

Chifley Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Chifley 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.

Ms Louise Stone

Principal

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Message from the Principal

I have been extremely proud to be the Principal of Chifley Public School since 2013. Chifley PS has a long history of providing quality public education in Chifley, a suburb of Randwick City Council for over 50 years.

At Chifley, we strive for excellence in academic achievement and promote the development of the whole child through setting high expectations of our students, staff and community. We educate our students to be enthusiastic, lifelong learners who know and understand themselves as individuals and productive community members. We acknowledge our strong Aboriginal Community and this year have established the only Didgeridoo Group in Ultimo District.

Our school climate fosters academic and personal growth, resilience and high expectations. Learning takes place through purposeful, structured inquiry, developed in a safe, happy and supportive environment. This contributes to the development of independent, confident and resilient learners. We aim to lay the foundations that prepare students to meet the challenges of an ever-changing global society, where they will have the skills, values, understandings and courage to undertake a positive, productive and rewarding role out in the community once they have left our school.

We offer many opportunities to extend our students and develop their gifts and talents. These programs enable our students to develop their critical thinking skills and deeper understanding such as Philosophy K-6 while consolidating mainstream curriculum content. We extend our students with opportunities and involvement in programs such as Public Speaking, Chess, tutoring, school and interschool competitions, Maths Olympiad, Debating, Elective Dance, Talented Art Programs with Matraville High School and Talented Sports programs which all help us meet the needs of all students who attend Chifley Public School.

We have a rich and stimulating Visual Arts and Performing Arts program which includes all students being involved in music, dance and drama each week with extra curriculum opportunities in choir, ukulele and didgeridoo ensembles and the Ben Chifley Art competition, our year one and two students also learn the recorder.

I wish Mr Spiteri and the team at Chifley PS all the best in the future. I have thoroughly enjoyed my time at Chifley and I leave the school with very fond memories and wish the community all the best in the future.

I hope that you find this Annual School Report an informative document as we celebrate the successes of our school community.

Ms Louise Stone

Principal

Message from the school community

During 2016, the hard-working Parent & Community Committee have once again put their time, energy, and enthusiasm into supporting the staff and students of Chifley Public School. With the help of the greater school community we have successfully raised over \$5000 through our Mitre 10 BBQs, Mothers and Father's Day stall, Bushwahzee, School Disco, School Banking Scheme and School Uniform Shop. The money raised this year has funded three Good News Luncheons and gifts to recognise those parents leaving the school community in 2016. In addition, around \$15,000 in school uniform inventory is now in stock at the School Uniform Shop, all funded by uniform sales made in the past year and other P&C activities.

Although disbursements from the P&C in 2016 were minimal due to funds being used to purchase school uniform inventory, we expect to be able to disburse approximately \$15,000 back to the school in 2017, which is three times as much as we have been able to do in previous years. This would not be possible without our band of volunteers who help run the uniform shop on Monday/Wednesday, purchase new stock and handle all the banking activities. Thank you to all those who helped and also the school admin staff who are an important communication link from the school to the P&C members.

In addition to the important fund raising efforts, the events organised by the P&C provide a much needed place for parents, teachers and students to get to know each other better, have fun, and strengthen our community bonds.

My thanks go out to the members of the P&C committee, the School Council, parents, and carers who have selflessly donated their time, effort and expertise to supporting the school and to the wonderful Chifley Public School staff. Working together we have all made our school a better place for our students to learn and grow. I look forward to another successful year at Chifley Public School in 2017 and encourage everyone to offer support to the P&C by offering to help where you can.

Rod Bland

P&C President

School background

School vision statement

Our vision is to provide a stimulating, challenging, caring and happy environment encompassing our whole community where children will recognise and achieve their fullest potential, so that they can do their best. Chifley Public School is a place where everybody is welcomed and you are not alone. We work, learn, achieve together and we respect and care for everyone and everything around us.

Mission Statement

Chifley Public School recognises that each child is an individual; that all children are lifelong learners with a need to be challenged and engaged; we believe all children need to succeed. Therefore, Chifley respects the individual needs of children; fostering a caring and creative environment that emphasises the intellectual, emotional, physical and social development of each child.

School context

Our school is set in spacious grounds and offers a comprehensive quality education for students. Chifley Public School is a place where everyone is valued and respected and where students are progressively challenged to become motivated lifelong learners. Literacy and Numeracy are considered to be the fundamental building blocks of students' learning and the explicit teaching of these subjects is prioritised. All students are individuals with unique talents and diverse social and academic learning needs which are supported through appropriate curriculum differentiation. We are involved in extensive environmental programs; the Stephanie Alexander Kitchen Garden program as well as external Maths extension programs. Strong sporting traditions, high quality creative arts programs, debating and public speaking opportunities ensure ongoing positive student engagement. The school community proudly recognises its Aboriginal identity, paying respect to Aboriginal cultures and traditions as an integral part of school learning programs. Comprehensive Personalised Learning Plans (PLPs) for all Aboriginal students are developed, implemented and evaluated against School Improvement Plan targets.

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.

Self-Assessment and School Achievement

Learning Elements:

In 2016 we continued to meet the needs of Gifted and Talented students by all staff participating in the mini-certificate in Gifted and Talented education. This ensured differentiation needs of students being met to cater for individual abilities.

With a community of 33% Aboriginal population the school has continued to incorporate Aboriginal perspectives in all classrooms as well as catering for the identified Aboriginal students. 92% of our Aboriginal students have achieved their PLP goals and we continued to employ an Aboriginal Education worker 5 days a week. The school works in collaboration with community groups, Matraville High School, AECG and Little Bay Community of Schools to ensure cultural perspectives are catered for our students.

The school continues to work closely monitoring attendance rates with our Home School Liaison Officer to address engagement issues. The school continues to promote programs to encourage engagement and attendance at school.

The school continues to meet the needs of our EALD community by celebrating Harmony Day, Multicultural Day and student individuality. In 2016 we strengthened our staff professional learning by linking with a local EALD network

ensuring up to date knowledge was brought back into our classrooms. For example through the New Arrivals Program.

Staff met all compliance training. For example: Code of Conduct, Child Protection, CPR and Anaphylaxis training ensuring a safe school environment for our students. At Chifley we have worked closely with Family and Community Services and the Department of Education to ensure the wellbeing of our students is paramount.

The school has continued to effectively plan Kindergarten Orientation Days and Year 6 to Year 7 High school transition programs ensuring positive placement into the new school environment can take place.

The school has redesigned the Library/Technology room to maximise its use. New Interactive Whiteboards have been installed in all classrooms. Ipads have been purchased to utilise across all Key Learning Areas.

2016 saw the continuation of extra curricular programs. For example Chess group extended to Friday competition and other external competitions. DZP dance group numbers participation have continued to increase.

The school uses PLAN, Best Start and internal school assessment data to inform classroom placement, literacy and numeracy group design to provide vital information and knowledge to support teacher programs.

2016 saw the inclusion of online parent/teacher booking system, parent meetings, twice yearly PLP meetings to ensure the community was well informed of their student progress.

Our students achieved value added results from Year 3 to Year 5 of 85.1 compared to other similar schools of 84.0.

Our students achieved value added results from Year 5 to Year 7 of 45.9 compared to other similar schools of 45.1.

Next Steps

In 2017 our staff will be involved in the Eight Pathways for Aboriginal Education to continue to further strengthen the programs catering for the needs of our students. The school will continue to regularly review the Student Wellbeing Policy with the staff, student and parent community for greater awareness of expectations and consequences.

In 2017 we will continue to keep the community informed of behaviours, attitudes and expectations that enhance wellbeing and create a positive learning environment .

In 2017 we will continue to strengthen our ties with local high schools. We will continue to ensure our classroom programs meet the needs of all our students.

We will continue to develop assessment scope and sequence and school reports across the school K–6. Addition of Geography in the reporting process meeting the needs of the new curriculum requirements.

We will continue to identify learning programs that will focus on further positive results and outcomes for our students.

Teaching Elements:

Teachers regularly review and revise teaching and learning programs through the redesign of scope and sequences. In 2016 we incorporated History and Science and Technology scope and sequence within the school.

At Chifley we support our beginning teachers to ensure all classrooms are well managed with well-planned teaching taking place so that teachers and students can engage in learning productively.

The Learning Support Team uses teacher analysed data and student assessment to ensure the individual learning needs are met.

The team at Chifley meet regularly as a stage, grade and school to evaluate teaching and learning programs to inform current practice.

Teachers participate in professional development on a weekly basis targeted at school priorities and PDP development.

Next Steps

Implementation of STEM which will look at the redesign of classroom program and pedagogy.

Professional learning opportunities in Geography will further embed the curriculum in our classrooms.

Leading Elements:

Chifley Public School continues to engage our school community in various activities to promote engagement

and positive behaviour, whilst also promoting access to the wider community through links with UNSW and Sydney University.

Our staff has the opportunity for various professional leadership and skill development all promoting succession planning within the school.

2016 saw a financial direction towards technology enabling the upgrade of all IWB, new teacher laptops and touch panel technology in the library including a new projector in the school hall, all positively impacting student outcomes.

LMBR training and implementation into our school office resulting in a change of structures, processes and procedures involving student wellbeing, attendance and finance. This has tightened accountability practices and administrative systems.

Next Steps

2017 will see consolidation of the LMBR rollout positively effecting administration changes in procedures involving student wellbeing, attendance and finance.

We will continue to analyse Tell Them From Me data to ensure community consultation is paramount.

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

School Leadership and Collective Efficacy

Purpose

To build stronger relationships as an education community by leading and inspiring a culture of collaboration, engaged communication empowered leadership and organisational practices.

Overall summary of progress

In 2016 the school has seen an improvement in the capacity of our staff to understand and develop their Personal Development Plans (PDP's). This has had a positive impact on goal setting and career development. Our leadership program has become streamlined and the Little Bay Community objectives have been met and the school is excited about the opportunities into the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All staff aligned to the AITSL Professional Standards for Teaching and Australian Standards for Leaders with a focus on collective efficacy</p>	<p>Staff have set learning goals (PDP's) as a requirement of the department to ensure all staff are aligned to maintain accreditation for Department and NSW/BOSTES.</p> <p>Staff have participated in school projects and school community groups, school council, P&C and PLP.</p> <p>Opportunities for leadership mentoring and new team leadership roles were offered to all staff.</p> <p>Clear Professional Learning Plans, support and review of teacher and administrative systems and practices have been provided to build staff capabilities in target areas for future career development.</p> <p>Cooperative planning opportunities have given staff the opportunity for collegial discussions and self-reflection and professional development.</p> <p>The school community was surveyed during the year to ensure that the school was always focused on the strategic directions and the quality of school life at Chifley Public School.</p> <p>Team leaders and stage leaders designed new outcomes based reporting in accordance with the Australian National Curriculum.</p>	<p>\$5000</p> <p>Staff release for cooperative planning</p> <p>Professional Learning opportunities</p> <p>Tell Them from Me survey</p>
<p>Successful completion of key LBCoS projects e.g. LBCoS website, Archibull and meaningful partnerships in projects i.e. literacy and science.</p>	<p>We have achieved stronger inter-school relationships and closer strategic alliances in our school planning with LBCoS. We have communicated meaningful projects to all school groups – both initial and post. For Example Archibull, Talented Sports Program, Dance, homework class, Music, Performing Arts and Japanese.</p>	<p>Nil</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Successful completion of key LBCoS projects e.g. LBCoS website, Archibull and meaningful partnerships in projects i.e. literacy and science.</p>	<p>Reviewed LBCoS explicit school targets which are in-line with Chifley Public School. Stage committee network, Casual and Temporary Network meetings have been established for 2017.</p> <p>We have developed new links with the UNSW which is strengthening our support for Gifted and Talented students and the opportunity for professional development.</p> <p>Set explicit school targets and measures of success (personal and collective) on ways to increase student engagement and achievement through the Tell Them from Me survey.</p>	
<p>All Year 6 students in Leadership positions and monitoring the effectiveness of the SRC, Executive Student Leadership, House Sport, Environmental, Performing Arts, Library Monitors and Peer Support programs.</p>	<p>Student leadership roles and expectations were discussed with whole school community. Election process of School Executive, Sport, Environmental and Creative Arts leadership roles were streamlined ensuring transparency.</p> <p>Completion of the AITSL student teacher certificate for all interested staff supervising in 2017.</p> <p>Expectations, engagement and review of all leadership roles were communicated with students and parents through meetings and published in the school newsletter.</p> <p>Introduced the shift from personal to collective efficacy with a stage meeting focus on current syllabus requirements.</p> <p>Use of the AITSL leadership profile with executive staff and aspiring leaders.</p> <p>Recognition of student leadership at weekly assemblies enhancing the role of library monitors, SRC and the Year 6 Buddy program.</p> <p>Peer Support training for all Stage Three students.</p> <p>SRC focused on projects from previous meetings including fundraising, communication to the school. SRC members provided feedback to staff and community via staff meetings, school and weekly assembly and the school newsletter to inform the school community of SRC projects.</p> <p>Staff professional development of current Australian Curriculum and new development policy's in school and with LBCoS.</p> <p>Personal reflection by all Chifley Public School staff took place on how their teaching and leadership practices have changed through peer observations and follow up discussion.</p> <p>Election process of school executive, sport, environment and creative arts leadership roles for 2017.</p>	<p>AITSL</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Year 6 students in Leadership positions and monitoring the effectiveness of the SRC, Executive Student Leadership, House Sport, Environmental, Performing Arts, Library Monitors and Peer Support programs.		

Next Steps

In 2017 the staff of Chifley Public School will continue to participate with staff across the Little Bay Community of Schools (LBCoS) enhancing collegial collaboration opportunities. The Professional Learning opportunities will continue to build staff capacity in the knowledge of Accreditation and all levels, Personal Development Plans and Class Observations and Peer Mentoring.

It has also been targeted that the school will redesign the Student Representative Council giving the students more of a voice particularly at weekly assemblies.

Strategic Direction 2

Developing A High Performing And Dynamic Learning School

Purpose

To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires all students and teachers to excel and learn to their full potential. To ensure that learning is personalised and differentiated as required.

Overall summary of progress

We have continued to develop student engagement in Literacy and Numeracy through Focus On Reading, TEN, TOWN and Synthetic Phonics programs.

Reviewed qualitative and quantitative assessment data K–6 and used the data to differentiate learning. Introduced collaborative planning sessions, philosophy, robotics and kitchen garden programs to improve planning, teaching and enhance learning opportunities for students.

More focus in 2017 is needed to develop staff and student skills in the areas of STEM education and improve achievement levels for all equity groups within Chifley Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Key quantitative measures include: Internal school performance measures.</p> <p>Proportion of students at/above National minimum standard in Year 5 NAPLAN Reading and Numeracy.</p> <p>Proportion of students in top 2 NAPLAN bands.</p>	<p>Handover of student assessment from 2015 to inform learning completed. Data was used to inform LST and class formations.</p> <p>Internal assessment practises at Chifley Public School reviewed, updated and/or maintained. (K–6 assessment scope including SENA, Mathletics, reading comprehension tests, running records, maths grade assessment, synthetic phonics, writing tasks)</p> <p>The proportion of Year 5 students in top 2 NAPLAN bands in reading is 50%, writing 21%, spelling 36%, grammar and punctuation 43%, and numeracy 39%.</p> <p>The proportion of Year 3 students in top 2 NAPLAN bands in reading is 48%, writing 44%, spelling 37%, grammar and punctuation 52%, and numeracy 36%.</p> <p>The proportion of Year 5 students in bands 6, 7 and 8 for reading was 78%.</p> <p>The proportion of Year 5 students in bands 6, 7 and 8 for numeracy was 71%.</p>	Nil
<p>School based assessment data demonstrates comparable performance of Equity groups within Chifley Public School to the performance of all students.</p>	<p>Analysis by the assessment committee revealed in 2016 that the average performance of Aboriginal students was lower than that of their peers on school based assessments.</p> <p>Analysis by the assessment committee revealed in 2016 that boys performance was comparable to girls.</p> <p>The data continues to support class groupings,</p>	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School based assessment data demonstrates comparable performance of Equity groups within Chifley Public School to the performance of all students.	learning support referrals for Gifted and Talented students, Reading Recovery, Learning Difficulties, Literacy and Maths groups.	
80% of K–2 students know 80% of the phonemes 80% of the time.	All students in K–2 were taught synthetic phonics as a part of the reading and spelling program in 2016. At the conclusion students were assessed. The results show that for our four K–2 classes the achievement rates were 73%, 60%, 68% and 70%.	Get Reading Right resources and training. \$2500
Students are reaching the expected cluster for their year level in phonics and phonemic awareness on the Literacy Continuum.	<p>Year K students 2016 Phonics 55%, Phonemic awareness 60%</p> <p>Year 1 students 2016 Phonics 65%, Phonemic awareness 65%</p> <p>Year 2 students 2016 Phonics 64%, Phonemic awareness 45%</p> <p>Year 3 students 2016 Phonics 35%, Phonemic awareness 85%</p> <p>Year 4 students 2016 Phonics 88%, Phonemic awareness 96%</p> <p>Year 5 students 2016 Phonics 59%, Phonemic awareness 86%</p>	PLAN Time.
Quality teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy programs, lessons and assessment to improve student achievement.	<p>Maintained whole school Maths Scope & Sequence for the National Curriculum.</p> <p>Maintained differentiating the curriculum using TOWN and TEN strategies in Mathematics and Get Reading Write K–2 and Focus on Reading K–6.</p> <p>Introduction of goal setting in Mathematics and Reading.</p> <p>Introduction of Philosophy program for years 3–6.</p> <p>Increased engagement in Home Reading Program and Premiers Reading Challenge to 80% in junior classes and 40% in senior classes.</p> <p>Introduction of robotics programs in Technology that engage students.</p> <p>Increased integration of iPads into lessons.</p> <p>Stage ability groups were timetabled Monday – Thursday this year as a trial.</p> <p>Increased use of Google Apps to assist differentiated learning in all classrooms.</p> <p>Staff engagement in weekly professional development.</p> <p>Introduction of stage 3 animations program.</p>	Professional Development (STEM conference x 2 staff)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Quality teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy programs, lessons and assessment to improve student achievement.	Introduction of a school Kitchen Garden program.	

Next Steps

Continue regular stage meetings to analyse data at a grade level. This data will be used to differentiate the curriculum for all students.

Continued analysis of data to help guide referrals for students for learning support and school directions.

Enhance the exchange of knowledge within the school and through our learning alliances.

Continuation of Synthetic Phonics Program. Attain the 80% goal.

Continue to increase engagement in Home Reading Program and Premiers Reading Challenge to 80% for all students.

Build staff capacity to collaboratively plan, teach and differentiate programming for students. Mentoring, cooperative planning and goal setting.

Develop staff and student skills in the area of STEM.

Strategic Direction 3

Enhancing Community Engagement and Participation

Purpose

To increase community support through a school-wide focus on student equity and student welfare. Working together as a learning community will give our students the knowledge, skills and experiences to achieve their personal best.

Overall summary of progress

In 2016 our focus was to increase community support through a school-wide focus on student equity and welfare. This was achieved by working together as a learning community to give our students the knowledge, skills and experiences to achieve their personal best.

We have successfully connected home and school through implementation of the following:

Koori parent meetings, online bookings for teacher parent interviews, Personalised Learning Pathways (PLP) meetings for identified students with specific needs, PLP meetings for Aboriginal students along with an ever increasing opportunity for involvement in social media have continued to strengthen these connections.

We have successfully increased community involvement through implementation of the following measures:

Welcome BBQ for families, Principal attendance at LBCoS bi-termly meetings throughout the year, Harmony Day event, Crazy Sock Day, staff attendance each term at AECG meetings, Easter activities, Reconciliation Celebrations, Pre school orientations, LBCoS NAIDOC celebrations, Interschool Ben Chifley Art competition, eSmart committee established and the annual and ever successful PLP BBQ for Aboriginal families.

We have successfully increased student engagement and wellbeing programs. This was achieved through the following measures:

Establishment of Koori Scripture Dreaming Program, elections for school leader positions including; Environmental, Student Representative Council (SRC), Library, Kindergarten buddies, commencement of Breakfast Club, handover of student knowledge between staff for the formation of classes, Souths Cares Teacher Aide program, establishment of Autism group with CAFE for Stage Two students, SLSO training – Thera games.

Professional Learning for full implementation of Momentum software, Compass University day – Peer Support training for Year Six students, Yarn Up Public Speaking, Ceramics in Schools, Koori Art Program and Three Lifestyle PDH/PE Program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To create positive student behaviours at Chifley Public School evidenced by a reduction in negative student entries to momentum.	An effective improvement measure to create positive student behaviours at Chifley Public School is evidenced by greater staff entries onto Momentum. The staff used Momentum with greater regularity this year than previous years. They have a deeper understanding of the Momentum software, allowing for greater tracking of negative behaviour. Red Cards and detentions have been reduced as students have become greater stake-holders by taking responsibility for their behaviour, through greater leadership initiatives and opportunities developed through the school community. Momentum has allowed specific students' needs to be targeted to allow the positive behaviour model to have greater effectiveness. In 2016 the staff increased the usage of Momentum by 45%.	Momentum software – \$1800 annually
To increase parent participation	Parent participation increased by 76% as	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>in our school-home partnerships by 76% to support the P&C, SRC and community learning events.</p>	<p>evidenced through the parental support for the community events.</p> <p>The number of community events increased by 24% through engagement in community programs such as our eSmart parent committee, members increasing by 50% to update the online progression tool. On-line interview parent-teacher bookings increased. Students identified with specific needs having a Learning Adjustment Proforma completed by all classroom teachers. The use of social media, including a reformatting of the School Newsletter increased. Establishing a Digeridoo group with the assistance of Brendan Moore with 98% of all Aboriginal boys attending the group. Google classroom commenced and available to all K-6 students, so that students could complete work at home. An eSmart community event to combat cyberbullying, attended by 10% of our parent community. Pirate Day and Crazy Sock Day where 90% of students participated in the event. Electricity Week where all classroom teachers delivered lessons. Bushwazee where 90% of students attended the event. We had 95% attendance from the Social Justice Volunteers group for Literacy support K-2. We worked with UNSW in the Culture, Community and Curriculum Pilot Project, engaging Aboriginal community members in a team-teaching program K-2, with members attending 94% of the planned lessons. The attendance of 87.5% of targeted students in the Seasons for Growth Program. The PD/H Scope and Sequence was updated to accommodate the eSmart values into a lesson sequence, where all staff delivered lessons from the new PD/H Scope and Sequence. 100% of executive staff were trained in LMBR. 100% of Stage 3 participated in the World Vision Young Mob Leadership Program. Eye care testing participation of 17% students K-6. 100% of all students participated in the Dental checks hygiene lessons.</p>	<p>\$5000</p>
<p>Increase the % of parents using available technology to communicate with Chifley Public School.</p>	<p>Our Parent Planner App, Facebook and Twitter accounts are ever increasing in numbers. The school currently has 124 registered users on our Enews account for our weekly emailed newsletter.</p>	

Next Steps

Next Steps

Projects that are pending and are in line with our goal to develop stronger links with the greater community include:

Widening Participation and Outreach (Sydney University)

The NAIDOC Day, LBCoS

Stage Learning Communities Initiative LBCoS

The end of year Christmas Concert

Implement The Pre School action plan

LMBR training and implementation for all staff

The continuation of the successful programs initiated in 2016 will continue to engage and strengthen our community ties ensuring continued success of the students and the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All the programs that we established and/or strengthened in 2016 have continued to provide our Koori Kids with many opportunities to ensure that they have full access to the school curriculum. Please see further details later in this report.	\$36000 \$8500
English language proficiency	2016 was the first year that Chifley Public School did not have a staff allocation of EAL/D therefore the funding received was allocated to provide our staff with various opportunities for professional development to upskill staff on how to differentiate for Non-English Speakers in the main stream classroom. A staff member is now a member of the local network group gaining valuable knowledge and keeping abreast of EAL/D training.	\$5090 Resource purchasing—and staff professional development and release
Low level adjustment for disability	As a school with a high Family Occupation and Education Index (FOEI) there are a number of students unable to pay for school activities such as text books, excursions, camps and sport. This flexible funding has given us the opportunity to support students who need it and also identify areas of the school that would benefit from new resources such as sets of dictionaries and atlas'. Our choir has grown in number and proficiency over the last two years and giving them an opportunity to perform in a uniform has had a great impact on their confidence. Classroom and playground organisation was a big focus in 2016 ensuring even though we are in old school grounds we can work in an organised and professional manner.	\$5400 \$1200
Quality Teaching, Successful Students (QTSS)	As a school with a high FOEI there are a number of students unable to pay the voluntary contributions or \$50 school expenses therefore this flexible funding had enabled us the opportunity to support students with identified needs and also identify areas of the school that would benefit from new resources such as classroom ipads for intensive literacy sessions. Staff release for professional learning opportunities in differentiating the mainstream classroom, assessment and PLAN software.	\$2000
Socio-economic background	The Stephanie Alexander Kitchen garden program has continued to expand in 2016. It continues to be a focal point for the children and families on a daily bases. Our weekly garden program meets on a Tuesday morning at 8.15am and 87 out of 200 children volunteer on a regular basis. Training for two staff throughout the year gave us the knowledge and understanding of what to grow when. This led to the harvesting of produce for the cooking program. The garden has given our children the opportunity to learn hands on in many curriculum areas, such as Science, Art, PD/H/PE, Maths, English.	Much of the Kitchen Garden program is funded by grants, donations and fundraising. School funded Professional Learning \$4000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	129	124	102	101
Girls	95	88	94	84

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.3	94.1	94.9	93.5
1	96.8	93.8	93.1	92.1
2	95.3	95.9	92.4	94
3	94.5	95.3	94.6	93.2
4	92.4	93.7	94.9	94.7
5	94.6	90.6	92.7	94.7
6	93.9	93	89.4	91.9
All Years	94.1	93.8	93.1	93.4
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

Student attendance shows a slight increase from 2015. The school will continue to monitor weekly attendance and communicate with parents as strategies to enhance attendance. A focus on reducing partial attendance rates of students due to late arrivals at school will be a key element for 2017.

Class sizes

Class	Total
CRABS	14
PENGUINS	14
JELLYFISH	22
TURTLES	25
DOLPHINS	27
SEALS	26
SEAHORSES	30
WHALES	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration & Support Staff	1.92
Other Positions	0.07

*Full Time Equivalent

Our Aboriginal Equity Funding has enabled the school to employ an AEW (Aboriginal Education Worker) 4 days per week. This has had a positive impact on the engagement of our Aboriginal Community.

Workforce retention

In 2016 Chifley Public School had various staff on part time leave, part time maternity leave. There were no retirements this year.

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	25

Professional learning and teacher accreditation

At Chifley Public School we have staff members who are currently working through the accreditation process at proficiency level, while there are three staff working through the five year maintenance period. Chifley has an active group of staff who meet regularly to work through this process, all while ensuring all staff meet the Australian Standards. The new Performance Development Plans proved to be a very positive process in 2016 as it allowed staff to work with colleagues and supervisors to set career goals and professional development goals in line with the school plan ensuring staff were providing our students with quality programs.

In 2016 all our staff were given the opportunity to complete the mini certificate in Gifted and Talented education through UNSW and several staff were involved in a STEM conference, introduction on visible learning, project based programs, Stronger Smarter Training and History and Geography curriculum introductions.

Chifley Public School has worked hard in 2016 to ensure all pre service 2004 teachers are ready for the rollover into the accreditation process for all staff.

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	213 979.00
Global funds	130 496.00
Tied funds	231 555.00
School & community sources	140 817.00
Interest	3 621.00
Trust receipts	6 734.00
Canteen	0.00
Total income	727 202.00
Expenditure	
Teaching & learning	
Key learning areas	16 268.00
Excursions	21 672.00
Extracurricular dissections	48 509.00
Library	1 439.00
Training & development	1 337.00
Tied funds	220 236.00
Short term relief	16 933.00
Administration & office	54 373.00
School-operated canteen	0.00
Utilities	24 947.00
Maintenance	56 030.00
Trust accounts	10 944.00
Capital programs	11 183.00
Total expenditure	483 871.00
Balance carried forward	243 331.00

The information provided in the financial summary includes reporting from January 1 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	274 693.69
(2a) Appropriation	245 128.24
(2b) Sale of Goods and Services	15.46
(2c) Grants and Contributions	29 375.22
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	174.77
Expenses	-192 552.52
Recurrent Expenses	-192 552.52
(3a) Employee Related	-80 766.74
(3b) Operating Expenses	-111 785.78
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	82 141.17
Balance Carried Forward	82 141.17

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.

Chifley Public School's financial management processes and governance structures meet financial policy requirements.

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	1 384 791.40
Base Per Capita	10 467.73
Base Location	0.00
Other Base	1 374 323.66
Equity Total	152 881.03
Equity Aboriginal	50 138.81
Equity Socio economic	12 618.91
Equity Language	13 452.78
Equity Disability	76 670.53
Targeted Total	106 030.01
Other Total	41 986.04
Grand Total	1 685 688.47

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.

In Year 3, 74% of students achieved in the top three bands 4, 5 and 6 in Reading compared to 67.3% across the state.

In Year 5, 78.6% of students achieved in the top three bands 6, 7 and 8 in Reading compared to 57.8% across the state.

In Year 3, 81.4% of students achieved in the top three bands 4, 5 and 6 in Writing compared to 77.9% across the state.

In Year 5, 53.5% of students achieved in the top three bands 6, 7 and 8 in Writing compared to 46.1% across the state.

In Year 3, 74% of students achieved in the top three bands 4, 5 and 6 in Spelling compared to 73.5% across the state.

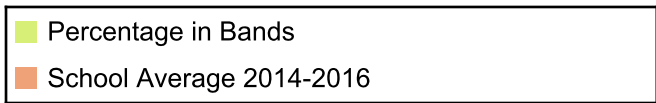
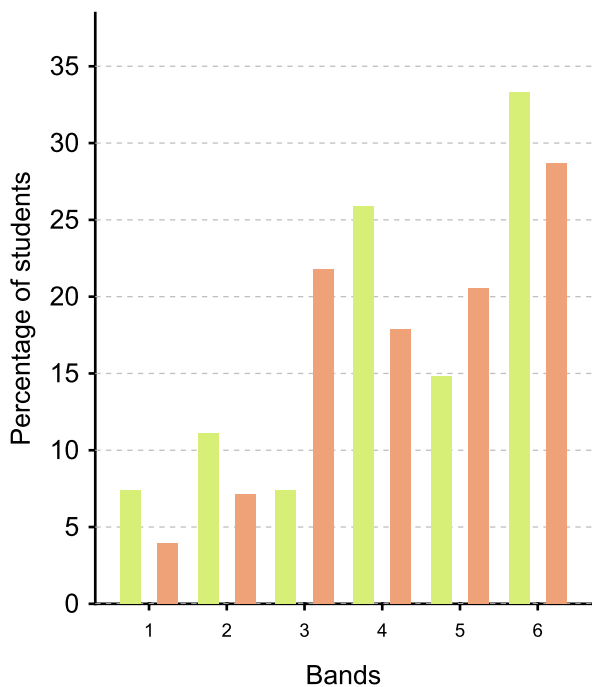
In Year 5, 71.4% of students achieved in the top three bands 6, 7 and 8 in Spelling compared to 60.6% across the state.

In Year 3, 77.7% of students achieved in the top three

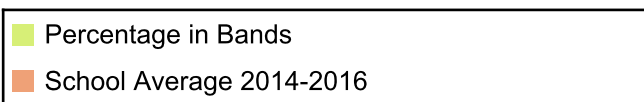
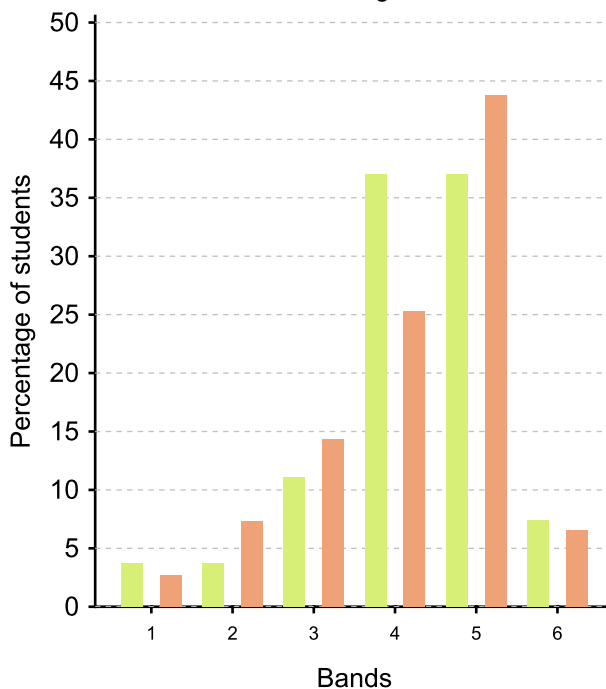
bands 4, 5 and 6 in Grammar and Punctuation compared to 68.2% across the state.

In Year 5, 60.8% of students achieved in the top three bands 6, 7 and 8 in Grammar and Punctuation compared to 60.3% across the state.

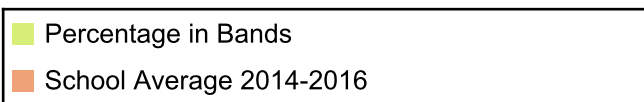
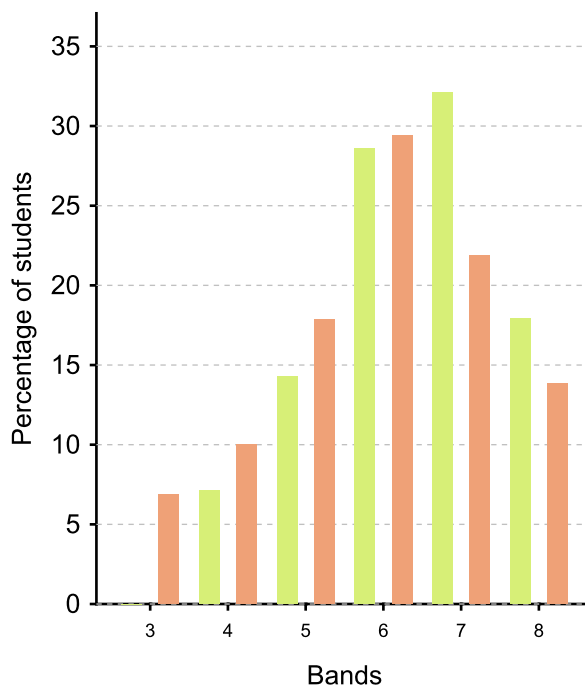
Percentage in bands:
Year 3 Reading



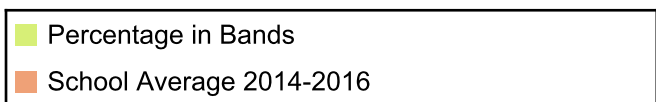
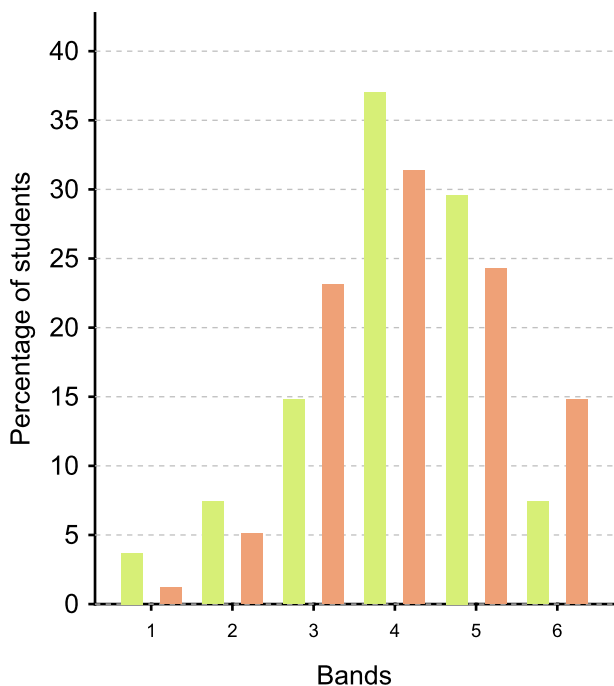
Percentage in bands:
Year 3 Writing



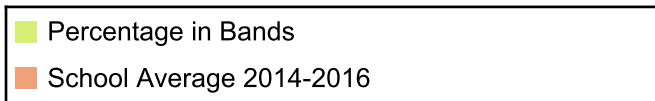
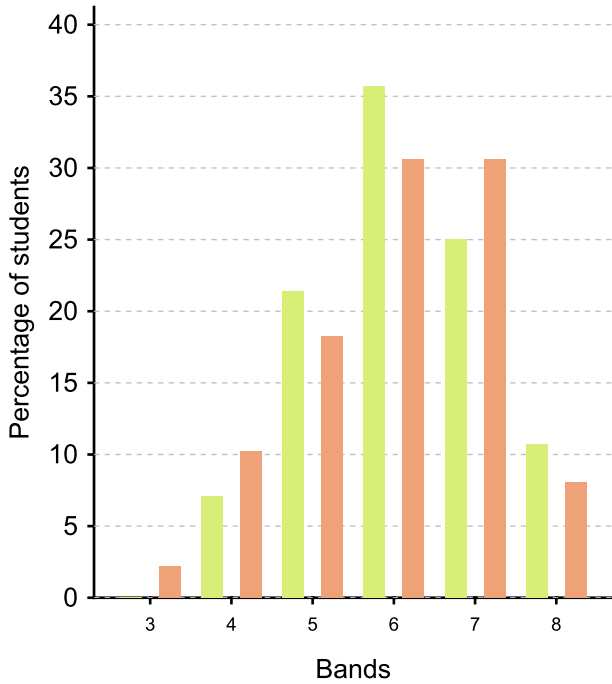
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Spelling



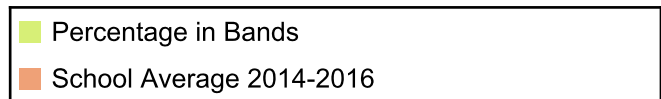
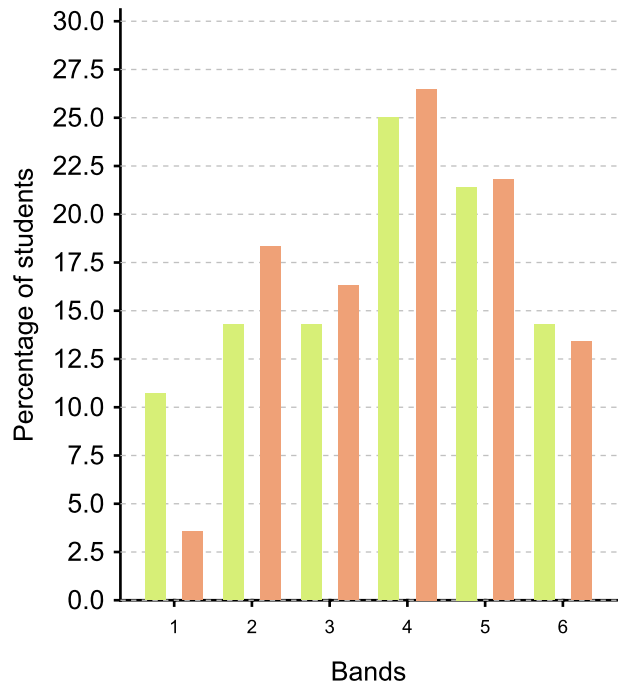
In Year 3, 64.2% of students achieved in the top three bands 4, 5 and 6 in Data, Measurement, Space and Geometry compared to 58.1% across the state.

In Year 5, 75% of students achieved in the top three bands 6, 7 and 8 in Data, Measurement, Space and Geometry compared to 51.8% across the state.

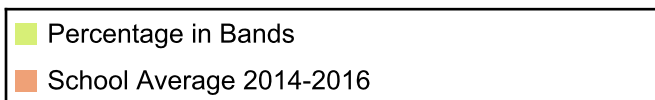
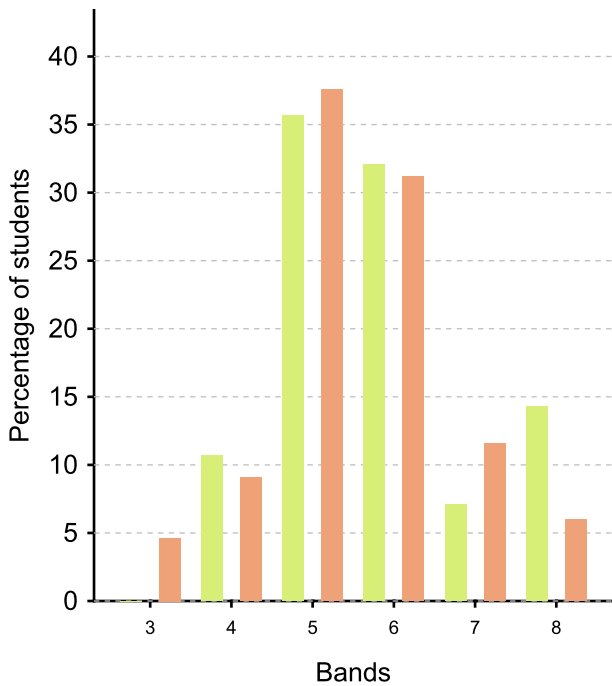
In Year 3, 57.1% of students achieved in the top three bands 4, 5 and 6 in Number, Patterns and Algebra compared to 61.1% across the state.

In Year 5, 78.6% of students achieved in the top three bands 6, 7 and 8 in Number, Patterns and Algebra compared to 56.8% across the state.

Percentage in bands:
Year 3 Numeracy



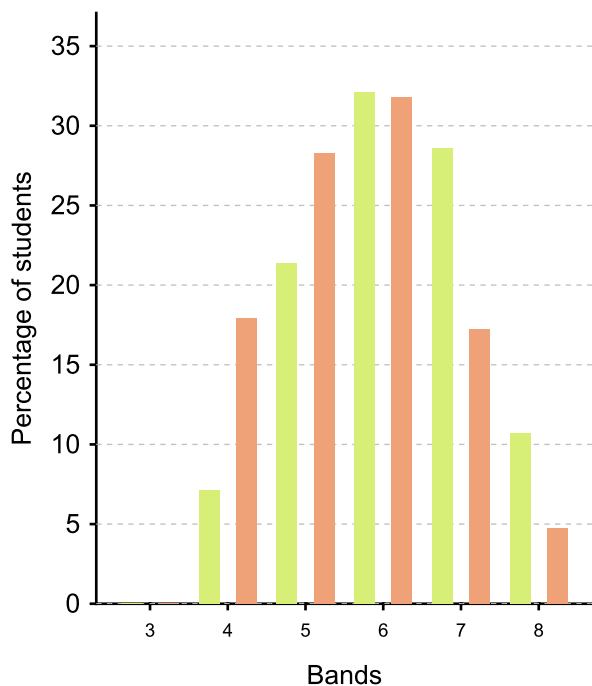
Percentage in bands:
Year 5 Writing



In Year 3, 60.7% of students achieved in the top three bands 4, 5 and 6 in Numeracy compared to 57.2% across the state.

In Year 5, 71.4% of students achieved in the top three bands 6, 7 and 8 in Numeracy compared to 52.9% across the state.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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.

Excellent results were achieved in relation to average progress between Year 3 and Year 5 in all areas of NAPLAN. The average growth of students was above the state DoE and statistically similar school groups (SSG).

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Student Survey

The “Tell Them From Me” student survey on Student engagement was completed by 75 students in Years 4, 5 and 6. School-level factors consistently related to student engagement: quality instruction, positive homework behaviour, classroom learning climate and teacher expectations as a measure of success.

Student goal setting and providing challenging learning experiences at school and for homework tasks including a more interesting learning climate were identified areas for improvement in the student surveys.

Teacher Survey

The “Tell Them From Me” teacher survey was completed by 13 teachers. Overall teachers indicated they worked together collaboratively to plan and share resources and that the school is inclusive and has a clear understanding of the learning needs of students with students requiring adjustments in their learning.

Areas for improvement identified in the teacher survey highlighted the need for more parental involvement and improved technology use in the classroom.

Parent Survey

In 2016, the school sought the opinions of parents about the school. All school community members were given the opportunity to comment on aspects of school life and curriculum areas. The majority of parents indicated that the school supports positive behaviour and a safe learning environment. Parents supporting the learning at home was identified as a major factor in achieving positive student results and maintaining a positive learning environment.

Parents indicated that the school could improve in becoming more inclusive and better informing parents on events at school.

Policy requirements

Aboriginal education

In 2016 there were 59 students at Chifley Public School who identified themselves as Aboriginal. We continued to effectively incorporate Aboriginal perspectives into class programs as well as cater for the specific learning needs of our Aboriginal students.

This year we increased the number of days that Pauline Beller was employed at the school to assist us in increasing the engagement of our Aboriginal students in the classroom. This also ensured that we work together with the Aboriginal wellbeing team and external agencies to focus on improving educational opportunities and learning outcomes for all our Aboriginal students. The employment of Pauline has also increased the communication between our Aboriginal families and the school which has led to greater participation in school programs. We also employed Kirsty Beller to assist students with their Literacy and Numeracy skills.

The school has continued the thorough and collaborative process of developing, implementing and evaluating PLP'S for our Aboriginal students. The response by student and school community members to the process was extremely pleasing with 95% of students now having a comprehensive PLP developed. In Term Four the school held a family barbeque where all students had the opportunity to evaluate the goals set earlier in the year. 92% of Aboriginal students have achieved their set PLP goals and will develop new goals at the beginning of 2017.

Reconciliation Week and Sorry Day was acknowledged

on May 26 with Aunty Fay and speeches from our Aboriginal school leaders. We were fortunate to have Aunty Fay visit our Koori Dreaming lessons on this day. Aunty Fay spoke to the students about her life and growing up as a young Aboriginal girl. She spoke about how things have changed in schools and in society for the Aboriginal people.

The school held a Walk-a-thon where students wore red, black, yellow and Mrs Harris and Stage Three students attended the Commemoration Service for Aboriginal and Torres Strait Islander Veterans at Hyde Park. The students were able to lay a wreath and were responsible representatives of Chifley Public School.

The school celebrated NAIDOC in Week Ten of Term Two. Students wore red, black and yellow clothes. Once again the Aboriginal students led the whole school assembly and were proud of their efforts. Students, staff, parents and community members were involved in a variety of Aboriginal based activities throughout the week. These activities included art, craft, Indigenous sport games and music, drama and literature activities. The students also participated in a whole school Aboriginal music and dance performance by Brendan Moore.

The school continues to implement strategies to improve school attendance and early arrival to school for our Aboriginal students with assistance from Janine Williams and Leanne Cowie.

Youth Haven, Weave, Kool Kids and South Cares continue to support so many programs that are available to our students.

Our wonderful talented students were part of Weave Kool Kids who performed a traditional dance at the Waratah's V Hurricane match at Allianz Stadium in July.

Laura, a Speech Pathologist from Sydney Children's Hospital, worked with K-2 students.

Kris, a dental hygienist from La Perouse Community Health, visited our school and talked to each class about the importance of looking after their teeth. She also provided free dental checks to the students who had returned their consent forms. Each student at Chifley received a free Poche Centre Health Kit.

Eyecare kids also provided vision assessments for our students.

Our students were very fortunate to be invited to visit the Opera House and attend Bangarra Koori Kids Day in June. It was a wonderful experience for all students and staff, especially those students who were visiting the Opera house for the first time.

Two students attended the Djamu Junior at the Art Gallery. Both students found the day to be a valuable experience.

Fifteen Aboriginal students in Years Five and Six participated in the Yarn Up Program. The program was held at the University of NSW and Parliament House

where the students participated in public speaking workshops focusing on debating skills; in particular rebuttal, prepared impromptu speeches and method, manner and delivery of spoken presentations. The students showcased what they had learned in previous sessions at a special event at Parliament House. All students improved in both their confidence and delivery of speeches from attending the three day program. Mrs Jane Tovey, our Stage One teacher, played a major part in the Yarn Up program by being a facilitator, presenter and mentor.

The Koori Art Expression program is a Sydney Region Visual Arts Program which is open to all students from Kindergarten to Year Twelve. In 2016, one Chifley staff member, Ms Carly Riddoch, attended a thought provoking workshop at the Art Gallery of NSW. Students from Stage Three participated in the Koori Art Expression program in 2016. The program gave the students the opportunity to express their ideas, understanding and appreciation on this year's theme "Songlines: The living narrative of our nation."

The artwork was a collaborative project and two pieces titled 'Bare Island and Beneath.' The pieces of artwork were chosen to be exhibited at The Maritime Museum.

Mrs Kathryn Harris from Chifley and Ms Angela Theobald from Matraville Soldiers' Settlement continued their Stronger Smarter journey by presenting a workshop at the Aboriginal Education Conference held at the Opera House. They were able to share their experiences and the benefits of being a Stronger Smarter school with the audience.

Three more staff, Mr John Spiteri, Mrs Jane Tovey and Mrs Pauline Beller attended the Stronger Smarter Program.

Brendan Moore from Botanic Gardens continues to assist our Environmental Group to further enhance our school gardens. Brendan also started teaching the didgeridoo to all our Aboriginal male students.

This year Sophie Jimenez deservedly received the regional Deadly Kids Award for the way she upholds and exemplifies the core values of Chifley Public School – respect and commitment and the way she acts as a great role model to younger students.

We had our newly formed Boori Didgeridoo group perform at the Deadly Kids Awards along with some representatives from the Weave Kool Kids dance group.

Stage 3 students participated in the six sessions of the World Vision Young Mob Leadership Program at Matraville High School. Young Mob aims to connect Aboriginal young people with their culture and their communities, boosting their confidence and skills. It is about young people developing as leaders, becoming more resilient and learning about culture so that they develop a new sense of who they are, what options they have and the strength of spirit to take up the opportunities that are offered to them.

Chifley Public School, the UNSW School of Education

and the AECG worked on a collaborative Culture, Community and Curriculum Project involving parents, carers and community members in classrooms to strengthen the teaching of Aboriginal perspectives. In Term 4 we welcomed Aunty Maxine and Kirsty Beller into our classrooms.

Multicultural and anti-racism education

Community harmony at Chifley is promoted through school policies and practices that counter racism and intolerance and develop intercultural understanding. As a part of our commitment to the policies and procedures as outlined by The NSW Department of Education and Communities, Chifley Public School rejects all forms of racism and is committed to the elimination of racial discrimination. Mrs Jane Tovey currently holds the role of the Anti-Racism Contact Officer and the role is to include receiving suggestions, complaints or allegations regarding racism and to assist the complainant and write the complaint, if required.

In 2016 Chifley Public School has provided teaching and learning programs that enabled all students to identify as Australians within a democratic multicultural society and to develop knowledge, skills and values for participation as active citizens.

The school continues to ensure inclusive teaching practices that recognise and value the backgrounds of all students and promotes an open and tolerant attitude towards different cultures, languages, religions and world views. Students have had the opportunity to celebrate and participate in Multicultural and Harmony Day events as well as in class perspectives related to daily class work.

2016 was the second year that Chifley Public School did not have a staff allocation of English as an additional language or dialect (EAL/D) therefore the funding received was allocated to provide our staff with various opportunities for professional development to upskill staff on how to differentiate for Non-English Speakers in the mainstream classroom. Two staff members completed the TELL (Teaching English Language Learners) Program. A staff member is a member of the local network group gaining valuable knowledge and keeping abreast of EAL/D training.

Chifley Public School continues to work closely with Matraville High School who provide a Japanese teacher for one session each week for all our Stage 2 students. Students participate in activities learning about cultural appreciation and basic language and writing acquisition. This program will continue in 2017 for all our Stage 2 students.

Other school programs

Stephanie Alexander Kitchen Garden Program

In 2016 our School Garden Program has continued to

be a focus of our school.

The school continues to be a member of the Stephanie Alexander Kitchen Garden Program, gaining great insight and knowledge from this valuable resource.

The goal of the Kitchen Garden Foundation is to introduce primary school children to the pleasures of preparing, cooking and eating a variety of foods they have grown and harvested themselves, while teaching across all curriculum areas.

Students love their garden experiences and cooking using produce that they have helped grow. This can be seen in the increased numbers of students wanting to be part of the environment team.

Each week students learn to build and maintain the garden according to organic gardening principles and grow and harvest a wide variety of vegetables, fruits and herbs. In cooking lessons students plan menus and follow recipes using the seasonal harvested produce and then taste what they have prepared. The program emphasises the flavours as well as the health benefits of fresh seasonal food.

The program is designed to be fully integrated into the primary school curriculum as it offers infinite possibilities to reinforce literacy, numeracy, science, cultural studies and all aspects of environmental sustainability.

2016 saw the expansion of our program to include a Native Stingless Beehive. What better way to learn about life cycles than to actually study them.

Partnerships within our school community

At Chifley Public School, community partnerships are a feature of which we are proud. These partnerships enhance the school in many ways. In 2016 we continued to see strong support from our community enhancing existing programs and extending student learning with extra-curricular activities. In addition to the excellent work done by the school's P&C association, partnerships were built upon in other ways.

The school ran Open Days to invite parents into classrooms. These were based on the concept of opening our classrooms to showcase lessons and building community relationships. These opportunities were very much valued by parents who were able to share in their child's achievements as well as gain a greater insight into what happens in their child's classroom. 2016 saw higher levels of parent participation in daily school activities with parents supporting student learning in the classroom.

The school continued a strong partnership with YWCA which provide before and after school care and vacation care for Chifley Public School families. The centre provided an outstanding service to the families of our school with an efficiently run and engaging care service provided for our children. The centre maintains close communication with the school, sharing facilities, expertise and supporting each other on a daily basis.

Jewish House has supported our school to assist people in time of crisis through intervention and various counselling and referral services. They have supported Chifley Public School through pragmatic and innovative programmes in relation to changes in students' lives. Workshops to enhance the importance of support from adults and peers and the need to practice new coping skills were held for nominated students. Areas of focus were on self-esteem, managing feelings, problem-solving, decision making, effective communication about feelings and developing a support network were held by professionals from Jewish House with specialised training.

Souths Cares is an independent not-for-profit public benevolent institution, established to support the local community and address social need across the South Sydney region. This year, Souths Cares provided resources to successfully deliver the Breakfast Club Program to support our community by providing a healthy breakfast to optimise student learning opportunities.

Eyecare Kids tested all students through parent referral to recognise the importance of good vision in the social, educational and behavioural development of children to reach their full learning potential. Eyecare Kids also offered a training workshop for all members of staff to help detect potential vision problems in students and teach them about their eyes and the importance of good vision.

A Social Justice Program from a local community group provided volunteers for all classes K-2 to provide support for daily literacy sessions. The service was a wonderful support to allow students to achieve reading goals.

Partnerships with the broader community was a priority in 2016. Our progress in this area included:

- working with staff at the University of NSW as part of an enrichment pilot program called Curriculum, Community and Culture to engage Aboriginal Elders into authentic teaching and learning experiences.
- working with staff at the University of Sydney as part of a learning support program for students requiring targeted support in technology, a University enrichment Day and Performing Arts.
- collaborating with the Little Bay Community of Schools to initiate the Stage Learning Community.
- working with the DZP dance group to support the school's dance development program.

International Competitions and Assessments for Schools (ICAS)

Chifley Public School's inclusive educational practices also prioritise opportunities for those academically talented students by providing curriculum extension opportunities.

All students in Years 2-6 are given the option to sit the ICAS tests organised through the University of New South Wales (UNSW) in Digital Technologies, Science, Mathematics, English, Writing and Spelling. In 2016, 11 students sat for the Digital Technologies test; 12 students sat for the Science test; 19 students sat for the Mathematics test; 14 students sat for the English test; 15 students sat for the Spelling test and 10 students sat for the Writing test. All tests were supervised by coordinating teachers in allocated time slots before school.

In Digital Technologies, 1 student gained a Distinction, 3 students gained a Credit and 2 students received a Merit.

In English, 1 student received a Distinction, 3 students received Credits and 2 students received a Merit.

In Mathematics, 4 students received Credits and 1 student received a Merit.

In Science, 3 students received Credits and 1 student received a Merit.

In Writing, 2 students received a Distinction, 3 students received a Credit and 3 students received a Merit.

In Spelling, 1 student received a Distinction and 2 students received Credits.