

Chifley Public School Annual Report



2017



4299

Introduction

The Annual Report for 2017 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.

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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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process and the findings of the independent panel indicated that Chifley Public School was **delivering** all Elements across the domains of Learning, Teaching and Leading within the School Excellence Framework.

Learning Domain

In 2017, the learning culture was supported through demonstrated engagement and learning programmes. The learning culture was further supported through strong collaborative partnerships across LBCoS and the local AECG, and a raft of community engagement programmes. Strong, community backed cultural programmes enhanced opportunities for our Aboriginal students. Student feedback also highlighted a culture of encouragement and positive, respectful student/teacher relationships at school.

Student wellbeing was prioritised as a staff and as a school community. Our AEW provided strong links to the community and the welfare outcomes and identity of a significant Aboriginal student population. K-6 Peer Support continued to operate as an embedded student leadership initiative.

Professional learning to support the authentic integration of learning technologies into English and Mathematics provided further accessibility to curriculum content. In 2017, we continued to use both internal and external data to monitor, track and report on student and school performance.

Teaching Domain

The External Validation process indicated that our classrooms are well managed by highly committed, collegial and professional school staff. Students are productively engaged in class and effective classroom/behavioural management supports a positive learning culture across K–6.

In 2017 the teachers continued to collaboratively analyse data to understand learning needs as part of a responsive planning process within the teaching and learning cycle. Professional learning strategically targeted Eight Ways of Knowing. Professional Development Plans delivered across the school, aligned against the Performance and Developments framework and learning goals cross referenced with AITSL Professional Standards.. New scheme teachers were further supported through the Botany Bay Casual and Temporary Network meetings and succession planning ensured that aspiring leaders continued to have the opportunity to bolster our executive as shadow APs.

In 2017, teachers consistently worked beyond their classrooms to drive broader school initiatives and a broad range of co-curricular opportunities for the students.

Leading Domain

In 2017, parent and community engagement was actively encouraged through a wide range of events and activities. Opportunities for feedback targeted all key school stakeholders to ensure community “voice” in school capacity building and to promote whole school buy in. Strong educational partnerships continued to flourish across school networks (including LBCoS), the local AECG, UNSW and school community to support school programmes. The student leadership programme continued to reinforce the leadership capacity of our students and recognise positive student engagement and contribution to school life.

External Validation highlighted the democratic principles of equity and high expectation were observable across the whole school programmes and the allocation of resources. Evident in the Stephanie Alexander Kitchen Garden Programme, school facilities continued to be used creatively to support a strong school community focus on the environment, sustainability (as a cross curricular priority) and healthy and active life style choices.

Next steps

At Chifley Public School we recognise the dynamic and evolving nature of "best practice". Central to situational best practice and ongoing school improvement is **evidence**. Moving forward, the next steps include:

- ensuring that baseline data is collaboratively accessed, reviewed and used to analyse whole school performance;
- school improvement is strategically mapped out as part of the 2018–20 planning cycle; and
- ongoing and transparent communication across all key school stakeholders to ensure whole school buy in and that school priorities are clearly understood.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017, all Professional Development Plans (PDPs) aligned against AITSL Professional Standards for Teachers and a structured process of review, observation and feedback implemented. Educational partnerships across the Little Bay Community of Schools continued to support a broad range of opportunities for our students. A coordinated approach to student leadership supported student representation across the whole school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff aligned to the AITSL Professional Standards for Teaching and Australian Standards for Leaders with a focus on collective efficacy	Collaborative Practices and Professional Learning \$16000	Staff learning goals were implemented through PDPs. Leadership opportunities for all staff were evident along with shadow AP involvement as part of the school executive. Staff capacity built around Professional Learning opportunities including Eight Ways of Knowing. Cooperative planning occurred each term as part of the teaching and learning cycle.
Successful completion of key LBCoS projects e.g. LBCoS website, Archibull and meaningful partnerships in projects i.e. literacy and science.	N/A	Educational partnerships through the Little Bay Committee of Schools included: <ul style="list-style-type: none">• LBCoS NAIDOC Celebration;• Archibull;• Japanese;• Cultural dance group;• Didj Kidz; and• Homework programme.
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.	N/A	Roles and responsibilities for student leadership positions streamlined and expectations established. Student leaders actively engaged as part of school assemblies and events. Peer Support training continued for Stage 3. Election process for 2018 school leaders included: <ul style="list-style-type: none">• School Captains, Vice Captains and Prefects;and• House Captains.

Next Steps

The 2018–2020 Chifley PS School Plan looks to strengthen the educational partnership through the LBCoS to support capacity building and school improvement across the network. This will include networked professional learning and increased student access educational programmes.

Staff PDPs will be streamlined through the School Executive to enhance the process of review, observation and feedback.

The visibility and responsibilities of student leaders will be further enhanced through assemblies, school and community events.

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

In 2017, synthetic phonics continued to support literacy outcomes across K–2. Numeracy outcomes were further enhanced through the introduction of mathsonline as a "flipped" classroom approached to programme differentiation.

Structured collaborative planning continued to target evidence based programming across Stages.

Strategic professional learning incorporated the explicit, experiential and integrated use of learning technologies as an educational amplifier, access information, build content and extend student outcomes. Through the support of the P&C we purchased a mobile laptop bank.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	N/A	<p>Internal assessment measures used to identify learning needs and support responsive practices across the school.</p> <p>89% of Year 5 students were at/above National Minimum Standards in Reading.</p> <p>78% of Year 5 students were at/above National Minimum Standards in Numeracy.</p> <p>The proportion of Year 3 students in the top 2 NAPLAN bands, 2015–17: Reading 42%; Writing 33 %; Spelling 33%; Grammar & Punctuation 32%; and Numeracy 22%.</p> <p>The proportion of Year 5 students in the top 2 NAPLAN bands, 2015–17: Reading 33%; Writing 19%; Spelling 29%; Grammar & Punctuation 30%; and Numeracy 21%.</p>
School based assessment data demonstrates comparable performance of Equity groups within Chifley Public School to the performance of all students.	N/A	School based assessment data demonstrates that performance of equity groups and referral to Learning Support is comparable.
80% of K–2 students know 80% of the phonemes 80% of the time.	N/A	<p>K–2 Synthetic Phonics</p> <ul style="list-style-type: none"> • Kindergarten: – 68% • Year 1 – 28% • Year 2 – 69%
Students are reaching the expected cluster for their year level in phonics and phonemic awareness on the Literacy Continuum.	N/A	<p>Stage 2 2017 Phonics 65% and Phonemic Awareness 89%</p> <p>Stage 3 2017 Phonics 83% and Phonemic Awareness 92%</p>
Quality teaching and learning practices across the	N/A	Structured collaborative planning in 2017 ensured a coordinated approach to the delivery quality

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
school, demonstrated through differentiated Literacy and Numeracy programs, lessons and assessment to improve student achievement.		classroom programmes. Teaching and Learning programmes were systematically monitored during 2017 to ensure responsiveness to identified learning needs.

Next Steps

The 2018–20 Chifley PS School Plan looks to embed a visible, student centred teaching and learning culture through whole school professional learning focussed on Visible Learning and explicit systems of collegial practices.

Learning Support will be centrally coordinated to support the delivery and review of assessment data, tiered intervention and extension & enrichment programmes.

Structured teaching teams will further ensure the coordinated delivery of data informed practice.

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 2017, home/school channels of communication were streamlined by synchronizing our social media platforms and enhancing access the Chifley Chatter through Schoolzine, eNews and the school website.

Significantly, 100% of our Aboriginal and Torres Strait Islander families participated in the development of Personalised Learning Plans (PLPs) and all Chifley families had the opportunity to discuss student learning goals through 3 way interviews.

Student wellbeing continued to be supported and monitored through Momentum, and our Anti-Bully Practice & Procedures was ratified by the School Council.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To create positive student behaviours at Chifley Public School evidenced by a reduction in negative student entries to momentum.	Momentum Licence \$1800	Staff consistently utilised Momentum to track and support student wellbeing outcomes. Visible and consistently high expectations saw a noticeable improvement in positive student engagement at school.
To increase parent participation in our school-home partnerships by 76% to support the P&C, SRC and community learning events.	N/A	Parent and community participation and representation in school was evident through strong involvement in: <ul style="list-style-type: none">• the School Council;• P&C meeting and initiatives; and• the raft of whole school events/activities during the year.
Increase the % of parents using available technology to communicate with Chifley Public School.	Schoolzine Licence \$2264	Facebook and Twitter linked to ensure greater access to school news. The Chifley Chatter continued to be delivered through Schoolzine, eNews and via the website.. Registered users of eNews – 209 Subscribers to Schoolzine – 194 Facebook – 567 followers

Next Steps

The 2018–20 Chifley PS School Plan looks to strengthen student wellbeing through *Grow Your Mind*, an emphasis on embedding a positive learning climate and clearly defined wellbeing practices and behavioural expectations.

Systems of collaboration will be prioritised to support the collective capacity of the LBCoS and educational partnerships with the AECG and local Early Learning Centres.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$92889	<p>The Aboriginal background loading enabled staffing of AEWs – 1.4 FTE to support student engagement and identified intervention.</p> <p>It further supported:</p> <ul style="list-style-type: none"> • the delivery of PLPs; • Didj and cultural dance programme; • the ceramic's mural; and • whole school cultural programmes/event including NAIDOC celebration, Reconciliation Week, the observance of National Sorry Day.
English language proficiency	\$18673	<p>The English language proficiency loading enabled EAL/D students to receive differentiated support within our mainstream classroom.</p>
Low level adjustment for disability	\$80940	<p>The low level adjustment for disability loading continued to enable the school to assist students with additional learning needs though in class SLSO support.</p>
Quality Teaching, Successful Students (QTSS)	\$14322	<p>The QTSS loading continued to enable the school to support:</p> <ul style="list-style-type: none"> • the supervision of PDPs; • release for strategic professional learning; and • release for collaborative planning.
Socio–economic background	\$27348	<p>The socio–economic background loading enabled the school to:</p> <ul style="list-style-type: none"> • provide additional in class SLSO support; • assist access to school based programmes, excursions and PSSA Sport; and • support extenuating uniform requirements.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	124	102	101	97
Girls	88	94	84	71

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.1	94.9	93.5	94.2
1	93.8	93.1	92.1	94
2	95.9	92.4	94	93.3
3	95.3	94.6	93.2	93.1
4	93.7	94.9	94.7	91.3
5	90.6	92.7	94.7	93
6	93	89.4	91.9	90.8
All Years	93.8	93.1	93.4	92.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance continued to be monitored and communicated to parents/carers on an ongoing basis. Where required attendance was referred to HSLO. Explanation reminders were sent home after every unexplained absence.

The Aboriginal background loading enabled the school to staff 2 AEWs – 1.4 FTE. This has continued to positively impact whole school day and partial attendance of our Aboriginal and Torres Strait Islander students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.74
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.97
Other Positions	0

*Full Time Equivalent

Aboriginal staffing composition – 1.4 FTE

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	0

Professional learning and teacher accreditation

In 2017, staff were involved in a range of formal and informal professional learning opportunities which included:

- school based collaborative planning;
- peer support – observation and collegial feedback;
- 8 Ways of Knowing; and
- Stronger Smarter.

Staff PDPs were aligned against the 2015–17 School Plan, the Performance and Development Framework and the Australian Professional Standards for Teachers. Staff regularly met with supervisors to establish professional learning goals to support the delivery of high quality teaching and learning programmes across the school.

The requirements for maintenance and higher levels of

accreditation were distributed and discussed with pre-2004 teachers. in Term 4.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	82,141
Revenue	1,764,537
Appropriation	1,647,538
Sale of Goods and Services	2,462
Grants and Contributions	112,875
Gain and Loss	0
Other Revenue	-113
Investment Income	1,775
Expenses	-1,703,284
Recurrent Expenses	-1,703,284
Employee Related	-1,521,780
Operating Expenses	-181,504
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	61,253
Balance Carried Forward	143,394

Chifley Public School requested an external audit in Term 4. Our 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.

	2017 Actual (\$)
Base Total	1,300,122
Base Per Capita	28,273
Base Location	0
Other Base	1,271,849
Equity Total	219,850
Equity Aboriginal	92,889
Equity Socio economic	27,348
Equity Language	18,673
Equity Disability	80,940
Targeted Total	27,630
Other Total	48,710
Grand Total	1,596,312

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Aboriginal and Torres Strait Islander Students in Poficiency Bands:

- Year 3 Writing and Grammar & Punctuation – 13%
- Year 5 Reading – 40%
- Year 5 Writing – 20%
- Year 5 Spelling – 40%
- Year 5 Numeracy – 20%

Parent/caregiver, student, teacher satisfaction

Student Survey

The "Tell them From Me" student survey was completed by 73 students from Year 4–6.

The survey highlighted strong participation in sport and co-curricular activities, and indicated that

- our students placed significant value in school and tried hard to succeed in their learning; and
- positive behaviours and encouraging friendship groups existed at CPS.

Attitudes towards homework was identified as an area of improvement.

Parent Survey

The "Tell Them From Me" parent survey did not provide statistically valid results as it was only completed by 10 parents. The parent survey was advertised extensively through school newsletters, eNews and via social media.

The hard copy school based survey was completed by 40 parents and indicated a significant level of satisfaction with:

- teacher accessibility;
- home/school communication;
- student wellbeing;
- the provision of learning support;
- the recognition of student success;
- student engagement at school; and
- academic progress.

Teacher Survey

The "Tell Them From Me" teacher survey was completed by 80% of permanent staff.

Teacher surveys indicate a significant level of satisfaction with the:

- delivery of technology across the school;
- inclusive student programmes at school; and
- teaching and learning culture that exists at CPS.

Data informed practice was identified as an area of focus.

Policy requirements

Aboriginal education

At CPS Aboriginal identity, cultures, histories and languages is celebrated and supported as a whole school community.

In 2017, there were 33% of students identified as Aboriginal and/or Torres Strait Islander background.

CPS continued to work closely with the local AECG to align school practices against:

- the seven priority areas outlined in the **National Aboriginal and Torres Strait Islander Education Strategy 2015**; and
- the NSW Government's **Aboriginal Education**

and Training Policy.

Under this framework:

- educational outcomes and wellbeing were prioritised through the development, implementation and review of Personalised Learning Plans (PLPs);
- CPS actively participated in the observance of National Sorry Day, engaged in Reconciliation Week and Indigenous Literacy Day, and celebrated of NAIDOC Week through school based, network and local community events and activities;
- students continued to participate in Yarn Up and school based initiatives that included the Chifley Didj Kidz and our cultural dance group;
- student engagement programmes continued to be implemented through our AEW;
- respectful and collaborative partnerships with parents/carers and local community continued to be developed through the PLP process, School Council, P&C and AECG;
- professional learning in Aboriginal education was implemented through *Eight Ways of Knowing and Stronger Smarter* as a directive of *Local Schools Local Decisions* and mandated by the *Aboriginal Education and Training Policy*;
- professional learning was implemented to build school capacity and teacher Performance and Development Goals in Aboriginal cultures by addressing the Australian Professional Standards for Teachers – 1.4 strategies for teaching Aboriginal and Torres Strait Islander students and 2.4 understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians;
- *Connected to Country* was delivered by ensuring that the school community regularly experienced Aboriginal cultures and learnt about Aboriginal histories; and
- the Learning, Teaching and Leading Elements outlined in the *School Excellence Framework* were a reference point for strategic school improvement and drive Aboriginal and Torres Strait Islander student outcomes.

Multicultural and anti-racism education

CPS is a respectful, friendly and inclusive school community. As a school we are committed to the practices and procedures outlined by the NSW Department of Education and the promotion of a positive and harmonious learning climate.

In 2017, multicultural and anti-racism education at CPS was delivered through explicit classroom and whole school programmes and continued to reflect the Cross Curriculum Priorities, General capabilities and Important Learning Areas detailed in NESA's *Learning Across the Curriculum*.

Harmony Day is embedded within the school calendar and allows us, as a school community, to recognise and value cultural backgrounds and celebrate

difference and diversity.

Mrs Harris and Miss Mitchell hold the positions of Anti-Racism Contact Officers (ARCOs) and actively support the strong and respectful school cultural that exists at CPS. In 2017, anti-racism (practices and procedures) was introduced as an ongoing agenda item in all whole school staff meetings.