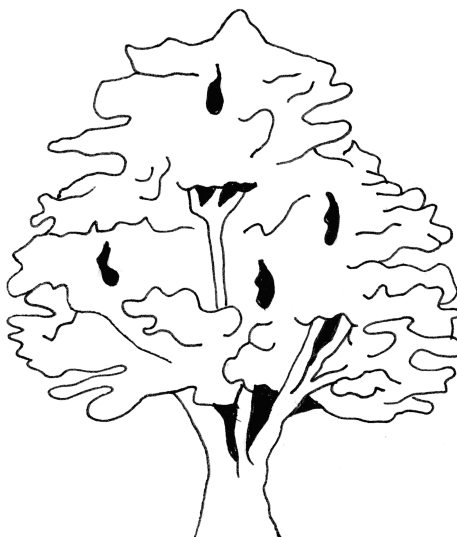


Chillingham Public School

2019 Annual Report



Success through teamwork

Introduction

The Annual Report for 2019 is provided to the community of Chillingham 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.

School contact details

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School background

School vision statement

Our vision is for each student at Chillingham Public School to achieve the highest standard of learning possible, so they are equipped to deal effectively with the opportunities and challenges they will encounter in life.

At Chillingham Public School we:

- foster best practice delivery of evidence-based literacy and numeracy programs for continual improvement;
- create the foundations from which each student can build personal achievement and successful participation in society
- provide opportunities for each student to experience success in a happy, safe and inclusive environment.

School context

Our students are happy, literate, lifelong learners. We empower them with the knowledge, skills and confidence required to produce individuals who make a positive contribution to society. Our school motto: 'Success Through Teamwork' is a statement of our belief that to develop the whole child, teamwork and a spirit of cooperation between students, staff, parents, care-givers and the community is the key to success. Our students are nurtured in a safe and supportive environment and encouraged to achieve their potential. They are encouraged to achieve and maintain high standards both academically and culturally and are provided with opportunities to develop respect for the rights and opinions of others.

A highly motivated and experienced staff provides quality teaching and learning experiences, placing a strong emphasis on literacy and numeracy skills. We nurture our students' strengths, provide specialised support, develop individual learning programs to meet specific student needs and talents, have high expectations of our students and ourselves, reward efforts and achievements, embrace technology for 21st-Century learners and model lifelong learning strategies.

Chillingham Public School is one of four primary schools in the Wollumbin Community of Schools. Our group is made up of four small rural schools situated in the Tweed Valley – Chillingham, Crystal Creek, Dungay and Tyalgum. We comprise a similar range of students with a similar variety of abilities and backgrounds.

While each school retains its own individual character and identity, each is committed to working together to achieve our shared vision and prepare our students for a successful transition to Wollumbin High School.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Excelling |
| LEARNING: Assessment | Excelling |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Excelling |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1

Growing Teaching and Learning

Purpose

To grow student learning and outcomes in Literacy and Numeracy through the development and delivery of innovative high quality teaching practice.

Improvement Measures

Increasing individual student expected growth or value added against internal (**PLAN2**) and external (**NAPLAN**) measures.

Increase the proportion of students in the top 2 bands in writing, reading and numeracy.

Improved teacher expertise as measured through collaborative practice, observations, lesson studies and teacher feedback.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. (*Writing 2018; SEF2 Learning and Development*)

Establish active partnerships and work collaboratively to ensure continuity of learning for students.

| Evaluation | Funds Expended (Resources) |
|---|--|
| Evidence in classrooms and teaching practices illustrate that our teaching and learning culture has deeply embedded strategies for improved student engagement, with the students taking increasing responsibility for their own learning. Students have participated in student-engaged assessment involving them in understanding and investing in their own growth; changing the primary role of assessment from evaluating and ranking students to motivating them to learn. | \$0.00 After hours professional learning sessions |

Process 2: Assessment and Data

Align staff processes and school systems for collecting and analysing student/curriculum data

| Evaluation | Funds Expended (Resources) |
|---|--|
| Whole school assessment strategies are being implemented strategically; with data showing evidence of growth in students' learning. Students are also demonstrating increased responsibility for their own learning. School reporting procedures were reviewed. FoCoS 'Style Guidelines' for Reporting were developed and shared at Term 4's School Development evening with the other schools in our Community of Schools (FoCoS). | \$0.00 After hours professional learning sessions |

Process 3: Personalised Learning

Ensure learning is evidence informed and based on formative assessment practices and learning progressions.

Timely, targeted intervention and feedback for each student reflects best practice.

Progress towards achieving improvement measures

Process 3:

Each student accesses tailored support, extension and enrichment to maximise outcomes.

| Evaluation | Funds Expended (Resources) |
|---|--|
| Professional learning was provided in a collaborative Community of Schools format to support all staff with the development of learning continua and the provision of feedback. Learning from each other is highly engaging and is highly valued by the staff. | \$0.00 After hours professional learning sessions |

Strategic Direction 2

High Expectations

Purpose

Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, physical, social and emotional wellbeing of each student.

Improvement Measures

A high degree of teacher expertise in developing an aspirational learning culture.

Increased use of evidence-informed pedagogy by all teachers.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Staff use rigorous identification and monitoring processes to ensure appropriate levels of support are provided for each student.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Teachers and students are exposed to collaborative learning practices. Students actively reflect on their own learning progress. Differentiation is evident to support the learning and social needs of each student. Staff and student surveys indicate high expectations in all areas of student achievement. | \$0.00 After hours professional learning sessions |

Process 2: Curriculum and Learning

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and visible learning intentions. Success criteria and feedback is evident.

Assessment, planning, programming and teaching models, inform and improve student learning outcomes.

| Evaluation | Funds Expended (Resources) |
|--|--|
| A whole school involvement in a Maths Action Research Project (MARP) with our community of small schools (TCOSS) lead to a focus on student mathematical engagement. Each student has individual learning goals based on authentic feedback from student/teacher conferences. | \$0.00 After hours professional learning sessions |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|---|
| Aboriginal background loading | \$5 920 | <p>All funds were used for staffing, providing targeted teaching for Aboriginal students.</p> <p>All Aboriginal students have Personalised Learning Plans (PLP) in place.</p> <p>There is full and positive engagement with the parents in their children's learning.</p> |
| Low level adjustment for disability | \$44 324 | <p>All funds were used for staffing. The funds were used to support students identified at risk by teaching staff and referred to the school's Learning and Support team (LaST). During 2019, our school utilised a learning and support teacher allocation of 0.2.</p> <p>This was supplemented to provide 0.3 (1.5 days per week) of LaST support across the school. All class programs are differentiated to provide adjustments and learning support.</p> |
| Socio-economic background | \$27 736 | <p>All funds were allocated to staffing and used to support all students by employing an additional teacher to reduce class sizes; allowing for targeted teaching in stages.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 22 | 17 | 17 | 18 |
| Girls | 18 | 15 | 14 | 16 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.1 | 95.8 | 97 |
| 1 | 89.9 | 92.6 | 89.8 | 97.6 |
| 2 | 90 | 93.8 | 94 | 93.2 |
| 3 | 82.4 | 93 | 92 | 95.8 |
| 4 | 92.3 | 87.4 | 93.3 | 89.3 |
| 5 | 94.3 | 90.9 | 86.6 | 93.8 |
| 6 | 95.2 | 95.9 | 90.5 | 91.9 |
| All Years | 91.6 | 93.1 | 91.9 | 93.7 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Classroom Teacher(s) | 1.4 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 0.9 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 48,366 |
| Revenue | 708,938 |
| Appropriation | 693,300 |
| Sale of Goods and Services | 363 |
| Grants and contributions | 14,815 |
| Investment income | 459 |
| Expenses | -665,479 |
| Employee related | -620,574 |
| Operating expenses | -44,905 |
| Surplus / deficit for the year | 43,459 |

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 37,199 |
| Equity Total | 77,979 |
| Equity - Aboriginal | 5,920 |
| Equity - Socio-economic | 44,324 |
| Equity - Language | 0 |
| Equity - Disability | 27,736 |
| Base Total | 471,923 |
| Base - Per Capita | 7,274 |
| Base - Location | 1,388 |
| Base - Other | 463,261 |
| Other Total | 73,722 |
| Grand Total | 660,823 |

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

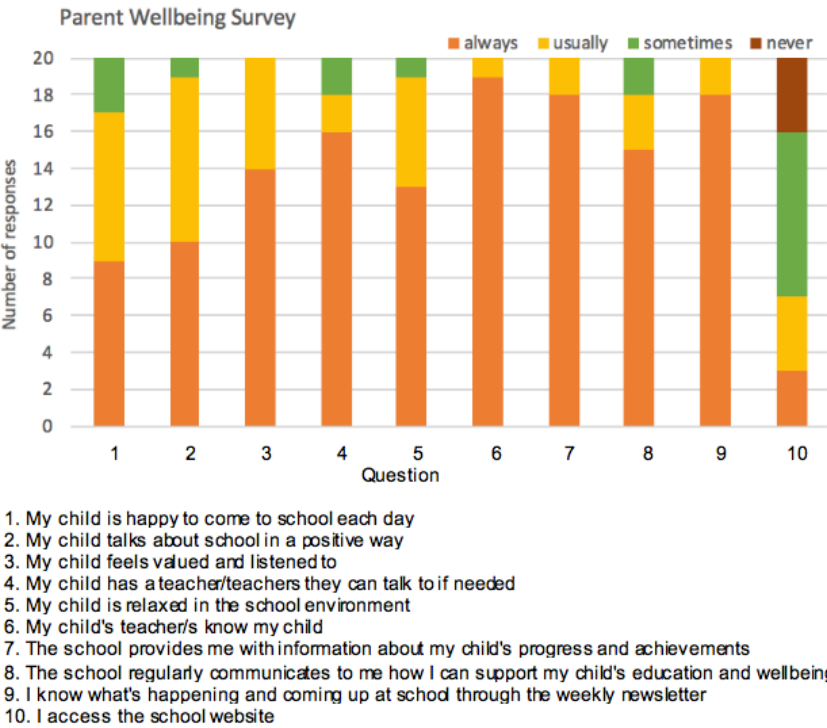
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Feedback from parents, caregivers, students and teachers is sought in a variety of ways and in a variety of contexts. Parents acknowledge and are appreciative that the school is responsive to feedback. Staff actively seek feedback in proactive, authentic and engaging ways.

The artefact below is the graphed results of a parent survey regarding their child's wellbeing at Chillingham Public School. These results affirm parents are confident in our support of their children's wellbeing and practices and we are indeed achieving the desired outcomes.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.