

# Chittaway Bay Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Chittaway Bay 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.

Mrs Ruth Goodwin

Principal

### School contact details

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4388 2188

### Message from the Principal

It is with great pleasure that I present the 2016 Annual Report for Chittaway Bay Public School. 2016 was a successful year and this report provides an opportunity to recognise the students' achievements, monitor the progress towards the 2015–2017 strategic directions and identify the milestones for 2017. The report also highlights the broad range of programs and initiatives offered to students at Chittaway Bay Public School. In 2016 we have continued to implement the Language, Literacy and Learning Program (L3) in Early Stage One and Stage One. Students are provided with explicit instruction in reading and writing strategies. The Focus on Reading (FoR) program training began for teachers in Stage Two during 2016 with teachers successfully completing Phase One. Teachers have been able to support students with the explicit teaching of the key aspects of reading and comprehension in the classroom. 2016 saw the introduction of Positive Behavior for Learning (PBL) at Chittaway Bay Public School. Students were engaged in explicit weekly lessons on our PBL expectations of Safe, Responsible, Respectful and Engaged. As part of the PBL program our mascot 'Kooka' the Kookaburra was introduced. PBL improved the school-wide processes of student wellbeing and quality learning in all classrooms. Our P&C funded two major projects in 2016 with the purchase of reading boxes for the classrooms and also additional student laptops. These resources have supported student engagement and learning in the classroom. Our P & C also held an extremely successful Olympathon to raise funds for the school. For many students, this event was the highlight of the year. We appreciate the commitment and support of our parents and community that enhances students' learning both in the classroom and playground. Parents and volunteers played an important role in supporting students and staff at school during 2016. Thank you to the parents and volunteers who willingly gave their time to enrich student learning and continue the important partnership between families and Chittaway Bay Public School. Students have achieved many successes across a broad range of activities in the academic, sporting and creative & performing arts, and I am extremely proud of their accomplishments. Congratulations to all the students for their achievements during 2016. A sincere thank you to our teachers and support staff for the support and guidance provided to students throughout the year, and their dedication and commitment to the school. This care and commitment was highlighted over and over again during the year and was particularly displayed through their commitment to PBL and to the wellbeing of students at Chittaway Bay Public School.

*Ruth Goodwin*

Principal

## School background

### School vision statement

Home, school and community—partners in education, valuing excellence, equity and people who are nice to know.

### School context

From 2013 enrolments have steadily increased from an average of 347 to 380 in 2016, requiring the formation of two additional classes and the need to decline many non-local enrolment applications. Enrolments include 9% of students with mild, moderate or severe intellectual disabilities enrolled in support classes; 6% of students with disabilities enrolled in mainstream classes; 7% of Aboriginal students; and 8% of students from language backgrounds other than English. Most families in the school are in the low to middle income levels, housed in a mixture of privately owned or rented accommodation with a small percentage of government housing. The school hosts an Out of School Hours Centre to support students of working parents. The school is a partner with six other primary schools and three secondary campuses in the Tuggerah Lakes Learning Community and networks closely with Berkeley Vale Campus and its other two partner primary schools to ensure consistent quality teaching across K–12. The school also enjoys a high level of support from the parent community and the wider community. We have a valued, consultative partnership with Kuriwa AECG. Six new mainstream teachers and two new special education teachers were required in 2014/2015 to cater for retiring teachers and additional enrolments. This has resulted in a staff of about 50% of teachers being in their first one or two years of permanent employment while others have been employed in the school for three to twenty years. All staff members share a very high commitment to student well-being; continuous professional learning, and improving student learning outcomes. Teachers are seeking to enhance their teaching expertise by aligning their programs and practices with the National Professional Standards for Teachers and the NSW Quality Teaching Framework. The school utilises RAM funding to employ part-time School Learning Support Officers above the staffing entitlement to help teachers meet individual student needs. Professional learning programs have included Best Start Kindergarten Assessment; Language, Learning & Literacy Kindergarten (L3); Planning Literacy & Numeracy (PLAN) Software; 8 Ways Aboriginal Pedagogy; Focus on Reading (FoR) and training in the new English Curriculum and Mathematics Curriculum. The school has a strong creative and performing arts program supported through the school's K–6 RFF program, band and dance. This is designed to give all students the opportunity to identify interests and talents in creative and performing arts and broaden career horizons.

## 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. The staff at Chittaway Bay Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. At our School Development Days in Term 2 and Term 4, time was given to identify the elements of the School Excellence Framework and the progress being made to achieve the Strategic Directions. This information allowed the school to ensure that school achievement and improvement aligned with the high expectations embedded within the framework. In the domain of Learning, our efforts have primarily focused on learning culture and wellbeing. The school has worked to develop strong, positive relationships within the school community which has created a learning culture of achievement. Wellbeing was a significant focus and during the year a whole school approach to wellbeing with clearly defined behavioural expectations was developed and resulted in a positive teaching and learning environment for students. The improved results are evidenced by the increased engagement of families in school activities during the year and the reduction in students being reported for negative incidents. A more focused approach to explicitly teaching expectations of behaviour has been a factor of our progress throughout the year. In the domain of Teaching, our concentration has been focused on collaborative practice and learning and development. Our Stage teams have been provided with opportunities to plan, teach and grow; improve teaching practice through classroom observation, reflection and feedback; engage in professional learning to improve expertise in the critical areas of literacy and numeracy and build their capacity to effectively use and understand new syllabuses; engage with Tuggerah Lakes Learning Community which has resulted in a wider sharing of knowledge and expertise. In the domain of Leading, our priorities have been to develop leadership and school planning, ensuring its implementation and consistent reporting. The building of leadership capacity has meant that responsibility for creating a successful school learning culture is shared by the whole school community. Monitoring, evaluation and review processes have been embedded to allow the effective

implementation of the school plan and support continuous improvement in student learning. School staff, students and parents have been engaged in all aspects of the school planning process and celebration of success. The effectiveness of the leadership team has resulted in improved student engagement and learning through the successful implementation of our key strategic directions. The new approach to school planning, supported by the new funding model to schools, is having a major impact on our success as a school. The achievements and identification of the next steps are outlined in the following pages of this report. The NSW DoE Self

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Assessment process will further assist our school to refine the strategic priorities in our School Plan, leading to effective and efficient improvements in the delivery of education to our students. For more information about the School Excellence Framework go to: <http://www.dec.nsw.gov.au/about>

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## Strategic Direction 1

### Successful Learners

#### Purpose

To ensure successful, aspirational learners who can work collaboratively with persistence, confidence and resilience.

#### Overall summary of progress

Significant progress has been achieved in Strategic Direction 1 through the introduction of the school-wide implementation of Positive Behaviour for Learning (PBL). All classroom teachers have engaged in PBL training and delivered weekly lessons developed by the PBL team ensuring a consistent approach to the teaching and learning of appropriate behavior in the various school contexts outside the classroom. There have been substantial observable changes in student behavior with students being able to identify and take positive responsibility for their behaviour in the playground. Recognition of student achievement has been enhanced through the establishment of a more comprehensive student reward and acknowledgement system. This has allowed students' social and academic achievements to be recognised and celebrated consistently and frequently throughout the year, promoting a positive culture of learning. During 2016, teachers built on their training in providing an environment where students set learning goals, are engaged, take risks, and make choices in their learning pathways creating success. Teachers undertook training in the analysis of NAPLAN and embedding teaching strategies into their programs. Parents and carers supported this process through participating in individual meetings with teachers, to share information on student performance, goals, Individual Education Plans (IEPs), Personalised Learning Plans (PLPs) and how they can support their child's learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>School internal data is indicative of growth expectations within the school –</li></ul> <p>At least 80% of Kindergarten students achieve L3 Reading target of L9; Year 1 students achieve L3 ST1 Reading target of L18; Year 2 students achieve L3 ST1 Reading target of L22; Year 3–6 students achieve Reading targets as determined by internal school data and assessment.</p>	<p>In 2016 75% of Kindergarten students, 68% of Year One students and 77% of Year 2 students achieved the L3 Reading Target. 70% of students Years 3–6 achieved Reading targets.</p>	\$60,000
<ul style="list-style-type: none"><li>NAPLAN data is indicative of growth expectations for the school – Growth from Year 3 to Year 5 and Year 5 to Year 7 in all aspects of Literacy and Numeracy, over a three year average, is within 10% of state expectations.</li></ul>	<p>NAPLAN data indicates expected growth for Yr3 to 5 in the aspects of Reading, Spelling and Grammar and Punctuation and expected growth for Yrs 5 to 7 in Reading, Spelling, Grammar and Punctuation and Numeracy.</p>	\$40,000
<ul style="list-style-type: none"><li>ATSI students in Year 3, 5 and 7 achieve growth equal to or better than their cohort.</li></ul>	<p>In 2016 ATSI students achieved growth equal to or better than their cohort in the aspects of Grammar and Punctuation, Spelling and Numeracy.</p>	\$12,000

#### Next Steps

- \* Wellbeing policy developed for CBPS in line with Wellbeing Framework covering Connect, Succeed, Thrive.
- \* Teachers using PLAN/Continuums and a consistent approach to assessment and planning.

\* Consistent communication with the community across a number of platforms.

\* Continued focus on PBL.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To ensure excellence and equity for all students through quality educational practice.

#### Overall summary of progress

Teachers have been trained in important literacy initiatives – Focus on Reading, and Language, Literacy and Learning. These initiatives have had a significant impact on student learning, ensuring a consistent approach to the quality teaching of literacy across Chittaway Bay Public School. Teachers have received professional learning in Aboriginal 8 ways Pedagogy. This has resulted in evidence of the 8 ways Pedagogy beginning to be integrated into teaching and learning programs and teachers having a deeper knowledge and understanding of the strategies required to support the learning of Aboriginal students. Professional Learning supported teachers to continue to deepen their understanding of the new English, Mathematics and Science syllabuses, and develop knowledge of the new History and Geography syllabuses. A collaborative approach has enhanced the capacity of all staff to develop and implement teaching and learning programs that meet the needs of students. Beginning teachers and mentors attended 'Strong Start Great Teacher' training on a fortnightly basis, addressing quality teaching and raising teacher understanding of, and capacity to meet, the Australian Professional Standards for Teachers. All staff completed the training in Disability Standards for Education resulting in an increased capacity to meet the individual needs of all students at Chittaway Bay Public School.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff are able to meet the guidelines and expectations of their PDP.	100% of teachers wrote and implemented PDPs which met the guidelines and expectations	\$3,000
Staff teaching programs reflect differentiation	Differentiation for students was reflected in teaching programs, IEPs and PLPs.	\$4,000
Teachers and Aspiring Leaders utilise the opportunities provided to develop their leadership and management capacity.	Two teachers completed the Aspiring to Leadership Program.  All teachers were members of the TLLC HUBS and School Strategic Direction Groups.	\$5,000

#### Next Steps

- \* Consistent processes to identify, plan and deliver personalised and differentiated learning, through the development of individual education plans, personalised learning plans and individual student action learning plans.
- \* Assistant Principals support teachers in class through observation, team teaching and collaborative planning.
- \* Targeted professional learning for all staff
- \* Continued training in L3 and FoR

## Strategic Direction 3

### Strong Supportive Partnerships

#### Purpose

To develop partnerships that allow us to utilise expertise from beyond the school to enhance and enrich learning opportunities for students.

To broaden students' career horizons so that they will recognise the relevance of their learning experiences and the value in setting aspirational goals.

#### Overall summary of progress

Significant progress has been achieved in engaging the school community in school events and parent forums. Parent forums were held in Term 4 which provided an opportunity for the school community to work together to improve the link between home and school. A number of events were also held throughout the year, including an Easter Hat Parade, Book Parade, Celebration Assemblies, School Concert and Christmas Family Night, which saw a record number of families attending the school to be involved in their children's education and enhancing the positive school culture. All teachers attended the Tuggerah Lakes Learning Community – Building Better Learners Conference which was a celebration of the learning and sharing that had occurred during the year at the TLLC HUB meetings. This strong connection with our local schools has allowed a continued sharing of knowledge and skills. Stage Three teachers implemented Advancement Via Individual Determination (AVID) engaging students to take more responsibility for their learning and achievements, broaden their career horizons, help them to see the relevance of their learning experiences and the value of setting aspirational goals.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers form strong professional learning networks with colleagues from other schools – At least 50% of teachers are involved in professional learning networks.	80% of teachers were actively involved in the TLLC HUBS.  Five teachers regularly attended the LEAP training for aspiring leaders.	\$6,000
Increased knowledge of career pathways for students – increase in expectations for success and aspirations to attend higher learning institutions as indicated in the Tell Them from Me Survey.	83% of students felt that teachers' expected them to succeed and 59% of students expected to attend university after high school.	\$1,000
Increased recognition and respect for the varied roles of people in the community and the contribution they can make to school programs – 85% of parents indicate satisfaction with communication and consultation between school and parents.	100% of parents who responded indicated that their input had been sort for school planning and the development/review of school policies.  80% of parents indicated that they felt informed and were satisfied with communication.	\$2,200

#### Next Steps

- \* Teachers regularly share knowledge and skills gained at the HUB meetings.
- \* Teachers engaged in on line training opportunities.
- \* Continued focus on community involvement and parent workshops.

- \* Establishment of greater connection and involvement with ATSI families.
- \* Review, development and implementation of CBPS policies and procedures.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Teachers were provided with release to work with families to develop PLPs for all ATSI students. A School Learning Support Officer was employed to support students in the classroom in literacy and numeracy to increase student engagement and achievement. Aboriginal students were engaged in a number of cultural programs including Koori choir, Acknowledgement of Country workshops and art. These programs had an impact on students understanding of their culture, pride in themselves and acceptance within the school community. The TLLC Koori Choir performed at a large number of events in the local community. The students of CBPS also celebrated their achievements at GulangFest. The inclusion of non-indigenous students in some of the activities promoted a greater understanding and acceptance of Aboriginal culture.	\$16,425
<b>English language proficiency</b>	A teacher was employed to work with students individually and in small groups on improving their skills in literacy and numeracy resulting in them demonstrating improvements in literacy and numeracy. Individual programs were developed for each student and classroom teachers were supported to embed these programs into the classroom. Explicit teaching and learning in literacy and numeracy resulted in increased engagement and skills for students in their classroom programs.	\$5,389
<b>Low level adjustment for disability</b>	A Learning and Support Teacher (LaST) was employed four days to support students requiring adjustments and learning support. This support was provided through individual plans and adjustments and collegial support for teachers. The LaST developed and implemented specific social, emotional and academic programs increasing student engagement and skills both in the classroom and playground. Additional School Learning Support Officers (SLSO) were employed to support the implementation of individual programs and adjustments within the classroom.	\$10,5369
<b>Quality Teaching, Successful Students (QTSS)</b>	The school executive team were provided with additional release from face to face teaching each week to provide professional support to their teams. This involved observations and feedback to improve quality teaching in the classroom. Teachers were supported by the school executive team in the implementation of the Performance Development Framework. This involved regular monitoring and feedback processes to reflect on progress and plan for support and professional improvement. The PDPs provided a platform for deeper reflective processes and guidance for developing individual and whole school professional learning.	\$15,303

<p><b>Socio-economic background</b></p>	<p>In 2016, funding was used to provided training to teachers in L3, Focus on Reading and AVID and the resources to implement these programs in the classroom.</p> <p>Additional Learning Support Officers were employed to support students in the classroom and playground.</p> <p>Funding was allocated to provide an opportunity for students to engage in a sporting program.</p>	<p>\$63,269</p>
<p><b>Support for beginning teachers</b></p>	<p>Our two first year beginning teachers were released from class for two hours each week with their mentor being released for one of these hours to provide support. During this time the beginning teachers were also engaged in an induction program, professional development to support their programming and classroom management, targeted professional learning, classroom observations and time to work on their accreditation requirements. In 2016 we also had four second year beginning teachers who were released from class one hour each week to engage in an induction program, professional development to support their programming and classroom management and targeted professional learning. All beginning teachers and their mentors participated in the Strong Start, Great Teacher school based induction program on a fortnightly basis during the second semester. This induction program embeds the Australian Professional Standards for Teachers, the NSW Quality Teaching Model and specific guidance in coaching and mentoring practices. Beginning teachers displayed significant growth throughout the year in the implementation of quality teaching within the classroom and their knowledge and understanding of the school procedures and policies. They also displayed increased involvement in whole school programs, professional dialogue during school meetings and professional learning.</p>	<p>\$29,701</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	195	188	207	199
Girls	163	170	188	178

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.3	94.9	96	94.9
1	92.8	92.1	91.5	94.9
2	93.2	95.3	93.2	93.7
3	92.5	93.9	92.8	93
4	93.7	93	91.8	94.3
5	93.8	92.9	92.7	93.8
6	91.1	92.9	92.7	92
All Years	93	93.5	93.1	93.9
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

The attendance rates for students overall at Chittaway Bay Public School in 2016 was at 93.90%. This is an increase of 0.8% compared to 2015 and comparable to state DoE attendance rates.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.48
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	0.4
School Administration & Support Staff	6.02
Other Positions	0.15

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Two staff members identified as Aboriginal. Chittaway Bay Public School enjoys a close relationship with the local Aboriginal Educational Consultative Group, Kuriwa AECG.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	88.9
Postgraduate degree	11.1

### Professional learning and teacher accreditation

A significant focus was placed on teacher professional learning during 2016 and all teachers were involved in targeted professional learning aligned with the school plan, strategic directions and their own professional development plans. All staff participated in professional learning activities during the year including five school development days, team and whole staff meetings, professional learning courses and after hours school training.

Staff had many opportunities to engage in professional learning including leadership development, student wellbeing, work health and safety and teaching and learning. Staff also participated in mandatory training in child protection, anaphylaxis and cardiopulmonary resuscitation. Targeted training for each stage included L3 training in Early Stage One and Stage One, FoR training in Stage Two and AVID training in Stage Three

and Positive Behaviour for Learning, Data/NAPLAN analysis, Accreditation, Aboriginal Education and disability standards in education for all teachers. Executive and administration staff also participated in significant training in the Learning Management and Business Reform during 2016.

## 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	\$
<b>Balance brought forward</b>	<b>90 640.14</b>
Global funds	126 022.19
Tied funds	129 133.81
School & community sources	62 358.66
Interest	1 279.96
Trust receipts	7 687.50
Canteen	0.00
Total income	417 122.26
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	29 737.30
Excursions	3 857.85
Extracurricular dissections	19 622.52
Library	1 433.69
Training & development	18 787.81
Tied funds	94 637.65
Short term relief	32 411.88
Administration & office	31 302.31
School-operated canteen	0.00
Utilities	21 083.74
Maintenance	12 861.09
Trust accounts	5 965.39
Capital programs	0.00
Total expenditure	271 701.23
<b>Balance carried forward</b>	<b>145 421.03</b>

The information provided in the financial summary includes reporting from 11 May 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	549 140.61
(2a) Appropriation	472 850.73
(2b) Sale of Goods and Services	2 300.78
(2c) Grants and Contributions	73 301.22
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	687.88
<b>Expenses</b>	-391 533.31
Recurrent Expenses	-391 533.31
(3a) Employee Related	-226 017.76
(3b) Operating Expenses	-165 515.55
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	157 607.30
<b>Balance Carried Forward</b>	157 607.30

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.

This school has two financial tables due to operating under two financial systems OASIS and SAP/SALM from 1 December 2015 to 31 December 2016

### Financial summary equity funding

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

	2016 Actual (\$)
<b>Base Total</b>	2 349 780.73
Base Per Capita	22 770.42
Base Location	0.00
Other Base	2 327 010.32
<b>Equity Total</b>	190 451.90
Equity Aboriginal	16 424.66
Equity Socio economic	63 269.44
Equity Language	5 389.09
Equity Disability	105 368.70
<b>Targeted Total</b>	579 102.58
<b>Other Total</b>	104 789.25
<b>Grand Total</b>	3 224 124.47

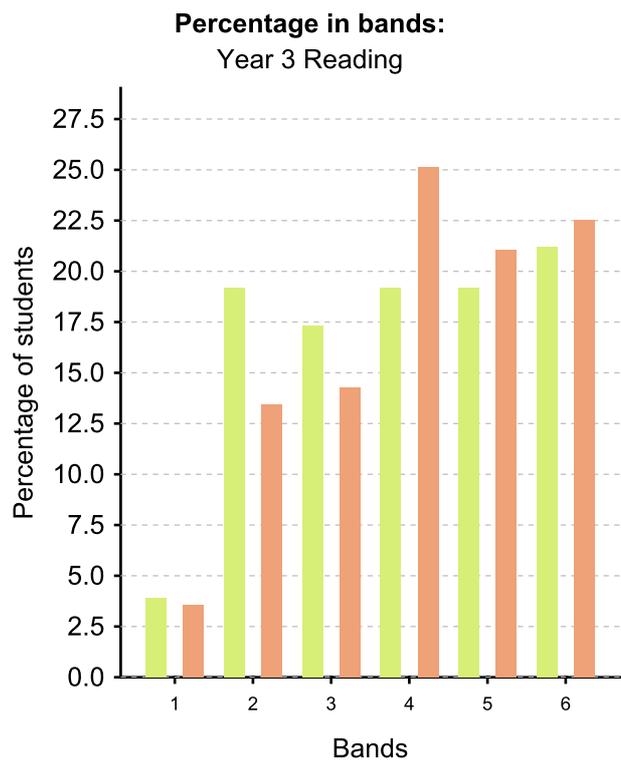
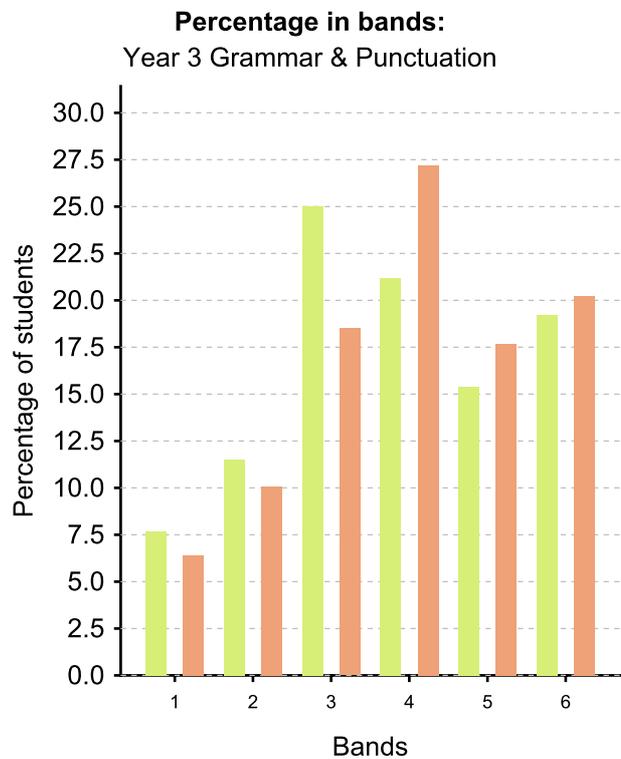
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

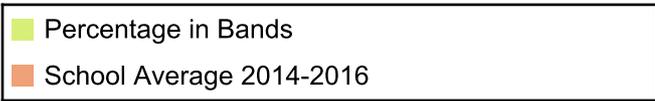
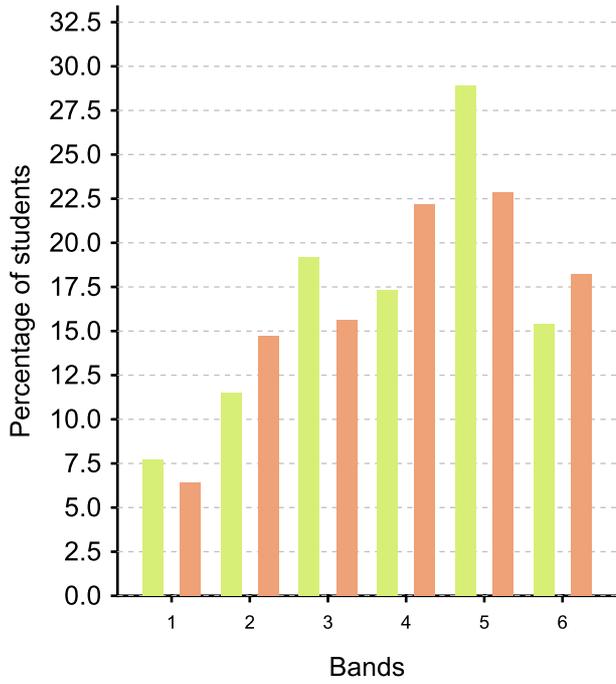
### NAPLAN

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.

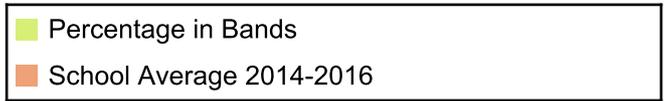
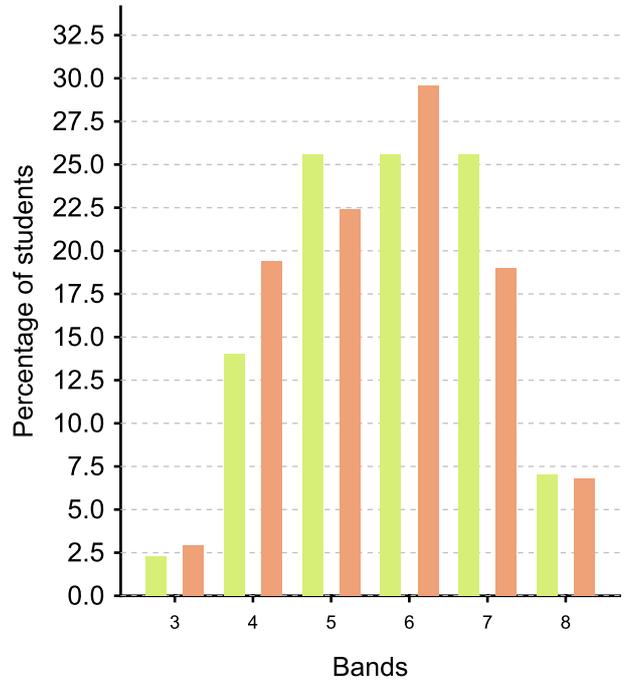
Chittaway Bay Public School continually analyses student data to inform teaching practice and improve student performance in all areas of the curriculum. The 2016 NAPLAN data indicated that 80% or more of students in Year 3 and Year 5 achieved at or above national minimum standards across all five domains of NAPLAN.



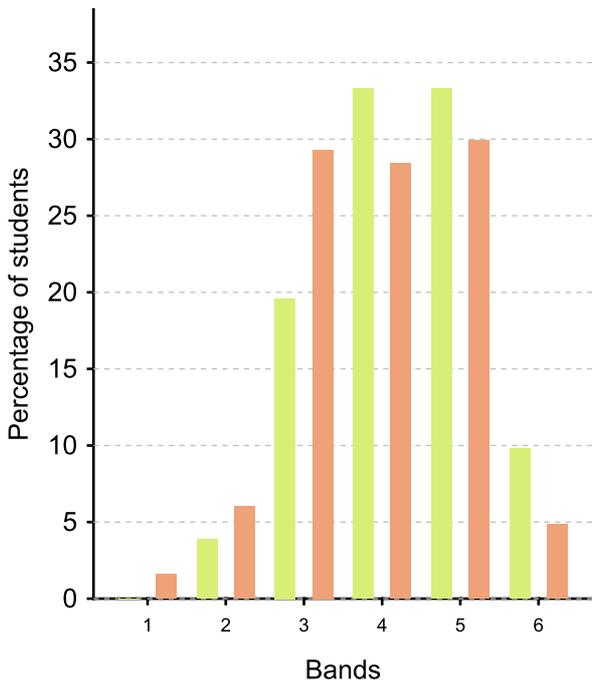
**Percentage in bands:**  
Year 3 Spelling



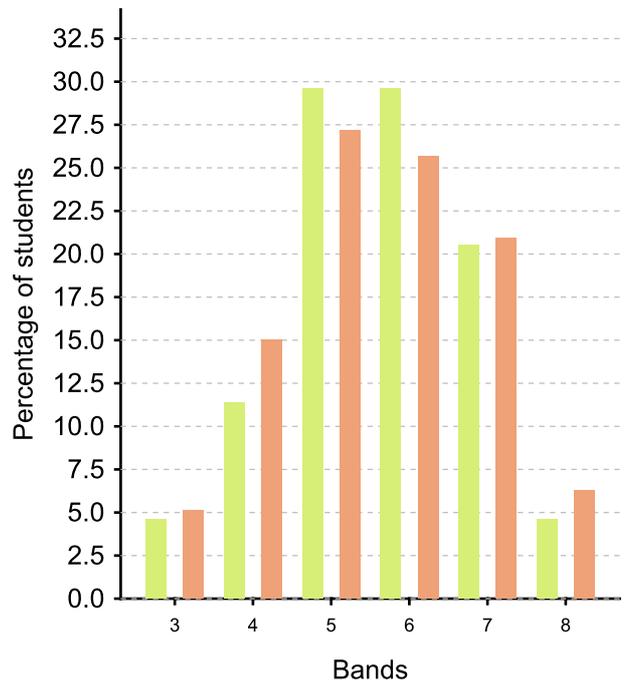
**Percentage in bands:**  
Year 5 Reading



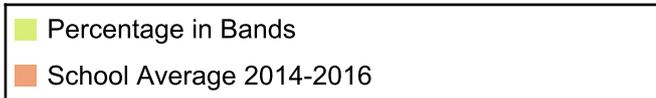
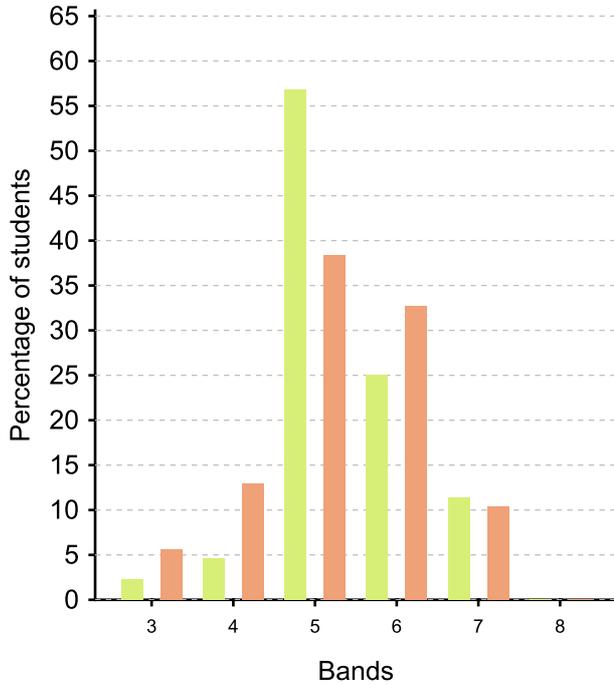
**Percentage in bands:**  
Year 3 Writing



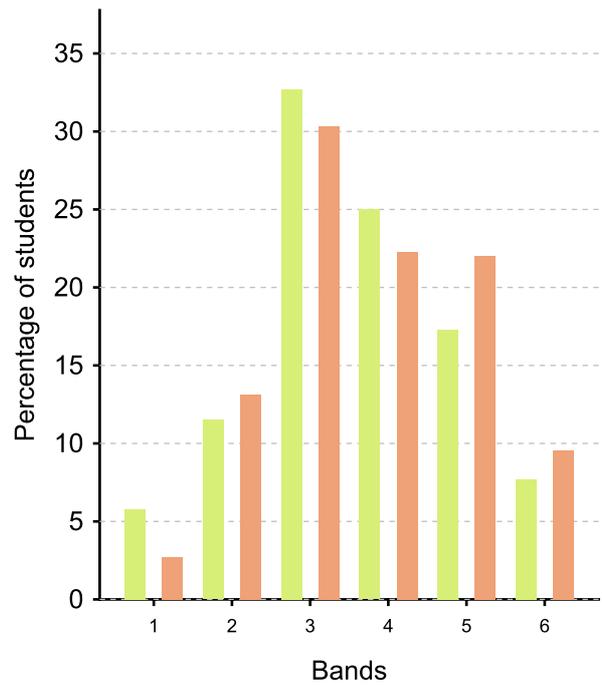
**Percentage in bands:**  
Year 5 Spelling



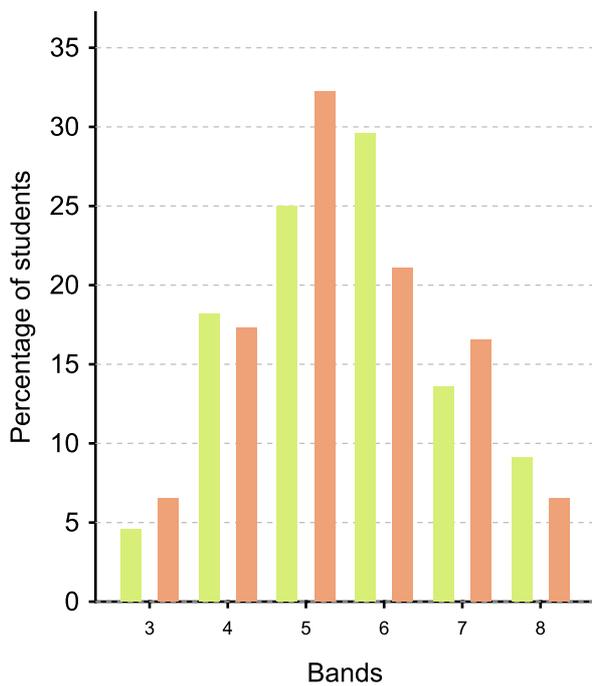
**Percentage in bands:**  
Year 5 Writing



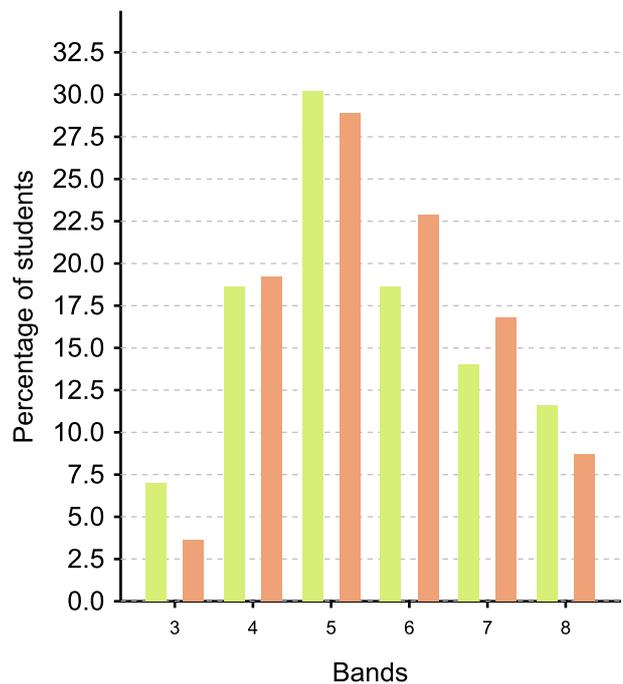
**Percentage in bands:**  
Year 3 Numeracy



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



**Percentage in bands:**  
Year 5 Numeracy



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.

In accordance with the Premier's priorities; improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. In 2016 the percentage of Year 3 students in the top two bands at Chittaway Bay Public School for reading was 40% and numeracy 25%. The percentage of Year 5 students in the top two bands at Chittaway Bay Public School for reading was 33% and numeracy 26%.

Another reporting requirement from the state priorities: better services – improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the number of Aboriginal students in the top two NAPLAN bands. Chittaway Bay Public School has a cohort of less than 10 students in Years 3 and 5. Therefore, this data is not reported upon.

## Parent/caregiver, student, teacher satisfaction

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

Teachers, students and parents responded to the Tell Them from Me Survey and forums and in considering these responses, the parent survey results displayed:

- 85% of parents felt welcome at Chittaway Bay Public School.
- 80% of parents felt that they are informed about the school.
- 82% of parents felt that the school supports learning.
- 85% of parents felt that the school supported positive behaviour.
- 80% of parents felt that the school was a safe school.
- 82% of parents felt that the school was an inclusive school.

The teacher survey results displayed:

- 75% of teachers indicated that leadership supports their student learning.
- 78% of teachers indicated that teachers collaborate.
- 78% of teachers indicated a positive learning culture.
- 77% of teachers indicated that data informs their practice.
- 83% of teachers felt that the school was inclusive.

The student survey results displayed:

- 87% of students had positive relationships.
- 96% of students valued School outcomes.
- 85% of students displayed positive behaviour.
- 88% of students try hard to succeed in their learning.
- 78% of students felt that they had a positive relationship with their teacher.

Teachers, parents and students all indicated that they liked the implementation of PBL during 2016, felt that this had a positive impact on changing student behaviour and that the school should continue to focus on this student wellbeing area in 2017. Teachers and parents also indicated an improvement in communication to keep them informed. This was also an area for the school to continue to address across the whole school community in 2017. The information gained for the surveys and forum has helped to review and evaluate the school plan and direct the areas for school improvement in the milestones.

## Policy requirements

### Aboriginal education

In 2016 Chittaway Bay Public School implemented Aboriginal Education to support the cultural learning of all students. A professional learning focus was on the implementation of Aboriginal 8-Ways, which focuses on quality teaching and the inclusion of Aboriginal perspectives in all units of work resulting in all students being more engaged in their learning across all key learning areas.

In respectfully opening all assemblies and school events we began with an Acknowledgement of Country by the senior Aboriginal student at our school. School student leaders also attended an Acknowledgment of Country workshop to improve their knowledge of Aboriginal culture and compose personal Acknowledgments of Country to respect Indigenous Australian culture. This ensures that our school community displays values and gives recognition to Aboriginal people and their ancestors.

Our school acknowledged two important weeks in the Aboriginal calendar: Reconciliation Week and NAIDOC Week. Through performing arts activities, Chittaway Bay Public School participated in the local schools Koori Choir and GulangFest.

### Multicultural and anti-racism education

Multicultural education is embedded in all areas of the curriculum and is part of classroom programs throughout the school. This allows students to build ongoing knowledge, skills and attitudes needed for their culturally diverse society. All children are encouraged to be proud of their culture and show respect and acceptance of the diversity of cultures.

Chittaway Bay Public School celebrated Harmony Day by devoting the day to multicultural activities across the school, which also included Anti Bullying activities. Students and teaching staff wore orange and our student leaders led small groups of younger students to participate in activities which resulted in learning, understanding and sharing of how all Australians are from diverse backgrounds and they equally belong to Australia and enrich the existing cultures. The students developed a deeper understanding and empathy towards each other. Throughout the year students were involved in a variety of lessons and activities which involved learning about taking action to help stamp out bullying behaviours.

Our trained Anti-Racism Contact Officer (ARCO) worked with students throughout the year to build a greater understanding of cultural diversity and Anti-racism initiatives in the school community.

## Other school programs

### Student Leadership

Leadership opportunities are offered to students at Chittaway Bay Public School through the Student Parliament, and as Sports Captains and Student Librarians. The Student Parliament allows students to play a significant role in school management. Parliamentarians are elected as Ministers by students from Years 2 to 5 at the end of each year. The School Captains share the roles of Prime Minister and Speaker. Every student in Year 6 is a member of Parliament and serves on a Parliamentary committee. The Parliament meets each Friday morning and representatives from all classes within the school are invited to attend and raise matters of concern. Formal meeting procedures are followed and motions that are agreed upon are presented at a whole school staff meeting for further action.

The Tuggerah Lakes Learning Community Student Leadership Conference was held again in 2016. Twenty students from Years 5 and 6 were invited to attend the conference in August to develop their knowledge of leadership. 180 students from nine TLLC schools participated in the day, with students from the High School campuses supporting the running of the event. Students listened to key note speakers and also broke into six smaller groups to complete a range of activities focused on developing confidence and leadership skills in a variety of contexts.

### Creative Arts

Chittaway Bay Public School has a strong creative arts program including music, band, dance and choir. In 2016 we were selected to feature in a Department of Education media presentation on the importance of creative arts in student learning through our involvement in The Junkyard Orchestra program. The school band also had another successful year performing at many events and competitions. Our school dance groups entered the Central Coast Dance Festival with a record number of students being

involved. Students from Chittaway Bay Public School were members of the Tuggerah Lakes Learning Community Koori Choir, performing at many events throughout the school including the GulangFest.

The highlight of the year was the school concert. The school was alive with activity throughout the planning, rehearsals and performance and the concert provided another excellent opportunity to showcase the talents of all students at our school and also bring our school community together to celebrate our student achievements.

### Sports

Chittaway Bay School students participated in numerous sporting programs throughout 2016, both at a school and representative level. Our annual swimming, cross country and athletics carnivals were extremely successful. Through these opportunities, several students represented our school proudly at regional level. Chittaway Bay also participated in a variety of PSSA sports with these sporting teams showing outstanding sportsmanship. The school offered a variety of sporting and physical education opportunities at school, including the Sports In School program, to increase students' sporting abilities and promote the benefits of living a healthy, active lifestyle.