numeracy) to support improved student achievement levels, K-2. School teams engaged in regular sessions to share effective practice in the early years.

All classroom teachers used electronic literacy and numeracy continuums to track student achievement.

Whole school professional learning in EAL/D pedagogy is ongoing, with a focus on the use of the EAL/D Scales, visual literacy, vocabulary and the Learning Framework in Number.

**Changes in teacher quality and/or teacher capacity, including the impact of additional executive members**

Since 2010, The National Partnership Program enabled Smithfield PS to create an Assistant Principal, Quality Teaching. This encouraged holistic deep learning in ‘Focus on Reading’ through tailored teacher profession learning (TPL), classroom demonstrations and collegial planning.

From 2011 to 2012 we enhanced the professional development and delivery of Literacy and Numeracy through the creation of a National Partnerships, Deputy Principal, Curriculum Leader. This role was essential in the further development of teaching skills and improvement of quality teaching and learning programs through whole school TPL sessions, lesson observation and demonstration.

Staff led a variety of school wide and stage based activities and teams. Feedback from professional learning activities indicated that staff value the leadership of their peers and appreciate the opportunity to lead within the school.

Members of the executive demonstrated support for teachers becoming leaders and assisted their efforts through individual meetings and collegial discussions.

Teachers developed their capacity to mentor and lead innovation in classroom practice by providing team teaching opportunities using (Information Communication Technology) ICT and collaborative planning time in stage meetings.

There was whole school professional learning in EAL/D pedagogy and student assessment with increased opportunities to plan strategies, programs and develop consistency of teacher judgement through the moderation of work samples.
The quality and quantity of teacher professional learning plans

Staff feedback indicated support for the development of accreditation reports and Professional Learning Plans and value for the input of supervisors. Professional Learning Plans were developed using the NSW Institute of Teachers’ Professional Teaching Standards as were the Teacher Assessment Review (TARS) and Executive Assessment Review (EARS) processes. Teachers saw the links between what they were achieving and the school targets. They extended their leadership skills and made recommendations for continued school improvement through staff surveys and evaluation. They strongly supported peer leadership of committees and Professional Learning within the school. Teachers leading committees and activities felt valued by peers and developed confidence in their ability. The performance of early career teachers was managed using the Professional Teaching Standards. Assisted Professional Learning time, provided by support staff, was allocated to each stage. Early career teachers and those with specific learning needs were released to spend time in the classroom of a highly skilled teacher. Professional discussions were conducted with their team leaders and online learning modules were completed.

National Partnerships support enabled the refinement of the TARS process where teachers were able to reflect on their goals and pathways and engage with the Principal. This enabled explicit goal setting to cater for their specific needs.

School accountability processes focusing on planning and evaluation

At Smithfield PS we strengthened school accountability through an open and transparent school planning process. The process included student, staff and parent surveys, community forums, focus groups, program evaluations, classroom observations and interviews. Online surveys were used to canvas teachers’ and students’ opinions on their perceptions of school performance. Revised Assessment and Literacy policies were developed and ongoing teacher professional learning was focused on the Literacy and Numeracy continuums and the use of clusters. Reporting to parents was based on consistent teacher judgements and specific marking criteria. Opportunities for student leaders to meet with the Principal and make consultative decisions increased their participation at the leadership level.

Greater involvement with the Aboriginal community led to regular meetings and a greater understanding of local traditions and history. Input from the committee led to whole-school change and a deeper integration of Aboriginal culture and learning.

Processes to strengthen parent/family engagement in school life

Through the National Partnerships Program, Smithfield PS maintained a Community Liaison Officer for 4 days per week. This role built positive partnerships between the school, the parent body and local community that would otherwise not have been possible. Since 2010, the CLO worked diligently to increase participation and offer services to the wider community. Community involvement since 2010 increased to 268 in 2012 and 320 in 2013. With the increased participation of community, the Aboriginal Committee was linked with outside agencies to enhance our commitment to Aboriginal studies. The 2013 Aboriginal committee included a parent member and a community elder. Regular meetings took place at the school to review initiatives and implement ideas and programs that involved local elders and Aboriginal groups. This resulted in an Aboriginal project (mural) celebrating diversity and the local indigenous group, and the establishment of a native garden in partnership with Fairfield City Council (with the guidance of Uncle Lenny). We celebrated local flora and revitalised the school playground. We implemented daily Aboriginal flag raising by indigenous students.

Progress on 2013 targets

Target 1

Improve literacy outcomes for all students

Our achievements include:

- In 2013, the percentage of Year 3 students achieving at or above the minimum standard in Reading is 94.6%. 100% of Year 5 students achieved at or
above standard with exempt students excluded.

- 17.9% of Year 3 students achieved results in the lowest two skill bands in literacy in 2013. This represents a reduction on 2012 student results where 19.2% performed in the lowest two skill bands.
- In 2013, 33.9% of Year 3 students achieved results in the top two skill bands. This represents an increase of 5% on 2012, where 28.8% of students achieved results in the top two skill bands.
- 24.6% of Year 5 students attained results in the top two skill bands in literacy in 2013.

Target 2

Improve numeracy outcomes for all students

Our achievements include:

- In 2013, 8.9% of Year 3 students achieved results in the lowest two skill bands in numeracy. This represents a significant reduction on 2012 results where 12.1% performed in the lowest two skill bands.
- This year, 62.5% of Year 3 students achieved results in the top two skill bands in numeracy.
- In 2013, 6% of Year 5 students achieved results in the lowest skill bands in numeracy.
- This year, 36.1% of Year 5 student achieved results in the top two skill bands in numeracy. 91.7% achieved at or above minimum standard.

School evaluation

NSW public schools conduct evaluation to support effective implementation of the school plan. In 2013 the following evaluations were undertaken:

Parent, student and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. They were asked questions about improvement, policies and programs.

The major findings were:

- Parents strongly believe that the school places a strong emphasis on literacy and numeracy programs.
- Parents strongly believe that our teachers are competent and caring.
- Parents, students and teachers agree that our teachers set high standards and that students are expected to do their best.
- Parents and teachers agree that our school promotes tolerance and acceptance.
- Parents, teachers and students agree that a future focus should be on minimising disruptive student behaviours that interrupt the learning of others.

Actions

Student welfare became a focus for terms 3-4. The welfare and discipline policy was reviewed and rewritten to encompass positive behaviour intervention strategies. A student level system was introduced outlining clear and consistent consequences for inappropriate behaviours and established clear expectations for students and guidelines for staff. Acceptable social behaviours were explicitly outlined in a school matrix and targeted interventions were introduced to address specific behavioural difficulties.

Reading

Background

Explicit teaching practice in the area of reading was a significant area of focus for the school. Analysis of NAPLAN results, school based assessment, surveys of students, staff and parents, an audit of classroom learning environments and a review of teaching programs supported the evaluation process. This assisted the determination of areas of strength and those requiring improvement.

Findings and Conclusions

‘Focus on Reading’ professional learning enhanced teachers’ capacity to effectively plan, teach and assess reading. A review of program documentation revealed improved consistency in planning for literacy and linking the continuum clusters and syllabus outcomes within a differentiated program that caters for need. All teachers used the Literacy continuum to track and monitor student progress. Further
development is required in the integration of PLASPs.

Future Directions
The school identified the need to:
- Continue the development of a whole school approach to assessment and the analysis of data to drive programs.
- Sustain the implementation of Focus on Reading and whole school emphasis on developing effective reading strategies.
- Continue professional learning in all aspects of the new curriculum and syllabus documents.
- Sustain parent involvement and engagement by offering workshops related to parental interest and concerns

Mathematics
Explicit teaching practice in the area of mathematics was a significant area of focus. Analysis of NAPLAN results, school based assessment, surveys of students and staff, parents, an audit of classroom learning environments and a review of teaching programs supported the evaluation process. This assisted the determination of areas of strength and those requiring improvement.

Findings and conclusions
Teachers gained a deeper understanding of the new Mathematics syllabus. They used the numeracy continuum to track and monitor student progress and implemented differentiated programs to cater for need. Analysis of teaching programs revealed the need to continue professional learning to enhance teaching and learning programs.

Future Directions:
The school identified the need to:
- Continue the provision of professional learning in numeracy with a focus on Taking off with Numeracy (TOWN) program and Newmans Error analysis with specific emphases on the language of mathematics, visual literacy in mathematics and multiple step problems
- Further develop and refine tracking student achievement against the numeracy continuum.

- Effective analysis off NAPLAN data and integration of strategies to address areas of need

Professional learning
In 2013, the Department of Education and Communities (DEC) provided funds of $19615 for teacher professional learning. This was supplemented with $22600 from National School Partnership Funding.

All staff participated in professional learning activities including five school development days. The focus areas for these days included literacy, numeracy, technology, and engagement and student welfare. Mandatory training in Child Protection, Emergency Care, Anaphylaxis and Code of Conduct were addressed.

In addition, staff attended professional learning courses. Team based professional learning targeted the introduction of the Australian curriculum in English.

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 the 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 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 2013 we included additional areas for focused development.
School Priority 1
Outcome for 2012–2014
Improve literacy outcomes for all students

2014 Targets to achieve this outcome include:
• 65% of Early Stage 1 students are on or achieving markers at Level 3 on the Best Start Continuum for Reading Texts.
• 65% of students in Years 1 to 6 are at or above Stage appropriate Clusters for Comprehension
• 65% of Year 5 students at Smithfield PS will consistently achieve or exceed the expected minimum growth in Reading by 2014

Strategies to achieve these targets include:
• Teacher professional learning to support understanding of the Literacy continuum and implications for the teaching and learning cycle.
• Facilitation of consistency of teacher judgment 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 students’ needs, including explicit strategies for ESL learners.
• Provision of targeted support for students with challenges in aspects of literacy.

School Priority 2
Outcome for 2012–2014
Improve numeracy outcomes for all students

2014 Targets to achieve this outcome include:
• At least 65% of Year 5 students at Smithfield PS will achieve or exceed the expected minimum growth in Numeracy by 2014

Strategies to achieve these targets include:
• Teacher professional learning to support understanding of the Learning Framework in Numeracy, the Numeracy continuum and the implications for the teaching and learning cycle.
• Facilitation of consistency of teacher judgment 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) and Count Me In Too (CIMIT). Introduction of TOWN (Taking off with Numeracy) for years 3-6 students.
• Appointment of a teacher mentor to support individualized professional learning and provide class demonstration, observation and feedback.

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.

Sarah Locke  P & C President (elect)
Vincent Albanese  Assistant Principal
Susan Hangan  Assistant Principal
Shannon Scully  Assistant Principal
Maria Siwak  Assistant Principal
Cheryl McBride  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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: