Education
Public Schools

Chipping Norton Public School
Annual Report

2016

1560

Introduction

The Annual Report for 2016 is provided to the community of Chipping Norton 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.

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 has determined targets for the school's future development.

Vicky Valensise, R/Principal

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Message from the Principal

It has been a pleasure to relieve as Principal in 2016 at Chipping Norton Public School. I am extremely proud of what we have achieved this year in all three strategic directions of our school plan – Teaching, Learning and Leading. Our ongoing commitment to providing all students with a highly engaging learning environment has been a whole school focus. This has been achieved through quality teaching and learning programs and building teacher capacity through ongoing professional learning, which was relevant, collegial and driven by student and staff needs. This year was also a time of making significant efforts in fostering and nurturing our community partnerships. As a result, many community–based projects were established.

Throughout 2016, we began our journey of transforming our learning spaces and utilising ICT to better meet the needs of our 21st Century learners. We drove forward programs such as TEN and L3; a focus on literacy and numeracy for students in K–2 to ensure that they have the best start to their schooling careers and achieve growth in their early years of learning. As a school, we are on a continuous journey of self reflection and evaluation, identifying our key strengths and areas for future growth.

This year, we were able to raise an amazing $11 500, which enabled us to go wireless across all learning spaces in our school. This has allowed all students opportunities to engage with ICT and the curriculum in new and innovative ways. Additionally, our continuing relationships with the community have supported the realisation of our school vision and the achievement of many goals set out in our school plan, including the purchasing of mini iPads for teachers to use as part of their assessment strategies, and the beginnings of our flexible learning spaces through the purchasing of guided instruction tables for every classroom.

Our staff are committed and dedicated to ensuring that all students in our care have access to the best possible schooling, offering quality teaching and learning programs, as well as a myriad of extracurricular opportunities that enrich their educational experiences. We are a small school, in a quiet little corner of south west Sydney, but we have achieved big things this year and every student, staff member, parent/carer and community member can be proud of our successes.

Vicky Valensise

Relieving Principal

School background

School vision statement

Chipping Norton Public School's vision is to provide a safe, challenging, highly engaging and creative learning environment for its students and staff. We will achieve this through high quality teaching and learning programs that cater for the diverse needs of all students, enabling them to reach their academic, social and emotional potential.

By building strong and purposeful partnerships, we will inspire the development of confident, creative and innovative 21st Century learners. Our school is committed to the values of respect, tolerance and inclusiveness to ensure a supportive, collaborative culture and meaningful parent and community partnerships.

School context

Chipping Norton Public School is a dynamic learning community that provides a quality education for all students. The school's heritage dates back to 1920 and its motto, 'Deeds Not Words' is reflected in all aspects of school life. The school is situated in the Chipping Norton Lakes area and is surrounded by parklands and Georges River.

Our highly dedicated and professional staff provide challenging and supportive programs that promote high expectations and nurture individual talents and needs. The academic, social, physical and emotional needs of our students are achieved through the delivery of engaging and challenging learning experiences. Our school population is currently 332 students, who are all encouraged to connect, thrive and succeed in a supportive and enabling environment.

Our school promotes and values student wellbeing and parent partnerships. Tolerance, respect and inclusiveness underpin school life. Our school has 218 families of which 62% have a Language Background Other Than English (LBOTE). The main identified languages are Arabic, Vietnamese and Greek. We have 11 Aboriginal students.

Opportunities for student leadership are fostered from Kindergarten to Year 6. Other key enrichment programs include: Student Representative Council, Maths Olympiad and Maths Games, Public Speaking, Dance, Choir, Sport (including PSSA) and Debating. Information and Communication Technology is used extensively by our students and teachers to experience learning content in engaging, innovative and interactive ways.

Our parents and community members are active partners in our students' education.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Throughout 2016, there has been a significant improvement in the elements of Learning Culture, Wellbeing, Curriculum and Learning, Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development, and School Resources. This has been achieved through intensive whole school systems leadership, whereby all staff contributed as key stakeholders to major reforms in our curriculum design and delivery, as well as the introduction of new processes that streamlined data collection and analysis for whole school improvement. Consequently, this has had positive impacts on teacher expertise and proficiency, as well as supporting the cognitive, emotional, social and physical wellbeing of our students.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework

Strategic Direction 1

Leaders effectively develop and provide ongoing support for the learning community.

Purpose

School leaders actively facilitate the engagement of students, teachers and community members to ensure that they develop effective skills and capabilities through communication, organisation, mentoring and management. Leaders also enable a school community that is self–sustaining and self–improving.

Overall summary of progress

Key achievements have included: greater opportunities for students to develop their leadership skills, transitioning to the new LMBR system, establishing new flexible learning spaces, and increased parent participation and engagement in school events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Leadership opportunities are consistently offered and taken up by students throughout each term.	Agreater number of students have had opportunities to develop their leadership skills over the last year. Students have utilised SRC suggestion boxes in each classroom to make suggestions for various initiatives and ideas, and SRC members have had opportunities to feedback information from their meetings to their class peers. Year 6 student leaders have had opportunities to lead a range of initiatives and develop their skills throughout the year.	
Improved opportunities for parents and community members to engage in and contribute to school practices and initiatives, as measured by the 2016 Tell Them From Me – Partners in Learning parent survey.	Efforts were made to provide parents and carers to engage in school community events such as Grandparents Day, Education Week, public speaking and debating events, our School Concert in Term 3 and Presentation Day. However, data from the Tell Them From Me Partners in Learning survey showed that parents and carers would like more involvement in their children's education, and wished to improve their understanding of the learning programs implemented at our school.	
School leadership team ensure that the allocation of resources and professional learning is strategically managed through the implementation of a finance committee.	The school went live with LMBR in Term 4. All SASS staff and the relieving Principal were trained and completed all training modules. The parent community were regularly informed about the changes to payment options and the transition to the new finance system was successful. The finance committee consisted of the Principal, two Assistant principals, a teacher representative and the SAM. Meetings were held to discuss RAM allocation of funds to ensure the procurement of physical, financial and human resources was within allocated budgets.	Casual SASS x 10 days ($2800)
School leadership team ensure that Professional Development Plans (PDPs) are formed, and support their implementation throughout the year.	Each member of the teaching staff developed their own PDP with the support of their supervisor. They developed personalised goals that aligned to their experiences and goals in our school plan. All teaching staff completed a mid–year review with their supervisors and an annual review with the relieving Principal.	
School leaders actively	Through working with the school leadership team	Guided teaching tables

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Progress achieved this year**	**Funds Expended (Resources)**
encourage and promote the use of learning spaces across the school in flexible and innovative ways, and that technology is accessible to staff and students.	as mentors, teachers began implementing 21st Century skills into their programs, namely “The 4 Cs”: communication, collaboration, creativity and critical thinking. Teachers utilised professional learning on the 4Cs they received during our first School Development Day weekend to develop their understanding of the 21st Century skills and how they can be embedded into their daily teaching and learning practices. Some teachers were also inspired to begin redesigning their classrooms to turn them into 21st Century flexible learning spaces, after our old computer room was re–established as our “21C room” with new flexible–use furniture. 30% of class teachers began experimenting with changing their classroom furniture and layout, and utilising guided teaching “kidney” tables purchased by the school’s P&C, to support classroom learning environments that allowed flexibility and student choice to easily fit into learning programs that teachers were already implementing.	($5000 – donated by the P&C)

Next Steps

While students have been provided with many and varied leadership opportunities, a future direction is to facilitate a forum where student voice is heard and promoted. An additional next step is to embed succession planning and greater staff involvement in utilising administration resources as part of our longer term strategic school planning. In 2017, we will align our strategic directions and school planning to financing and the school budget. Next year, we will continue on our futures learning pathway, as school leaders will mentor a greater number of teachers in utilising futures learning strategies in order to transform their pedagogy and their classrooms into flexible learning spaces, allowing students to engage in inquiry–based and project–based learning experiences. The school leadership team will also explore strategies for how to further engage parents, carers and community members as key stakeholders in school decision making processes such as strategic directions, school planning and using data and evidence for strategic school improvement. Furthermore, our practices and processes will be more responsive to community feedback.

Strategic Direction 2

Creating a high performing and dynamic learning school.

Purpose

To ensure that learning is personalised and differentiated for every student. Teachers will provide a high standard of education, combining quality teaching and learning programs and curriculum resources. Teachers will also engage in high quality professional learning to inspire themselves and every student to excel to their full potential.

Overall summary of progress

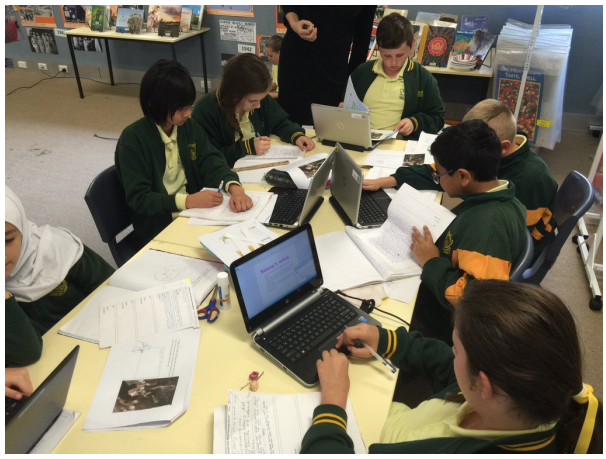
Key achievements have included: the new history and geography syllabuses being taught through an inquiry–based approach, teachers beginning to utilise learning intentions and success criteria across English and mathematics, and all teaching and learning programs differentiated to cater for the needs of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All class teachers begin to explore the use of futures learning practices and trial elements of flexible learning spaces in their classrooms.	Teaching staff across the school have begun to utilise more innovative approaches to delivering the curriculum in some Key Learning Areas; for example, the new history and geography syllabuses are being taught to students using an inquiry–based learning approach, students in Years 3–6 are experiencing inquiry–based learning during weekly library lessons, and teaching and learning programs are developing students' critical and creative thinking skills.	Flexible student furniture for the school library ($3000)
All teachers, including class teachers, release and support teachers, utilise formative assessment strategies as part of their teaching and learning practices.	Teachers have received professional learning on using the various formative assessment strategies stipulated by the work of Dylan Wiliam. Most teachers across the school are now using learning intentions and success criteria in their English and mathematics learning programs, and are communicating these to students during daily lessons.	
All teaching and learning programs are differentiated and show evidence learning adjustments that support the variety of needs for each student in every classroom.	Teachers across the school utilise a range of strategies, processes and programs to ensure that learning is personalised and differentiated to support the wide range of student learning needs in each classroom. This has been achieved through the implementation of the L3 program in K–2 classes, the implementation of the TEN and TOWN numeracy intervention programs, as well as units of work being written with a focus on differentiated learning experiences. In addition, LAST and EAL/D support has been utilised to ensure that students requiring learning adjustments are effectively supported in their classrooms. Supervisors and the LAST have worked alongside class teachers to develop Personalised Learning and Support Plans (PLASPs), as well as Personalised Learning Pathways (PLPs) for Indigenous students that support the achievement of precise learning goals and include learning adjustments for these students to provide equitable access to the curriculum.	L3 – professional learning for K–2 teachers ($7500); SLSOs above establishment ($99 750)

Next Steps

An ongoing focus for 2017 will be further work on the explicit teaching of the 21st Century skills, known as "the 4Cs": critical thinking, creativity, communication and collaboration. This will be incorporated into a new futures learning hub, which will explore and promote the whole school implementation of futures focused strategies including project–based learning, innovative and flexible learning spaces, coding and robotics. Additionally, all class teachers will continue to utilise the "Class at a Glance" sheet in order to track their reading, writing and numeracy data. This will allow for a whole school analysis of student data to occur twice each Term. Our K–6 data collection, tracking and monitoring will be further enhanced in 2017 with the creation of a whole school assessment strategy, whereby all teachers will be involved in professional learning around formative assessment practices, continuous assessment through the use of anecdotal observation records, tracking data using the literacy and numeracy continuums, and using data walls to make learning progressions more visible for students and staff. Our TEN and TOWN numeracy intervention programs will also continue next year, with an emphasis on teacher practice and tailoring learning experiences to precise student needs.



Strategic Direction 3

Creating an inclusive, supportive and quality teaching school.

Purpose

To increase support of our students, staff and community through a school wide focus on quality teaching programs. Teaching and learning opportunities will be engaging and evidence–based. Teachers will work collaboratively and include all members of the school community to support students in achieving their potential.

Overall summary of progress

Key achievements have included: all staff completed PDPs including an annual review with the relieving Principal, collaborative planning enhanced the quality of teaching and learning programs, a school–wide HSIE scope and sequence was developed, student data was tracked and reviewed through a whole school data collection system called "Class at a Glance", staff became more adept and proficient at moderating and analysing student work samples, new technology was purchased to support learning and engage students, the school became wireless as a result of whole school fundraising, and learning adjustments were made by all staff to support students with additional needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers are provided with opportunities to collaboratively plan teaching and learning experiences with their colleagues, as well as access to internal and external professional learning opportunities.	100% of teaching staff successfully completed their PDPs and annual review meetings were conducted with the relieving Principal to assess the success of achieving their goals and determining future directions. Teachers collaborated in teams to plan teaching and learning programs each term. Class teachers trialled the new geography syllabus, after professional learning was delivered to staff. A school–wide HSIE scope and sequence was developed and trialled.	TPL Geography syllabus ($1020)
All class teachers utilise whole school data tracking processes to monitor their students' achievements and progress.	In 2016, our Class at a Glance data tracking sheet was developed and introduced to the whole staff, where reading levels, writing levels and numeracy levels were collected every term. There were ample opportunities provided for teachers to work in Stage–based team meetings to moderate and analyse work samples to ensure that we are reporting to parents in a clear, consistent and authentic manner. NAPLAN data was analysed to identify school learning needs, individual student growth, strengths and weaknesses. These results were also presented to parents and carers at a P&C meeting, to ensure that open lines of communication around our progress and achievement are maintained with the school community.	
All teachers, including release and support teachers, begin to utilise inquiry–based learning experiences as part of their teaching and learning programs, and embed learning of the 4Cs across all KLAs.	In Term 2, a professional learning session was provided for all teachers around the 4Cs – the 21st Century skills. These are: communication, collaboration, creativity and critical thinking. Through staff collaboration, it was decided that in order to move forward with futures learning, we would trial flexible learning spaces by first converting the old computer room into an innovative student learning hub. 17 new HP laptops were put into this space, as well as new flexible design furniture purchased to replace the old tables and chairs. Through whole school fundraising, with the	$4000 21C furniture; 17 laptops for 21C room (ET4L); $16 000for wireless internet

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Progress achieved this year**	**Funds Expended (Resources)**
All teachers, including release and support teachers, begin to utilise inquiry–based learning experiences as part of their teaching and learning programs, and embed learning of the 4Cs across all KLAs.	end goal being to roll out wireless internet across the school, a total of $11 500 was raised, and this was used to purchase the hardware necessary.	
All teaching and learning experiences show evidence of quality differentiation and adjustments for students requiring support or extension.	RAM funding was utilised to provide additional LAST support for K–2 classes. There were opportunities for extension in mathematics through Maths Olympiad, Maths Games and the K–2 maths extension group. In addition, there was a K–2 SOLE group established to teach critical and creative problem solving skills. NCCD data was collected from teachers to identify students requiring learning adjustments. This was done in a systematic manner where all teachers identified those students that required adjustments to their learning, and recorded the levels of adjustments that each student required. Support staff and SLSOs were allocated to support student learning needs based on NCCD and NAPLAN data.	LAST above establishment 0.6 ($52 520); Multilit SLSO ($14 000)

Next Steps

Staff are forming their goals (Performance and Development Plans) in collaboration with their team leaders. A 2017 focus will be to encourage staff to collect and annotate evidence which aligns with individual professional goals. Additionally, teachers will be provided with further opportunities to refine and improve aspects of their pedagogy through the implementation of "Spirals of Inquiry" as a professional learning model. In 2017 further professional learning will centre around Project Based Learning where students will gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge. In addition, data collected through "Class at a Glance" sheets will be analysed to inform data wall displays.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students had Personalised Learning Pathways (PLPs) that were reviewed by class teachers and parents/carers. These students received support in class from SLSOs.	SLSOs ($5003.34) • Aboriginal background loading ($5 003.54)
English language proficiency	Students across K–2 classes were provided with additional support to improve their English language learning outcomes. 18 students across Years 3–6 were supported in improving their reading outcomes through the Multilit program.	Additional SLSO and LAST positions (partly funded) ($28 148.66) • English language proficiency ($28 148.66)
Low level adjustment for disability	Two SLSOs were employed to support students who were identified through Learning Support Team meetings as requiring additional support. These students showed improved engagement in their learning and were able to complete modified tasks with the one–to–one assistance.	SLSO positions established ($32 234) • Low level adjustment for disability ($32 234.00)
Quality Teaching, Successful Students (QTSS)	Expert teacher investigated latest research–based strategies to improve students' reading comprehension strategies, in particular focusing on inferential comprehension and evaluative thinking skills. 30% of students showed growth.	QTSS allocation 0.244 ($24 784) • Quality Teaching, Successful Students (QTSS) ($24 784.00)
Socio–economic background	Two SLSOs were employed to support students who were identified through Learning Support Team meetings as requiring additional support. These students showed improved engagement in their learning and were able to complete modified tasks with the one–to–one assistance.	SLSO positions established ($28 646.76) • Socio–economic background ($28 646.76)
Support for beginning teachers	Newly appointed teacher (second year) was provided with one day release per fortnight and completed an action learning project on improving comprehension strategies for struggling readers in Stage 2, utilising this additional release time. Focus students showed some growth in their reading outcomes, and the teacher became more efficient as a Learning Support Team coordinator as a result.	Teacher release days (fortnightly – Term 2 onwards) ($4080.73) • Support for beginning teachers ($4 080.73)
Targeted student support for refugees and new arrivals	Purchased school uniforms for the students, as well as an iPad that the EAL/D–NAP teacher utilised during withdrawal lessons. Bilingual storybooks were also purchased, as well as additional resources to support their English language learning.	School uniforms, iPad, multilingual books ($3412) • Targeted student support for refugees and new arrivals ($3 412.00)

Student information

Student enrolment profile

	Enrolments			
Students	**2013**	**2014**	**2015**	**2016**
Boys	137	156	155	168
Girls	141	152	164	165

Our student population remained fairly stable throughout 2016, with few students leaving or commencing during the year. Overall, our numbers remained between 330–340 students. We anticipate that student numbers at Chipping Norton Public School will remain stable in 2017.

Student attendance profile

School				
Year	**2013**	**2014**	**2015**	**2016**
K	95.2	95.2	94.5	93.3
1	95.5	95.8	93.9	92.9
2	95.1	95.4	94.1	96
3	95.6	96.5	93.6	93.8
4	94.3	95.7	94.7	93.6
5	94.5	95.4	93.8	94.8
6	95.1	95.7	94.2	93.5
All Years	95	95.6	94.1	94
State DoE				
Year	**2013**	**2014**	**2015**	**2016**
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Overall attendance at Chipping Norton Public School remains pleasing, falling close to state averages. A targeted intervention for a small number of students who had high numbers of unexplained absences was carried out by relevant class teachers, with the support of the relieving Principal and the Home School Liaison Officer (HSLO). Attendance and targeted interventions for these students were monitored through a Lateness and Attendance Monitoring Program (LAMP) and this resulted in fewer unexplained absences for most of these students, with attendance improving for some.

Class sizes

Class	Total
KG	22
K/1M	23
K/1B	24
1C	24
2H	25
2B	27
3/4M	25
3/4K	25
3/4S	25
3/4O	25
5/6V	29
5/6C	28
5/6A	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0.4
School Administration & Support Staff	2.87
Other Positions	0.11

*Full Time Equivalent

We do not have any staff members that identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

Significant ongoing professional learning was facilitated for staff on L3 (Language, Literacy and Learning), Targeted Early Numeracy (TEN), Quality Literature Project and English Textual Concepts, LMBR (Learning Management and Business Reform) and Information Communication Technology (ICT). Our Wednesday afternoon professional learning program continued, with a rich mix of sessions delivered to all teachers including running records, the new NSW geography syllabus, the Live Life Well physical education program and Plickers as an interactive formative assessment tool.

A significant number of Wednesday afternoon sessions was also dedicated to stage teams of teachers working together on stage–specific professional learning around English and mathematics syllabus implementation, moderating work samples, data tracking using the literacy and numeracy continuums, as well as collaborative planning days. The entire staff were also trained in Non–violent Crisis Intervention and participated in mandatory professional learning, including the Code of Conduct, Child Protection, CPR and anaphylaxis.

This year, a major investment was made in providing individual teachers with opportunities to attend external professional learning, where the PL was linked to a school plan focus and/or one of their Performance and Development Plan (PDP) goals. These included:

- Gifted and Talented Kindergarten program
- the *Minds Wide Open* Critical and Creative Thinking course
- STEM symposium
- social media masterclass
- early career teachers conference
- outdoor education and school gardens
- beginning teacher network meetings
- refugee education conference
- Primary Executive Network annual conference
- Business Intelligence (BI) for Schools
- Excellence in whole school leadership workshop

Chipping Norton Public School continues to commit to the NSW teacher accreditation processes stipulated by NSW Education Standards Authority, in order to ensure that we have the highest quality teachers in each of our classrooms every day. Several beginning teachers worked towards completing their accreditation at Proficient Teacher status, and it is anticipated that they will all submit their accreditation during 2017. A further four teachers completed their first cycle of maintenance at Proficient Teacher status and successfully submitted their maintenance reports. At least two members of staff have indicated an interest in commencing their accreditation at either Highly Accomplished or Lead.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	$
Balance brought forward	**203 177.54**
Global funds	179 834.95
Tied funds	134 694.94
School & community sources	168 189.89
Interest	3 484.20
Trust receipts	347.10
Canteen	0.00
Total income	689 728.62
Expenditure	
Teaching & learning	
Key learning areas	6 406.78
Excursions	16 883.53
Extracurricular dissections	71 814.82
Library	2 874.03
Training & development	0.00
Tied funds	114 213.37
Short term relief	38 806.83
Administration & office	42 496.44
School-operated canteen	0.00
Utilities	19 814.55
Maintenance	25 245.77
Trust accounts	36.00
Capital programs	12 424.00
Total expenditure	351 016.12
Balance carried forward	**338 712.50**

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016.

	2016 **Actual** ($)
Opening Balance	0.00
Revenue	285 960.78
(2a) Appropriation	260 167.38
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	25 570.60
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	222.80
Expenses	-128 126.56
Recurrent Expenses	-128 126.56
(3a) Employee Related	-74 302.25
(3b) Operating Expenses	-53 824.31
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	157 834.22
Balance Carried Forward	157 834.22

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Chipping Norton Public School received funding from the NSW government, allocated by the NSW Department of Education. The school also received significant funding from community sources, including school fundraising and the Parents & Citizens Association (P&C). The school managed its finances and budget with due diligence and appropriate financial responsibility.

The finance committee was established this year to ensure that budget accrual and spending was managed in line with NSW Department of Education policies and procedures, and supported the implementation of our School Plan. The finance committee consisted of the Principal, two Assistant Principals, a teacher representative and the School Administrative Manager. Accrual financial accounting was monitored and reviewed during finance committee meetings. Budgets were formulated by the school leadership team and acquitted by the SAM and the Principal.

The P&C were updated on financial matters at each meeting and were given regular opportunities to contribute to decision making pertaining to major expenditure. Annual funding was committed against RAM loadings as determined for our school by the NSW government and always spent in keeping with these priorities. During 2016, we began to expend surplus funding presented during 2015 in alignment with school plan strategies and targets, as well as NSW Department of Education priorities. We will continue in this regard during 2017.

Financial summary equity funding

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

	2016 **Actual** ($)
Base Total	2 140 320.96
Base Per Capita	17 226.56
Base Location	0.00
Other Base	2 123 094.40
Equity Total	172 700.07
Equity Aboriginal	4 447.69
Equity Socio economic	17 646.76
Equity Language	57 957.00
Equity Disability	92 648.62
Targeted Total	20 560.60
Other Total	57 953.07
Grand Total	2 391 534.70

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

School performance

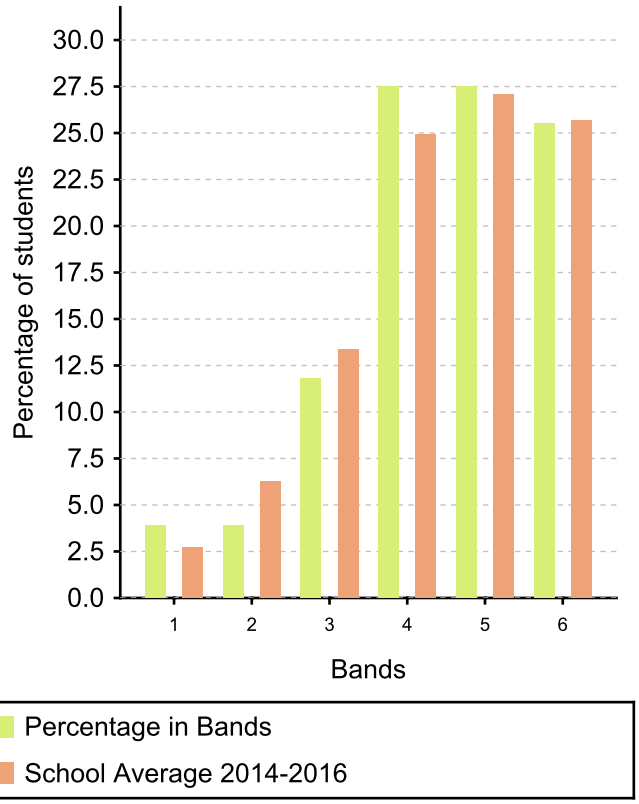
NAPLAN

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

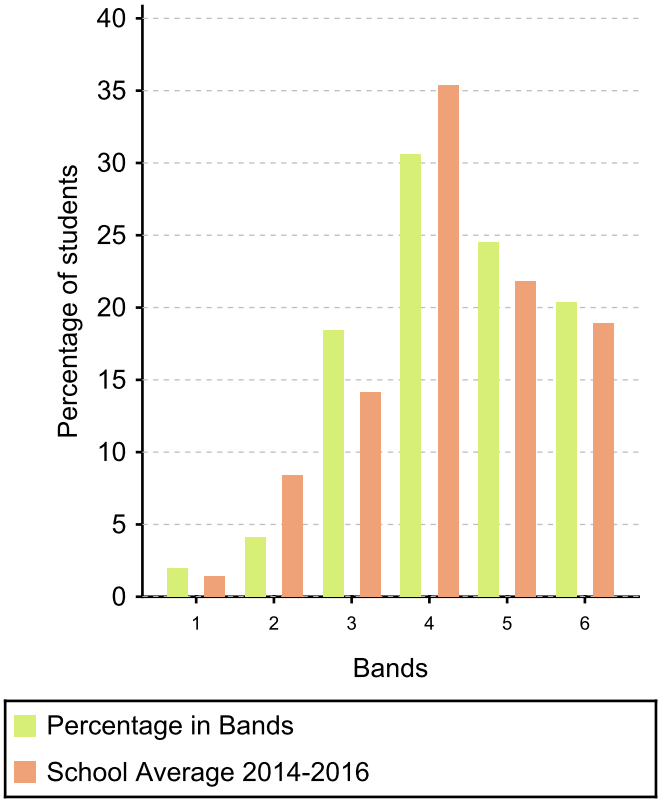
Year 3 reading results indicate that 44.5% of students are in the top two bands. Writing results indicate 69% of students are performing in the top two bands, compared with a state average of 53%.

Year 5 reading results indicate that 19% of students are performing in the top two bands. In writing, 12.5% of students are achieving in the top two bands.

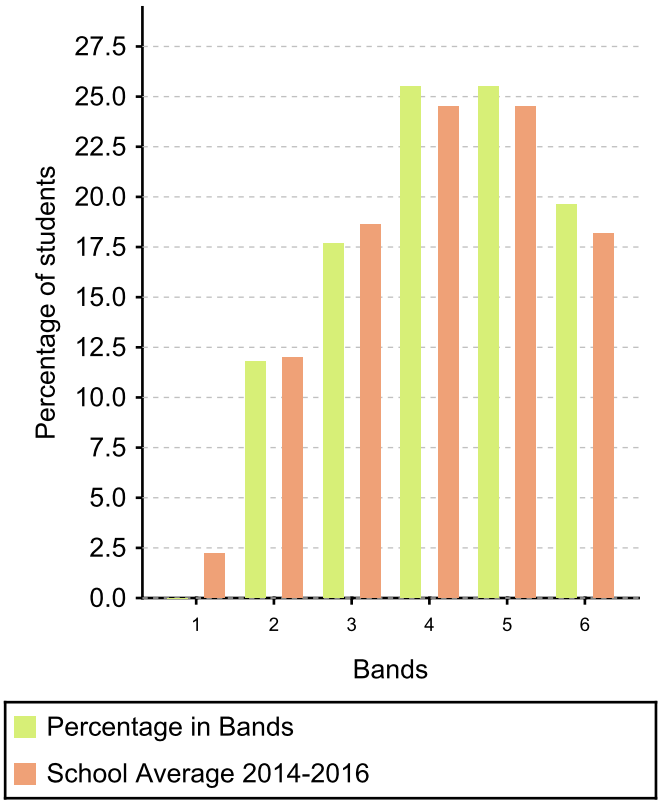
Percentage in bands:
Year 3 Grammar & Punctuation



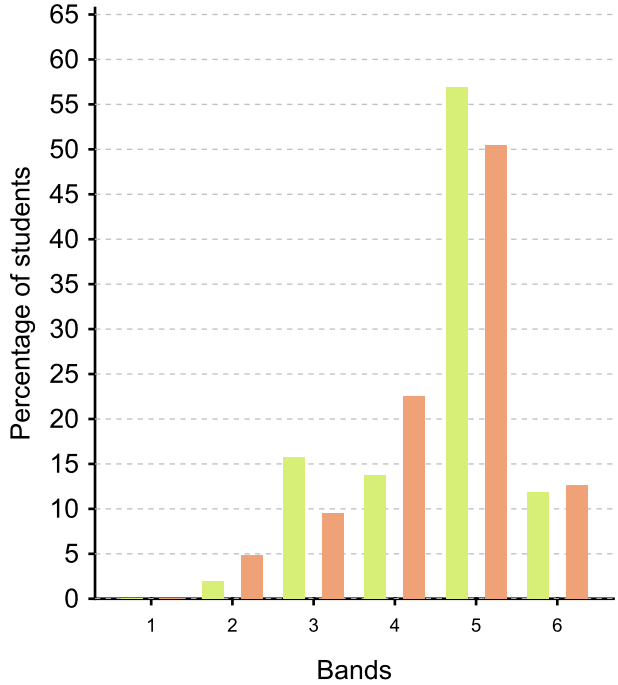
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Spelling

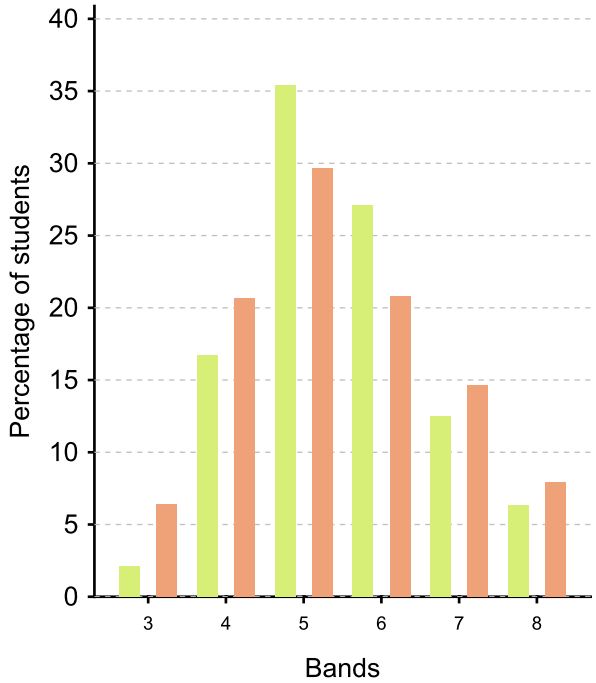


Percentage in bands:
Year 3 Writing



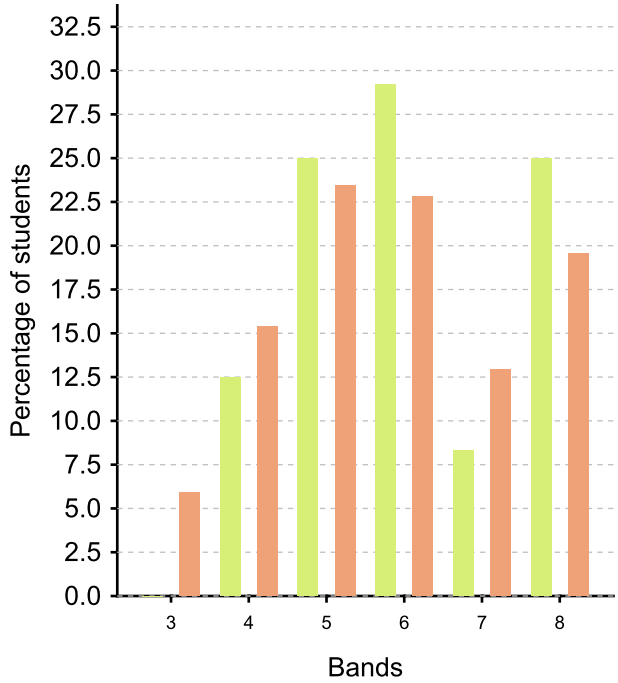
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



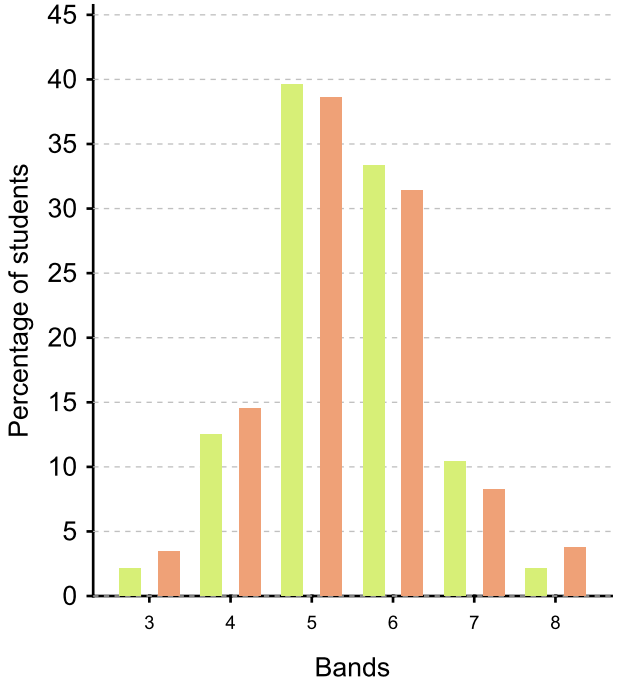
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation

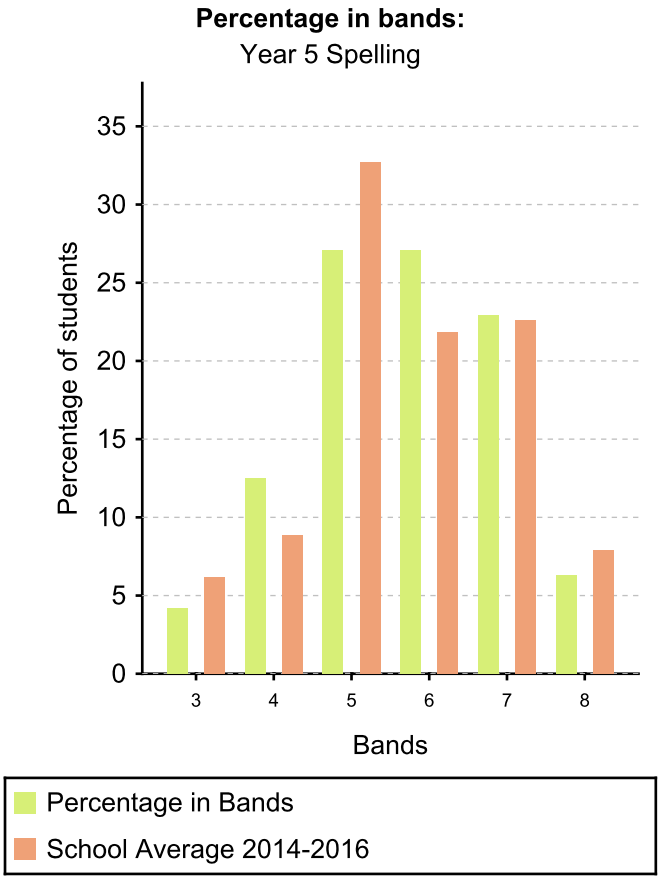


Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing

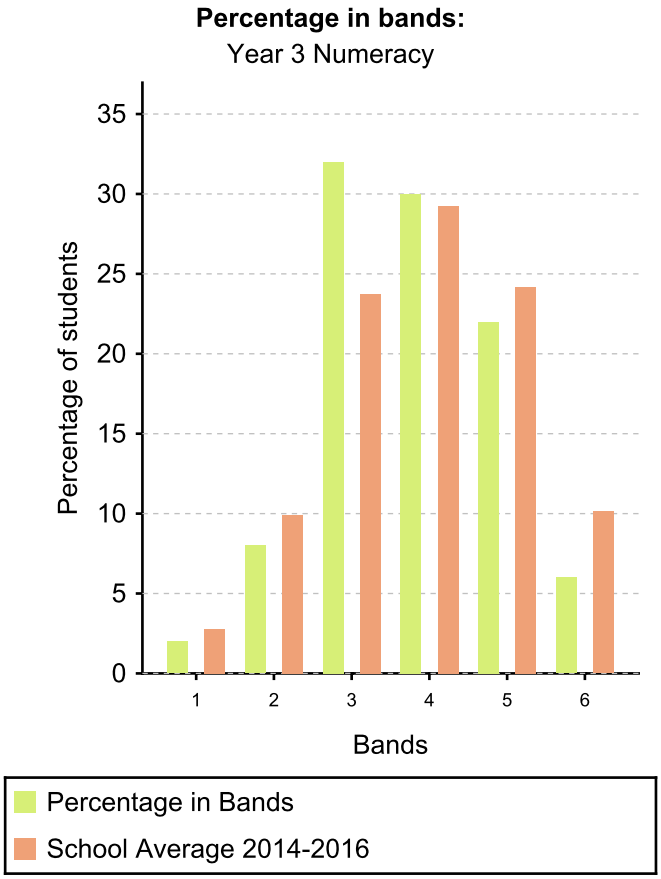


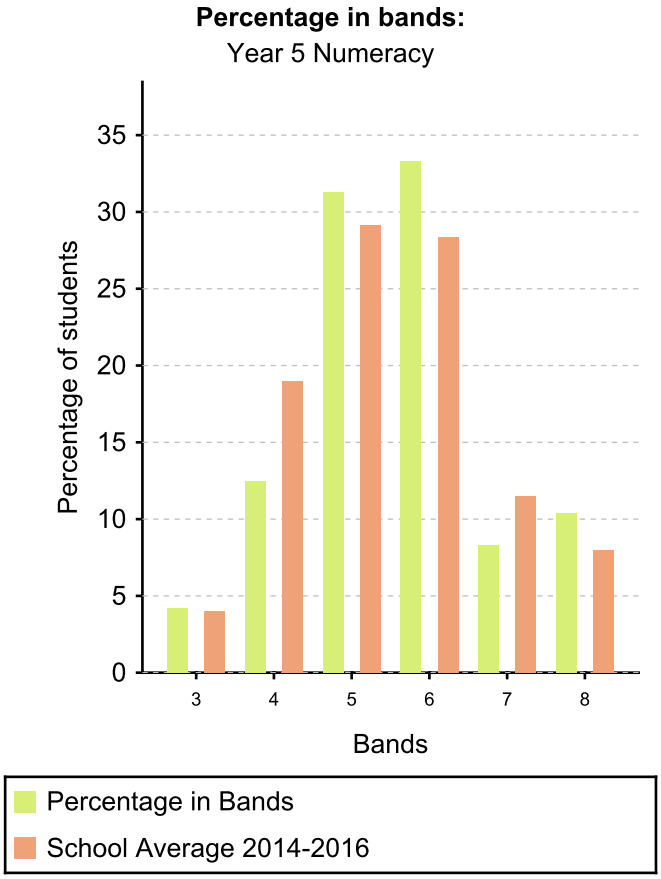
Percentage in Bands
School Average 2014-2016



Year 3 results show 28% of students are in the top two bands in Numeracy and Year 5 students are at 18%, which is consistent with 2015 results.

The Premier's priorities call for an increase by 8% ofstudents performance in the top two bands. Year 3 writing has increased from 51% of students in the top two bands in 2015 to 69% in 2016. Numeracy results increased from 28% in 2015 to 35% in 2016. Reading only increased by 4.5%. Year 5 results did not indicate any growth from 2015.





Premier's Priorities: Improving education results and *State Priorities: Better services – Improving Aboriginal education outcomes*

Although there has been an overall shift in students in the top two bands of NAPLAN performance in Year 3 and Year 5 students, we are not yet meeting the

Premier's target of an 8% increase.

Only 1 Aboriginal student sat the Year 5 NAPLAN at Chipping Norton Public School during 2016 and as such, we are unable to provide a statistically valid measure of Aboriginal student growth in performance from 2014 to 2016 by this measure.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link http://www.myschool.edu.au and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Chipping Norton Public School is proud to have strong, positive links with our parents/carers, as well as the wider school community. We recognise and value the importance of student, parent and teacher feedback as a crucial aspect of school improvement and the pathway to school excellence. The school elicits feedback through both qualitative and quantitative measures to assess aspects such as school climate, student learning experiences, connectedness, curriculum implementation and positive relationships. The data that we collected was invaluable in understanding and responding to our community's ideas about the way forward for continuous improvement in our school. Chipping Norton Public School is held in high regard by its students, parents and the local community. There is a strong sense of community within the school, and the students and parents/carers report that staff are knowledgeable, passionate, dedicated and caring.

The community appreciated and highly valued the wide range of extracurricular activities that are provided by the staff, with 21 different extracurricular opportunities provided throughout each school week.

Parents/Carers

Overall, parent/carer participation remains high, and this is evidenced through all staff members continuously developing authentic positive relationships with parents/carers, as well as through the following:

- An average of 15–20 parents attend the school's bi–termly P&C meetings
- An average of 30–50 parents attend the school's fortnightly whole school assemblies
- High numbers of parent/carer, grandparent and community attendance at whole school special events, such as Harmony Day, NAIDOC Week celebrations, and Grandparents Day, which had over 100 parents and grandparents attend
- The school's newsletter is being electronically delivered through our eSchoolNews app
- Parent/carer and community engagement in our social media presence on Facebook and Twitter
- Our new electronic sign and message board at the front of the school, regularly displaying messages about current events and school achievements, as well as parent/carer reminders
- A regular and committed group of parents met each Friday morning to run a Playgroup for their toddlers and preschool aged children.

Parent/carer satisfaction remains above average, according to the *Tell Them From Me – Partners in Learning* parent survey conducted in October. A majority of parents/carers feel welcome at our school and believe that they are well informed about their children's schooling. A majority of parents/carers also stated that they feel that they can support their children's learning at home and that the school supports their children's learning. A high majority of parents believe that our school has strong supports in place for positive behaviour and in–class student engagement, and feel that their students are safe at our school. We will continue to build our relationships with parents/carers and community members during 2017 through continuing our online social media presence, welcoming parents/carers and community members to more whole school special events, as well as investigating strategies to enhance the scope for parents/carers and community members to become more involved in school life and classroom experiences.

Qualitative data was also collected, seeking feedback from parents/carers about what areas they feel the school does well in and what important issues need to be addressed. The collated data indicated the following:

- Communication and positive school environment – quotes included: *"Consistently friendly and inviting, making people feel welcome," "teachers have created a safe, happy environment within the school," "maintaining a sense of community," "staff... (are) very accommodating and easy to communicate with," "it is a pleasant place to be."*
- Students' schooling experiences – quotes included: *"Staff always striving to better the children's learning experiences," "supporting families from various backgrounds," "creating a positive environment for the children," my child is more than happy to go to school each day," "our principal is very involved with the students," "my child is in the hands of very caring people."*
- Addressing learning needs – quotes included: *"(I am) happy with the opportunities that (my child has) been offered," "(the school provides) extra support for kids with learning disabilities," "good support for my child who has ADD and learning difficulties," "the school ... knows the kids well."*

The main issues that parents/carers identified as needing to be addressed were concerning:

- Technology, in particular enhancing the ICT and interactive devices available for student use, commencing coding classes, implementing STEM (Science, Technology, Engineering, Mathematics) programs
- Introducing a special program in ethics as an alternative to scripture classes
- More opportunities for students to be involved in specialist visual arts and music activities
- Enhanced opportunities for community engagement and informing parents/carers about upcoming events, in particular, bringing the

school website up to date.

Students

In 2016, Chipping Norton Public School sought the opinions of students through the completion of the *Tell Them From Me* student survey tool. The student survey was completed by 90% of students in Years 4, 5 and 6. The surveys were coordinated by the NSW Department of Education's Centre for Education Statistics and Evaluation (CESE). The survey questions were grouped to assess eight of the most important drivers of student learning: leadership, collaboration, learning culture, data information practice, teaching strategies, technology, inclusive school and parent involvement.

The survey showed that students at Chipping Norton Public School believed that their behaviour was positive, that they were able to form positive and trusting relationships with their peers, that they are interested and motivated in their learning and that they try hard to succeed in their learning. These were all above NSW government norms for student social–emotional outcomes. Students reported rates below NSW government norms about feeling challenged in their English and mathematics learning.

In regards to drivers of student outcomes, students reported they are taught important concepts well and are able to see the relevance of classroom instruction to their everyday lives. Students also reported that they find classroom instruction rigorous, that they feel supported and consistently encouraged at school, and that their teachers are responsive to their needs and have high expectations of them to succeed. These were all above NSW government norms.

Teachers

All teachers completed the *Tell Them From Me – Focus on Learning* survey in October. The survey, coordinated by CESE, grouped questions to assess the eight drivers of student learning, as with the student survey. Teachers reported rates well above NSW government norms in seven of the eight drivers: leadership, collaboration, learning culture, data informing practice, teaching strategies, inclusive school and parent involvement. Technology was rated below NSW government norms by teachers.

Teachers reported that school leaders helped to improve their teaching and supported them during stressful times. They stated that they highly value collaboration as an important strategy to develop quality teaching, learning and assessment programs. With regards to learning culture, teachers reported that they set high expectations for student learning and monitor the progress of individual students. They utilise assessments to help them understand the areas of the curriculum where their students are having difficulty, and use formal assessment tasks to inform their lesson planning. Teachers reported that they link new concepts to previously taught skills and knowledge that their students have mastered, and provide students with feedback that brings them closer to achieve their learning goals. They use a variety of teaching strategies throughout their day, and support their students in setting challenging learning goals. With regards to inclusive school practices, teachers stated that they strive to understand the learning needs of students with special needs and support low–performing students by providing additional scaffolds for their learning. They develop and use personalised learning and support plans for students requiring adjustments to their learning, and ensure that clear expectations are established for classroom behaviour. Teachers highly value parent/carer involvement at school, and reported that they ensure that parents/carers understand the expectations of students, and work with them to break down barriers to their children's learning progress.

With regards to technology, teachers reported that they do not use interactive technologies to provide students with feedback on their learning or track students' progress towards their learning goals. Teachers also stated that they are working towards using more interactive technologies to help students learn new technological skills and develop products of their learning.

At the end of the year, all teachers also engaged in a focused conversation with the relieving Principal to reflect on their achievement of their PDP goals, how they contributed to the whole school vision, opportunities for further development and their future aspirations. Collated qualitative data indicated the following:

- Improved pedagogy – quotes included: *"programming collaboratively as a stage has been the greatest positive impact," "I now understand the different ways that students in my class learn and work," "Formal L3 and TEN training has seen a change in the way I structure my lessons ... have seen a real shift in my students' understanding of early arithmetic strategies."*
- Enhanced school culture – quotes included: *"The school environment is very supportive to both staff and students," "teachers are supportive of each other and are willing to help each other out," "staff have been able to discuss their needs more freely and these needs have been accepted and supported."*
- Greater collegiality – quotes included: *"I am supported by a number of teachers and I am able to discuss ... issues and am given positive feedback," "changes are happening and we are working more as a team," "we are always working together and discussing the needs of the students."*
- A shift towards future focused learning – quotes included: *"We are becoming more innovative in teaching methods and designing flexible learning spaces to enhance the delivery of 21st Century skills," "21st Century learning ... increasing engagement in student learning."*

Policy requirements

Aboriginal education

Chipping Norton Public School has a small but important and very valued number of Aboriginal students. All students have active and explicit Personalised Learning Pathways, which their class teachers develop in conjunction with the students and their parents. The Pathways clearly state the students' negotiated learning goals and the strategies that their teachers utilise in order to allow them to achieve those learning goals. Review meetings are conducted with students and their parents at least twice per year. We are committed to bridging the performance gap for Aboriginal students.

Additionally, our school is committed to weaving understandings of Aboriginal histories and contemporary Aboriginal Australia across all aspects of the curriculum, for all students across Kindergarten to Year 6. This year, for the first time in many years, we celebrated NAIDOC Week as a whole school. Teachers shared quality, Indigenous–themed literature with their students, and completed an activity that enhanced their understanding about Aboriginal traditions (K–2) or reconciliation (Years 3–6). Teachers also combined into "buddy classes" and completed sport activities with an Indigenous theme, enhancing their understanding of Aboriginal histories. This event was a great success, and helped to enhance our Aboriginal students' sense of belonging within the school community, as well as positively promote their Aboriginal identity.

All class teachers are expected to embed understanding of both traditional and contemporary Indigenous issues across the curriculum. Examples of how this has occurred throughout 2016 have included the deliberate selection of Indigenous–themed texts in English programs, the inclusion of key inquiry questions relating to Aboriginal and Torres Strait Islander peoples within history and geography units of work, and including Indigenous perspectives across music, dance, drama and visual arts learning experiences. During 2017, we aim to achieve this across all Key Learning Areas.

Multicultural and anti-racism education

A review of our Language Background Other Than English (LBOTE) data this year showed that our population of students using English as an Additional Language or Dialect (EAL/D) was 62%. The majority of these students came from an Arabic, Greek, Serbian, Chinese or Vietnamese background. As a result, we increased the supports that we were providing students across the school and provided greater access to EAL/D instruction from a specialist teacher for a wider number of students. Additionally, we had 4 students newly arrived in Australia enrol in our school. Two of these students were refugees from Syria, and the other two students enrolled as international students as they were on a temporary visa after emigrating from Vietnam. These students were provided with specialist withdrawal support from our EAL/D teacher in order to participate in the New Arrivals Program (NAP). We have seen growth in their English language learning so far, as a result of their participation in the NAP.

Additionally, our school is committed to ensuring that issues concerning multiculturalism and anti–racism are embedded across all aspects of the curriculum, for all students across Kindergarten to Year 6. This year, for the first time in many years, we celebrated Harmony Day as a whole school. Students wore traditional dress from their cultural backgrounds and brought along food from their cultural background to talk about during a lunchtime "multicultural picnic." Classes also joined together in "buddy classes" to complete an activity about acceptance and diversity. This event was a great success, and helped to improve all students' understanding of multiculturalism, acceptance of others and the value of diversity. A further positive outcome was the enhanced sense of belonging and pride in their cultural heritage that the majority of LBOTE students experienced throughout the day.

All class teachers are expected to embed understanding of both difference and diversity, and intercultural understanding across the curriculum. We plan to further build on this during 2017.

Other school programs

Olympathon

This year, the school's annual "a–thon" fundraiser was organised around an Olympic theme, to tie in with the Rio 2016 Olympic Games. The purpose of all funds raised was to go wireless across the school, with a target of $10 000. 100% of students participated in the Olympathon, and took part in a mock opening ceremony and different physical activities that were improvised versions of actual Olympic events. The community support was outstanding, as 98% of sponsorship forms were returned. Consequently, we surpassed our target and raised a total of $11 500. The school went wireless during Term 3, allowing all interactive devices to be connected to the internet more efficiently across all indoor and outdoor learning spaces in our school.

School Concert

Our school held its biennial school concert this year. The theme, "Colours of the World" was interpreted by each class through song, dance, musical theatre and drama. Additional routines were presented by our school's performance groups, including the dance groups and choirs. All students, regardless of age, ability and level of talent, were afforded opportunities to take part in at least one concert item. The outstanding success of these performances was in evidence, as both evening performances were sold out and the matinee was attended by 100 parents/carers and community members. Feedback from the community was overwhelmingly positive, with parents/carers praising the students' and staff members' efforts, as well as the quality of the show. Parent/carer voice was enabled through a survey that

was conducted at the conclusion of the concert. Staff also completed this survey. The collated feedback will inform improvements for our next concert.

Sporting Programs

We achieved great sporting results throughout 2016. Students in Years 3 to 6 were given the opportunity to compete against other schools in eight different sports throughout both the Summer and Winter PSSA competitions. Many of these teams had successful seasons. In particular, the senior boys soccer team went through the season undefeated until the grand final. Alternative, skill–based sporting programs were provided for students who stayed at school for Friday sport.

Students participated in our school's swimming, cross country and athletics carnivals. Many of these students went on to represent the school at the Liverpool Zone carnivals. Of these, several students were selected to represent the Liverpool Zone at the Sydney South West regional carnivals.

Throughout the year, senior students were provided with opportunities to trial for Liverpool Zone teams in a variety of sports. 10 students from our school were selected for a total of 22 places in different teams as part of the Sydney South West sporting competitions.

Public Speaking

2016 was a very successful year in public speaking for Chipping Norton Public School. In Term 2, Stage Two and Three students delivered many impressive speeches in the Multicultural Perspectives competition, producing very competitive stage finals. The quality of our school's speeches was made evident when four of our finalists competed against other schools at the district finals, securing two first place positions, a second place and a third place. Two of these students moved into the South Western Sydney Regional finals, where they delivered very competitive speeches.

Later, in Term 3, the whole school took part in the Sydney South West Public Speaking Competition. The best speakers from each class delivered speeches at a stage final, where a winner was selected from each stage. The four winners from across the stages represented our school proudly at the district final. A promising public speaker from Kindergarten came first in her division and went on to do her school proud at the regional public speaking final.

During 2017, all teachers plan to building on the skills and understandings that students developed across the school.

Debating

In 2016, seven students in Years 4–6 competed in the Bankstown–East Hills Debating competition. This tournament saw the students debate against other schools in the local area about current events and issues. The Chipping Norton Public School debating team was very successful in 2016, making it to the semi–final round undefeated. In the semi–final round, the team experienced their first loss and were eliminated from the competition. This was a resounding success for all students.

Community Garden

2016 was a great year for environmental education at Chipping Norton Public School with the establishment of the school garden. The idea for the garden was to promote environmental and sustainability learning and connect students with healthy food and lifestyles. The community project, which was largely funded by Bunnings Warehouse, included a large vegetable garden, compost bins and a worm farm. During Grandparents Day in October this year was a great example of the way the P&C and school community came together in support of our school garden, with much of the produce harvested from seeds and seedlings donated by the community. The success of the garden was attributed to the hard work of the Environmental Warriors, as well as the parents and teachers who gave up their time to plant, harvest and maintain the garden.

APSMO Maths Olympiad and Maths Games

Twenty targeted, high achieving Year 5 and 6 students from Chipping Norton Public School were given the opportunity to challenge themselves through the 2016 Australian Problem Solving Mathematical Olympiad. The highest individual scorer was placed in the top 10% of all students, with a total score of 20 out of a possible 25 marks. In addition, targeted year three and four students were given the opportunity to develop their mathematical problem solving skills through their participation in APSMO Maths Games. All students demonstrated an enhanced ability to apply a variety of problem solving strategies, as well as an increased enjoyment and confidence in solving challenging mathematical problems.

School Readiness Program

11 targeted preschool students who will be starting Kindergarten in 2017 participated in our School Readiness program. These sessions were held once a week for two hours and were facilitated by a trained teacher with expertise in preschool aged children. Each session focused on developing early literacy skills including; phonemic awareness, writing their own name and phonic sounds. There were also opportunities provided to develop students' fine and gross motor skills. Parents of the preschool aged children networked and were provided with strategies to further support their children's learning at home.

Plickers and SeeSaw

In 2016, staff were introduced to formative assessment tools that utilised interactive technologies. Through professional learning, including information sessions and observations at other schools, staff confidence increased and teachers began to approach student assessment in new and innovative ways. Plickers is a formative assessment tool that collects 'real–time' data using the interactive whiteboard, an internet connect device and unique barcodes. SeeSaw is an interactive

app which allows teachers to keep student driven digital portfolios and communicate student work samples to parents. The implementation of Plickers and SeeSaw across the whole school, inclusive of support staff, will continue to be a focus in 2017.

Quality Teaching, Successful Students **funding initiative**

In 2016, the NSW Government increased our school's allocation of Quality Teaching, Successful Students (QTSS) increased to one day per week. This was used to release an expert teacher to conduct action learning on an identified area of need across the school, that being improving students' reading comprehension strategies. The focus group consisted of students in Year 4, who showed potential to make significant growth in 2017 NAPLAN reading. The pilot program, 'FIVES', investigated the work of Mary Shea and Nancy Roberts who devised a program teaching students how to look more deeply into texts in order to analyse the meaning and author's intent. Of the 17 students in the focus group, 30% showed significant improvement and showed that they were able to comprehend texts 12 months beyond their current grade level.