

# Chifley Public School Annual Report



2018



4299

## Introduction

The Annual Report for 2018 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.

David North

Principal

### School contact details

Chifley Public School

Mitchell St

Malabar, 2036

[www.chifley-p.schools.nsw.edu.au](http://www.chifley-p.schools.nsw.edu.au)

[chifley-p.school@det.nsw.edu.au](mailto:chifley-p.school@det.nsw.edu.au)

9661 3014

## School background

### School vision statement

#### Chifley Public School Vision

To empower our students and school community through opportunity and excellence.

#### Chifley Public School Mission Statement

Chifley Public School is committed to the pursuit of excellence and the provision of equitable, high quality educational opportunities.

### School context

Chifley Public School is a positive, friendly and inclusive community school. Our students are *known, valued and cared for* by an experienced, professional and dedicated staff.

Our student population reflects a broad range of cultural backgrounds:

- 38% of our students identify as Aboriginal and/or Torres Strait Islander; and
- 24% of our students possess English as an Additional Language or Dialect (EAL/D).

Student success is underpinned by a whole school Wellbeing framework. *Grow Your Mind* is founded on positive psychology, mindfulness, resilience and growth mindset.

Individual learning needs are targeted through responsive teaching and learning programmes, a coordinated approach to learning support and a rigorous, relevant and engaging curriculum. Emphasis is placed on students as self motivated, confident creative and critical learners.

Learning technologies are prioritised to strengthen authentic learning opportunities and act as an educational amplifier to access information, build content and extend outcomes.

Stand-alone STEM (Science, Technology, Engineering, Mathematics) classes see our students coding and involved in units of work that challenge them to apply creative, critical thinking skills in design & construction, robotics and the programming drones.

A rich co-curricular programme extends holistic educational outcomes for all our students.

Chifley Public School is an active member of the Little Bay Community of Schools, the local Aboriginal Education Consultative Group (AECG) and enjoys a strong educational partnership with UniNSW.

# 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.

2018 saw the roll out of the CPS School Plan 2018–20

### Learning Domain

In 2018, the Learning Domain continued to be supported through a culture of high expectations and an emphasis on explicit teaching & learning outcomes.

Our student centred classrooms continued to prioritise individual learning needs through evidence based and responsive teaching and learning programmes. As a school priority, there was a visible emphasis on literacy and numeracy and the development of core foundational skills. Within our classrooms, learning intentions were embedded and individual scaffolds ensured that our students understood what success criteria looked like and how to work towards it. As an ongoing part of the teaching and learning cycle, timely, outcome based and actionable feedback supported engagement, performance and progress, and our students continued to have the opportunity to formally reflect on their achievements and take ownership of their learning through PLPs and goal setting.

Adjustments to staffing arrangements ensured that Learning support was centrally coordinated. Learning Support worked across all classes, across all students and in partnership with all families to ensure:

- assessment and reporting procedures were streamlined and transparent;
- student engagement, performance and progress were tracked;
- school based programmes were informed and responsive to individual learning needs; and
- equitable access and resourcing.

Within this context, our learning support umbrella ensured the delivery of:

- targeted student wellbeing initiatives;
- EAL/D and New Arrivals programmes;
- tiered instruction & intervention; and
- gifted and talented programmes through identified extension & enrichment opportunities.

In 2018, *Grow Your Mind* was formally introduced as a whole school approach to student wellbeing along with clearly defined wellbeing practices and behavioural expectations to support our students as respectful, safe and active and engaged learners. Positive engagement, self–regulated learning and the ongoing recognition of student achievement continued to play an essential role in our wellbeing framework, and were reinforced explicitly and incidentally both in class and as a whole school community. Through this process, our students were encouraged to contribute to their own wellbeing as well as being expected to support the wellbeing of others and the collective wellbeing of the school community.

### Teaching Domain

In 2018, coordinated collaborative practices continued to be extended across the school to drive classroom practices that included mentoring, collegial planning, explicit teaching, feedback & reflection and classroom management.

Data continued to be collegially unpacked to support the implementation of evidence based classroom and school programmes. The establishment of data walls helped to further illuminate student learning needs and ensure that performance was monitored and student progress tracked.

Professional Development Plans (PDPs) continued to be implemented and collegially reviewed across the school to build teacher capacity and drive a culture of high expectations.

Professional learning was mapped out against teacher PDPs, maintenance of accreditation requirements and milestones within the CPS School Plan 2018–20 to support the delivery of strategic school priorities that included *Seven Steps to Writing* and *Grow Your Mind*. New scheme teachers were further supported through the accreditation process and the attainment of Proficient teacher status.

### Leading Domain

In 2018, the leadership team supported student learning outcomes through the systematic embedding of NESA and DoE requirements. Distributed instructional leadership across the school continued to ensure the effective delivery of the school plan, a culture of high expectations and collaborative/ongoing performance development.

Parent and community engagement was actively encouraged through a raft of school based events and activities, and opportunities for feedback were ongoing as well as being formalised through TTFM key stakeholder surveys. Strong educational partnerships across the LBCoS, the local AECG, UNSW, external agencies and our local preschools continued to support school programmes and key transition points. Community partnerships with Randwick Council, the Ports Authority and Dymocks was greatly appreciated during the year and generously contributed to the streetscaping of the Mitchell St fence line, a new laptop bank and additional library resources.

Financial planning continued to be aligned against identified improvement goals to maximise opportunities across our school community and ensure the equitable allocation of resources.

Our self-assessment 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

Visible, Student Centred Teaching and Learning

### Purpose

To embed a challenging, explicit and responsive teaching and learning framework that is underpinned by collaboration, quality curriculum delivery and high expectations to:

- meet individual learning needs;
- support student engagement;
- drive student outcome; and
- deliver clear and measurable progress.

### Overall summary of progress

In 2018, strategic professional learning included:

- an explicit emphasis on a Visible Learning culture across the school;
- Early Years Reading and a review of Synthetic Phonics across K–2;
- Seven Steps to Writing; and
- Grow Your Mind.

QTSS and Teaching Teams enabled ongoing professional collaboration and mentoring of staff to support evidence based programming and the embedding of key school priorities – Grow Your Mind and Seven Steps to Writing.

PDPs were collaboratively developed and aligned to the Australian Professional Standards For Teachers and the CPS School plan 2018–20.

Learning Support worked across the school and centrally coordinated the assessment and tracking schedule, tiered intervention, extension and enrichment programmes, EAL/D and student access/resourcing.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase % Year 5 students achieving expected growth in Literacy and Numeracy.		Expected Year 5 growth across all NAPLAN strands was 54% and comparable to State.  Year 5 students at or above expected growth, 2018: Reading 76%; Writing 48%; Spelling 56%; Grammar and Punctuation 56%; and Numeracy 36%.
Increase % Year 3 and Year 5 students in Literacy and Numeracy Proficiency Bands.		In 2018, 43% of Year 3 and Year 5 students in the top 2 NAPLAN bands for Reading and Numeracy (Premier's Priority) which was a significant increase on 2017.  The proportion of Year 3 students in the top 2 NAPLAN bands, 2018: Reading 55%; Writing 32%; Spelling 50%; Grammar and Punctuation 46%; and Numeracy 46%.  The proportion of Year 5 students in the top 2 NAPLAN bands, 2018: Reading 40%; Writing 19%; Spelling 23%; Grammar and Punctuation 19%; and Numeracy 32%.
80% of K–2 students know 80% of the phonemes 80% of the time.		K–2 Synthetic Phonics <ul style="list-style-type: none"><li>• Kindergarten – 82%</li><li>• Year 1 – 66%</li><li>• Year 2 – 44%</li></ul>

## Next Steps

In 2019, continued emphasis will be placed on:

- consolidating aspects of **Visible Learning** through high expectations, explicit teaching & learning, effective feedback, use of data to inform practice, class management, wellbeing and collaboration;
- follow up professional learning around Grow Your Mind/Wellbeing and Seven Steps to Writing;
- compliance around timetables, scope and sequences and programme requirements; and
- embedding explicit systems of collegial practice.



## Strategic Direction 2

### Innovative Classrooms

#### Purpose

To empower students as inquisitive and adaptable learners through future focussed teaching and learning outcomes that prioritise 4Cs:

- creativity;
- collaboration;
- communication skills; and
- critical thinking.

#### Overall summary of progress

In 2018, a new laptop bank was sourced through the generous support of the School Council and Ports Authority – 28 laptops and storage unit. ICT timetabled across K–6 to support explicit, experiential and integrated teaching and learning opportunities.

Stand alone STEM classes and the Stephanie Alexander Kitchen Garden programme were timetabled, scope & sequenced and resourced to include:

- coding;
- robotics;
- design and production – Makey Makey;
- Minecraft Education; and
- 3d engineering.

STEMShare sourced to resource 3d printer.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students achieve expected growth against the General Capabilities' Learning Continuum.		The ICT Capability Learning Continuum identifies expected growth accessing, creating and communicating information.  The review of ICT use identified the application of social and ethical protocols and practices as an area of priority.
Improved student engagement data.		TTFM teacher surveys indicated that student access to and engagement with ICT is significantly higher than State mean.  TTFM student engagement data indicates that student effort and the value placed on school outcomes is comparable to State mean.



## Next Steps

The annual review identified the access and timetabling of learning technologies across K–6 as teacher programmes increasingly target the explicit, experiential and integrated use of ICT. In 2019, prioritise a 3rd laptop bank to ease timetabling pressure.

The evaluation of STEMShare as a current and cost effective resource supports its ongoing use. School based resources and STEMShare will be timetabled across K–6 in 2019.

Organised cyber safety student workshops, parent information sessions and professional learning to support responsible use of technology, and access Safe on Social information guides.

## Strategic Direction 3

### A Connected Community

#### Purpose

To enable a community of learners through strong educational partnerships and a safe, caring and inclusive school culture in which students:

- *connect*;
- *succeed*;
- and *thrive*.

#### Overall summary of progress

In 2018, Grow Your Mind was implemented across K–6. Collaborative Grow Your Mind practices were coordinated through QTSS and specialist in class support to ensure consistency and quality programme delivery across the whole school. Grow You Mind was reinforced through whole school assemblies, morning lines, visuals across the school.

The CPS Wellbeing Plan was revised and aligned against Grow Your Mind and The Wellbeing Framework For Schools.

The transition programme was expanded, targeting key school transition points through formal and informal arrangements.

LBCoS Term 2 SDD conducted. Strong and productive educational partnerships are evident across the LBCoS.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student survey data around engagement, sense of belonging and advocacy.		TTFM student surveys identify: <ul style="list-style-type: none"><li>• a high rate of involvement across holistic educational programmes – significantly higher than state mean;</li><li>• that our students have positive relationships at school – comparable to state mean;</li><li>• that our students value school outcomes and work hard to succeed – comparable to state mean; and</li><li>• that our students display positive behaviours at school – higher than state mean.</li></ul>
Improved parent satisfaction survey data.		TTFM parent survey data not statistically reliable due to limited response.
Increased % positive student behaviour.		Student behavioural incidents decreased by 56% in 2018.

## Next Steps

Feedback supports ongoing network collaboration and a continuation of the LBCoS SDD in 2019.

Prioritise Grow Your Mind refresher PL and continued specialist in class support for teachers.

Continue to reinforced student wellbeing through Grow you Mind visuals throughout the school.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>\$28000</p>	<p>QTSS loading continued to enable the school to:</p> <ul style="list-style-type: none"> <li>• coordinate the delivery and embedding of Grow Your Mind and Seven Steps to Writing;</li> <li>• collegially support teachers through PDPs, peer observation/feedback and mentoring; and</li> <li>• support programming requirements.</li> </ul> <p>The significant emphasis placed on Seven Steps to Writing over the course of the year illuminated writing within our classrooms and provided a scaffold around learning intentions and success criteria.</p> <p>The feedback from staff about Grow Your Mind and the embedding of a whole school language around self regulated engagement at school and student wellbeing was incredibly positive. The simplicity of Grow Your Mind as a current, research backed wellbeing programme is foundational to its success and supports the positive learning climate at CPS.</p> <p>PDPs were collegially developed and reviewed, and feedback provided.</p> <p>Programming compliance remains ongoing,</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	102	101	97	88
Girls	94	84	71	81

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	93.5	94.2	92.9
1	93.1	92.1	94	94.1
2	92.4	94	93.3	91
3	94.6	93.2	93.1	92.1
4	94.9	94.7	91.3	92.3
5	92.7	94.7	93	90.5
6	89.4	91.9	90.8	92.3
All Years	93.1	93.4	92.7	92.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance continued to be monitored and communicated to parents/carers on an ongoing basis. Explanation reminders were sent home after every unexplained absence. The school continued to provide clear information to parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance. Where required attendance was referred to HSLO.

The Aboriginal background loading enabled the school to staff 2 AEWs – 1.8 FTE. This continued to positively impact the whole school day and a partial attendance of our Aboriginal and Torres Strait Islander students.

### Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.88
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	1.97

\*Full Time Equivalent

Aboriginal staffing composition – 1.8 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 2018, staff were involved in a range of formal and informal professional learning opportunities which included:

- Explicit systems of collaborative practice and teaching teams;
- Seven Steps to Writing;
- Grow Your Mind;
- Literacy and Numeracy Learning Progressions;
- Early Years Reading;
- Get Reading Right – Synthetic Phonics K–2; and
- LBCoS SDD..

Staff PDPs were collaboratively supported and aligned to the Australian Professional Standards For Teachers and CPS School Plan – 2018–20. QTSS enabled ongoing professional collaboration, mentoring and supervision to build teacher capacity and support the delivery of high quality teaching and learning programmes.

Teacher accreditation and maintenance requirements were reinforced through a LBCoS workshop and new scheme teachers were further supported through the accreditation process and the attainment of Proficient teacher status.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	143,394
<b>Revenue</b>	2,066,428
Appropriation	1,963,044
Sale of Goods and Services	1,787
Grants and Contributions	99,375
Gain and Loss	0
Other Revenue	0
Investment Income	2,223
<b>Expenses</b>	-1,791,870
Recurrent Expenses	-1,791,870
Employee Related	-1,580,623
Operating Expenses	-211,246
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	274,558
<b>Balance Carried Forward</b>	417,952

Chifley Public School's financial management processes and governance structures to meet financial policy requirements. School infrastructure improvements including capital works are planned for 2019.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,350,630
Base Per Capita	32,486
Base Location	0
Other Base	1,318,144
<b>Equity Total</b>	248,172
Equity Aboriginal	92,731
Equity Socio economic	28,519
Equity Language	28,064
Equity Disability	98,858
<b>Targeted Total</b>	55,495
<b>Other Total</b>	65,287
<b>Grand Total</b>	1,719,584

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 Average NAPLAN Score:

- Reading – comparable All Schools
- Writing – comparable Similar Schools
- Spelling – comparable All Schools
- Grammar and Punctuation – comparable All Schools

Year 5 students at or above expected growth, 2018:

Reading 76%; Writing 48%; Spelling 56%; and Grammar and Punctuation 56%.

Year 3 Average Numeracy NAPLAN Score:

- above All Schools; and
- substantially above Similar Schools.

Year 5 students average Numeracy growth, 2016–2018 exceeded Similar Schools.

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.

43% of Year 3 and Year 5 students achieved Proficiency bands (top 2 NAPLAN bands) for Reading and Numeracy which was a significant increase on 2017.

Aboriginal and Torres Strait Islander students in Proficiency bands:

- Year 3 Reading – 29%
- Year 3 Numeracy – 14%
- Year 5 Reading – 27%
- Year 5 Writing – 9%
- Year 5 Spelling – 27%
- Year 5 Grammar & Punctuation – 18%
- Year 5 Numeracy – 27%

## Parent/caregiver, student, teacher satisfaction

### Student Survey

The "Tell them From Me" student survey was completed by 68 students from Year 4–6.

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

- placed value in school outcomes and tried hard to succeed in their learning; and
- displayed positive behaviours and developed positive relationships at school.

A significant number of our students indicated that they were challenged in English and Mathematics and were confident in their literacy and numeracy skills.

Attitudes towards homework were 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 6 parents. The parent survey was advertised extensively through school newsletters, eNews and notifications.



## Teacher Survey

The "Tell Them From Me" teacher survey was completed by 70% of teachers.

Teacher surveys indicate a significant level of satisfaction with the eight drivers of student learning, in particular:

- delivery of technology across the school;
- inclusive student programmes at school;
- visible leadership across the school; and
- parent involvement.

## Policy requirements

### Aboriginal education

Aboriginal and Torres Strait Islander cultures, histories, languages and identity are celebrated and supported as a whole school community.

In 2018, 38% of students identified as Aboriginal and/or Torres Strait Islander background.

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

- the seven priority areas outlined in the **National Aboriginal and Torres Strait Islander Education Strategy 2015**;
- the NSW Government's **Aboriginal Education and Training Policy**; and
- Learning, Teaching and Leading Elements outlined in the **School Excellence Framework** as a reference point for strategic school improvement and drive Aboriginal and Torres Strait Islander student outcomes.

Educational and wellbeing outcomes were coordinated through the development, implementation and review of Personalised Learning Plans (PLPs). Our 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 Aboriginal Education Team/AEW.

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.

### Multicultural and anti-racism education

Chifley Public School is a positive, friendly and inclusive community school. Our students are *known*, *valued* and *cared for*, and supported as a community of learners to: *connect*; *succeed*; and *thrive*.

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. Anti-racism and

multicultural Education are embedded elements of the CPS Student Wellbeing Plan.

In 2018, 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. Anti-racism (practices and procedures) continues to be an ongoing agenda item in all whole school staff meetings.