Chifley Public School

2019 Annual Report

Chifley
Public School

2019

Principal: Mr David North

4299

Introduction

The Annual Report for 2019 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

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 leaning 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 Consulutative Group (AECG) and enjoys a strong educational partnership with UniNSW.

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

Learning Domain

Evidence based teaching practices aligned the challenge, complexity, depth and pace of learning against the continuum of learning needs in our classrooms. As a State priority, literacy and numeracy remained a primary focus with a visible emphasis on the cumulative and systematic development of core foundational skills. Explicit learning scaffolds ensured that our students knew what to do and how to do it. Learning intentions and success criteria were established as part of the teaching & learning cycle and through this process, our students received clear instruction on what was expected of them, and what they needed to learn from a task. Our students were encourage to ask questions and given time to engage with the learning process. Feedback was timely, outcome based and actionable, and our students had the opportunity to formally reflect on their performance and progress, and take ownership of their learning through PLPs and goal setting.

A raft of enrichment opportunities complimented an information, communication and technology rich curriculum. Our students engaged with innovation and change in real time and were supported as optimistic, inquisitive and adaptable learners through a learning culture where high expectations are expected and challenge is celebrated.

STEM classes remained explicitly timetabled as a standalone subject to ensure all our students had access and opportunity to an equitable and enriched curriculum. Coding was sequentially delivered across K–6 to support the development of soft skills and provide our students with a platform to articulate creativity, problem solving and critical thinking. Learning technologies were utilised authentically to demonstrate and communicate learning, and as an educational amplifier to consolidate, extend and enrich student outcomes.

Student wellbeing underpinned our holistic teaching & learning framework to support our students as compassionate, resilient, confident and successful learners. *Grow Your Mind* remained embedded as a whole school language around wellbeing, wellbeing practices, response strategies, our social connections and positive school engagement.

Teaching Domain

Teaching teams provided a coordinated whole school approach to collaborative planning and compliance around teaching & learning programmes.

QTSS further extended collaborative practices and the delivery of *Seven Steps to Writing* and *Grow Your Mind* as strategical school priorities.

School based assessment and reporting procedures remained centralised through our learning support team who continued to work alongside the classroom teachers to unpack data and collaboratively develop and deliver responsive, evidence based programmes.

Teacher Professional Development Plans (PDPs) were aligned against strategic school priorities and continued to be collegially planned, implemented and reviewed to support professional growth and ensure quality teaching & learning.

Professional learning continued to be mapped out against teacher PDPs, maintenance of accreditation requirements and milestones within the School Plan 2018–20 to support the delivery of strategic school priorities and teacher/school capacity building. New scheme teachers continued to be further supported through the accreditation process and the attainment of Proficient teacher status.

Leading Domain

The leadership team maintained a focus on distributed instructional leadership to ensure systematic collaborative practice, the delivery of the school plan and that student performance and progress were driven through evidence based teaching & learning and a culture of high expectations.

Extensive school infrastructure upgrades were rolled out over the course of the year to enhance the usability of physical teaching & learning spaces (indoor and outdoor facilities) and optimise student learning. Note, school improvements are ongoing and reflect a commitment to ensuring our teaching & learning environment is well maintained, safe and maximises student and community outcomes.

Technology continued to be prioritised to enhance learning and service delivery. Learning technologies continued to be integrated into a rich curriculum and access was further support through the introduction of a third laptop bank.

Operational and administrative capacity was supported through ongoing reflective/data driven practices at both a leadership and whole school level. Communication channels were streamlined to increase parent & carer access to school information and more effectively utilise the functionality of Schoolzine and our social media platforms. Financial planning targeted strategic school priorities identified in the school plan to maximise resources and ensure the equitable allocation of RAM.

Parent and community involvement continued to be actively encouraged through a wide variety of school based activities and programmes, and opportunities for feedback occurred formally and informally across the year. TTFM key stakeholder surveys continued to be utilised as a platform to support feedback.

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.

Improvement Measures

Increase % Year 5 students achieving expected growth in Literacy and Numeracy.

Increase % Year 3 and Year 5 students in Literacy and Numeracy Proficiency Bands.

80% of K–2 students know 80% of the phonemes 80% of the time.

Progress towards achieving improvement measures

Process 1: Visible Learning

Embed a visible, student centred teaching and learning culture through:
 • whole school PL focussed on Visible Learning; and
 • the differentiated delivery of key foundational Literacy and Numeracy skills.

Evaluation	Funds Expended (Resources)
Reading resources collaboratively reviewed and sourced: • K–2 decodables aligned against Get Reading Right; • High interest decodables; • Teacher resources – decodables • K–2 big books; and • Class texts – unit based. Assessment and reporting schedule reviewed and procedures updated to support reporting process and embedding of evidence based practices. Teaching teams and collaborative practices around the use of data form an ongoing part of the teaching & learning cycle and teacher capacity building to support: • reflection and feedback; • expectations and teaching & learning culture; and • consistency establishing learning intentions and success criteria. Goal setting and PLP reflection attended by approximately 25% of families.	QTSS

Process 2: Collaboration and Teacher Capacity

Implement explicit systems of collegial practices that include:
 • observation and feedback to support the PDP process, professional reflection and the effective delivery of quality Teaching & Learning programmes; and
 • structured teaching teams to ensure the coordinated delivery of the NESA outcomes, consistent teacher professional judgement, data informed practice and responsive programming.

Evaluation	Funds Expended (Resources)
The PDP process was scheduled to align professional learning and collaborative teaching and learning practices against the Australian Standards for Teachers and strategic school priority areas.	QTSS

Progress towards achieving improvement measures

Collaborative teaching teams were scheduled to:
 • support compliance around scope & sequencing, programming and timetabling;
 • ensure teaching and learning is evidence based and data driven;
 • consolidate the assessment and reporting process; and
 • embed Seven Steps to Writing and Grow Your Mind.
The QTSS and PD schedule provided a structured framework for teaching teams and collaborative practice across the school.

English, Science & Technology and Mathematics programming collegially reviewed

Collaborative teaching teams were scheduled to:
 • support compliance around scope & sequencing, programming and timetabling;

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.

Improvement Measures

Students achieve expected growth against the General Capabilities' Learning Continuum.

Improved student engagement data.

Progress towards achieving improvement measures

Process 1: Learning Technologies

Embed learning technologies through:
- explicit, experiential and integrated teaching and learning opportunities;
- strategic whole school resourcing; and
- networked collaboration and observation of best practice.

Evaluation	Funds Expended (Resources)
A 3rd laptop banks was acquired as a library resource. PCs were distributed into ICT hubs and an additional 6 laptops were acquired to support upgrade rollout. The annual review identified significant ICT usage through: • STEM • integrated teaching and learning programmes • learning support. In 2020, source a 4th laptop bank and timetabled within stages	

Process 2: STEM

Embed inclusive, stand alone STEM classes through:
- a clearly defined whole school scope and sequence;
- coordinated resourcing across K–6; and
- collaborative supported practice and strategic PL.

Evaluation	Funds Expended (Resources)
K–6 STEM Scope and Sequence supported through access to STEMShare resources and aligned against syllabus outcomes Continue to access STEMShare in 2020 to compliment the K–6 STEM programme as a current and cost effective resource	

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*.

Improvement Measures

| Improved student survey data around engagement, sense of belonging and advocacy. |
| Improved parent satisfaction survey data. |
| Increased % positive student behaviour. |

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Implement a whole school approach to student wellbeing that is underpinned by *Grow Your Mind* and emphasises:
• a positive learning climate; and
• clearly defined wellbeing practices and behavioural expectations.

Evaluation	Funds Expended (Resources)
Timely GYM PL with the release of the CPS Wellbeing Implementation Plan. Collaborative GYM teaching teams scheduled through QTSS to coordinate a consistent whole school approach and language around student wellbeing. GYM scheduled and reinforced through whole school assemblies and morning lines. GYM licence purchased to provide access to high resolution images. GYM playground visuals designed and displayed across the school to reinforce response strategies.. Chifley PS GYM badges designed to reinforce character strengths and compliment adjusted Good News Point milestone. Attendance prioritised as part of student engagement and the new school planning cycle. TTFM student surveys highlight a culture of high expectations and a positive learning climate that is rigorous and relevant. See student surveys.	Tell Them From Me QTSS

Process 2: Educational Partnerships

Foster ongoing collaborative educational partnerships with the:
• Little Bay Community of Schools (LBCoS);
• Local AECG, and
• local Early Learning Centres.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Coordinated High School transition opportunities established with continued access to MSHS homework club, Science labs, specialist teachers, sport clinics, shared performance opportunities and a formal transition programme. Term 2 SDD reviewed internally and through the LBCoS. Feedback supports ongoing network collaboration and a continuation of the LBCoS SDD in 2020. Community partnership feedback identified: • continued and strong support for morning playgroups and school based events such as the Easter Hat Parade and the Book Parade; and • opportunities for individual centres to request access school facilities on an informal basis. Community Wellbeing Partnership developed to support transition to school across our network of local preschools and the introduction of *Grow Your Mind*..	

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	28000	QTSS loading continued to support: • systematic collaborative practice across the school to ensure programming compliance, quality teaching & learning and a culture of high expectations; • teacher professional growth and the planning, implementation and review of PDPs; and • the coordinated whole school delivery of *Grow Your Mind* and *Seven Steps to Writing.*

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	101	97	88	80
Girls	84	71	81	86

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	93.5	94.2	92.9	89.3
1	92.1	94	94.1	90.7
2	94	93.3	91	90.2
3	93.2	93.1	92.1	92.2
4	94.7	91.3	92.3	89.7
5	94.7	93	90.5	90.2
6	91.9	90.8	92.3	87.7
All Years	93.4	92.7	92.1	90
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
Assistant Principal(s)	2
Classroom Teacher(s)	5.86
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	1.97

*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	417,952
Revenue	2,292,270
Appropriation	2,136,839
Sale of Goods and Services	1,738
Grants and contributions	150,191
Investment income	2,652
Other revenue	850
Expenses	-2,214,063
Employee related	-1,813,358
Operating expenses	-400,705
Surplus / deficit for the year	78,207

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	225,287
Equity Total	284,369
Equity - Aboriginal	121,365
Equity - Socio-economic	37,613
Equity - Language	24,710
Equity - Disability	100,681
Base Total	1,372,230
Base - Per Capita	39,654
Base - Location	0
Base - Other	1,332,576
Other Total	218,675
Grand Total	2,100,561

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.
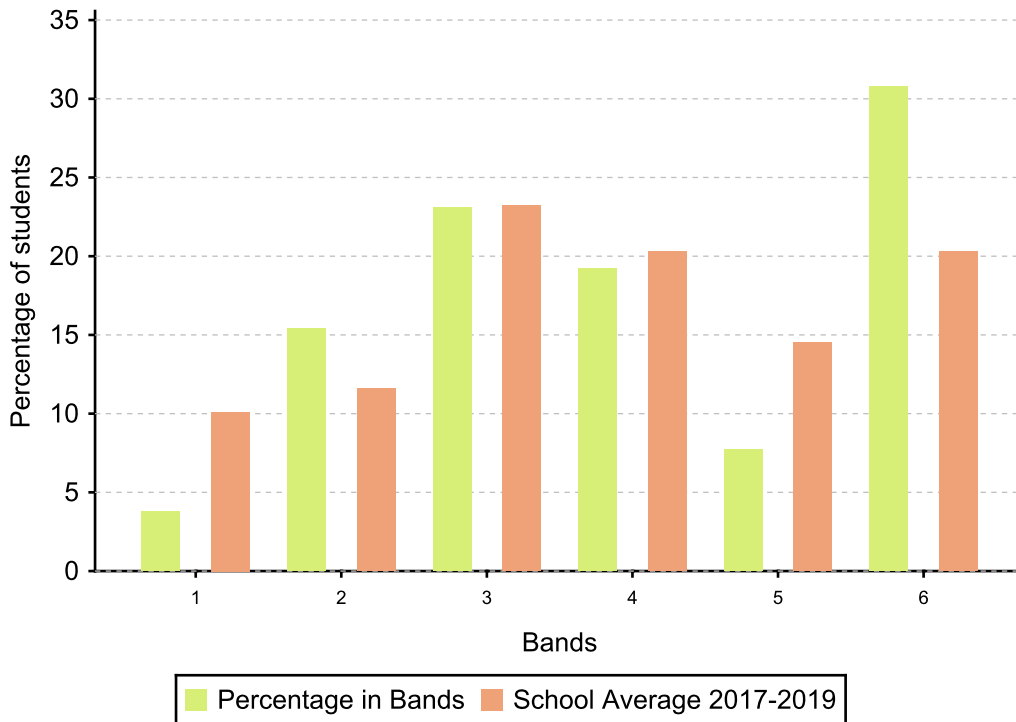
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
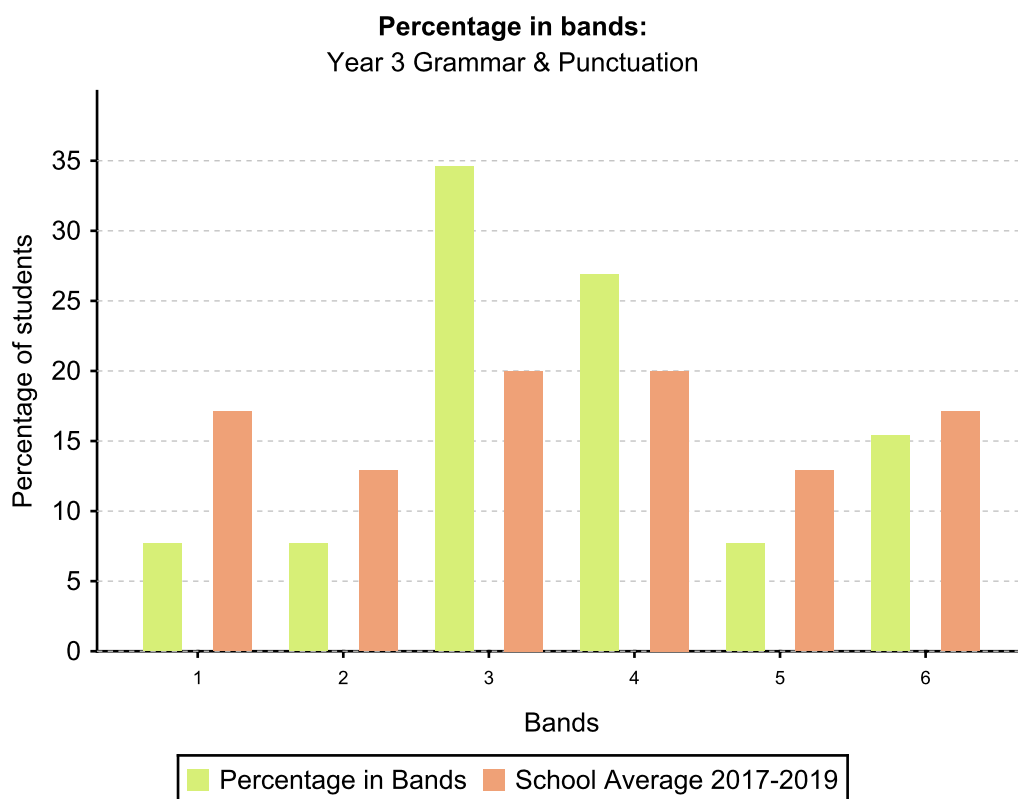
Band	1	2	3	4	5	6
Percentage of students	7.7	7.7	34.6	26.9	7.7	15.4
School avg -2019	17.1	12.9	20	20	12.9	17.1

Percentage in bands:
Year 3 Reading

Band	1	2	3	4	5	6
Percentage of students	3.8	15.4	23.1	19.2	7.7	30.8
School avg -2019	10.1	11.6	23.2	20.3	14.5	20.3

Percentage in bands:
Year 3 Spelling
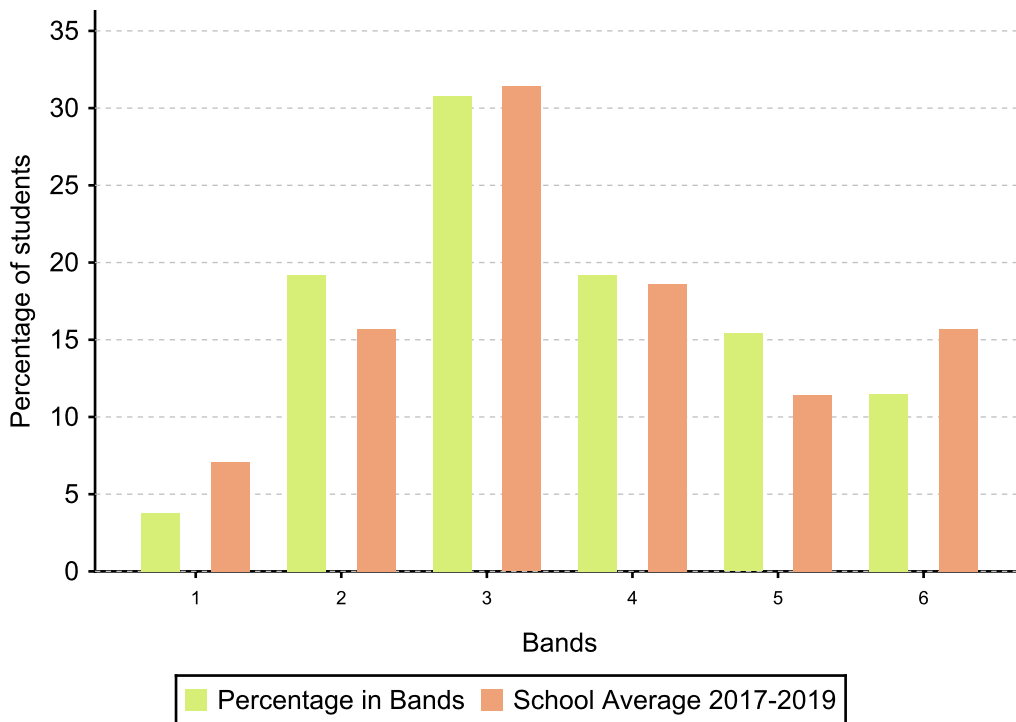
Band	1	2	3	4	5	6
Percentage of students	3.8	19.2	30.8	19.2	15.4	11.5
School avg -2019	7.1	15.7	31.4	18.6	11.4	15.7

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Percentage in bands:
Year 3 Writing
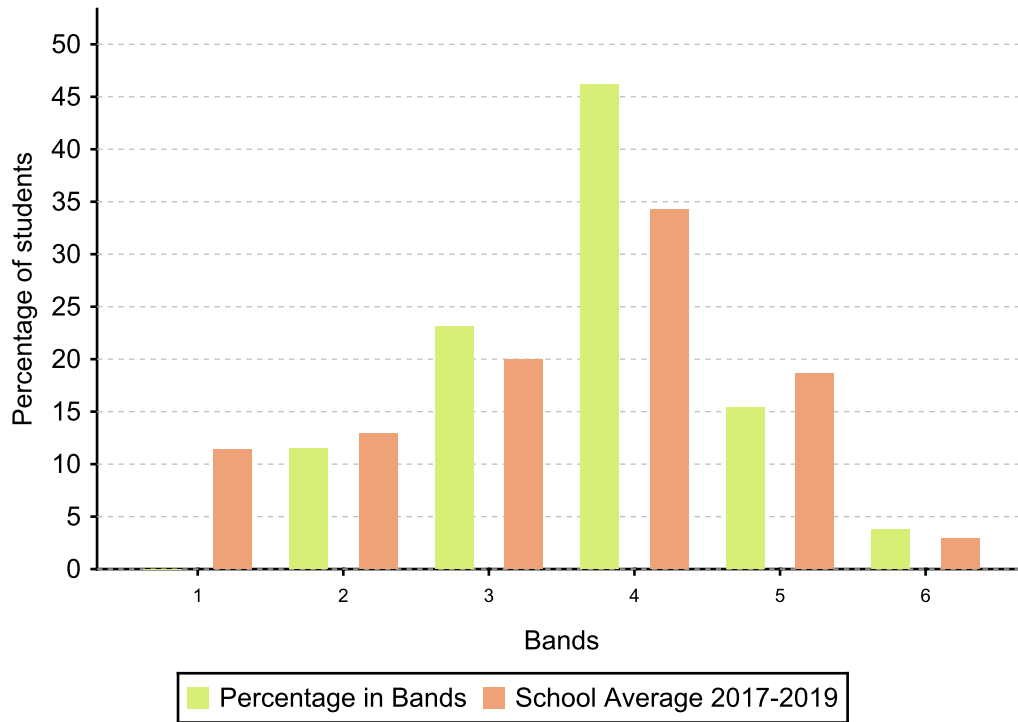
Band	1	2	3	4	5	6
Percentage of students	0.0	11.5	23.1	46.2	15.4	3.8
School avg -2019	11.4	12.9	20	34.3	18.6	2.9

Percentage in bands:
Year 5 Grammar & Punctuation
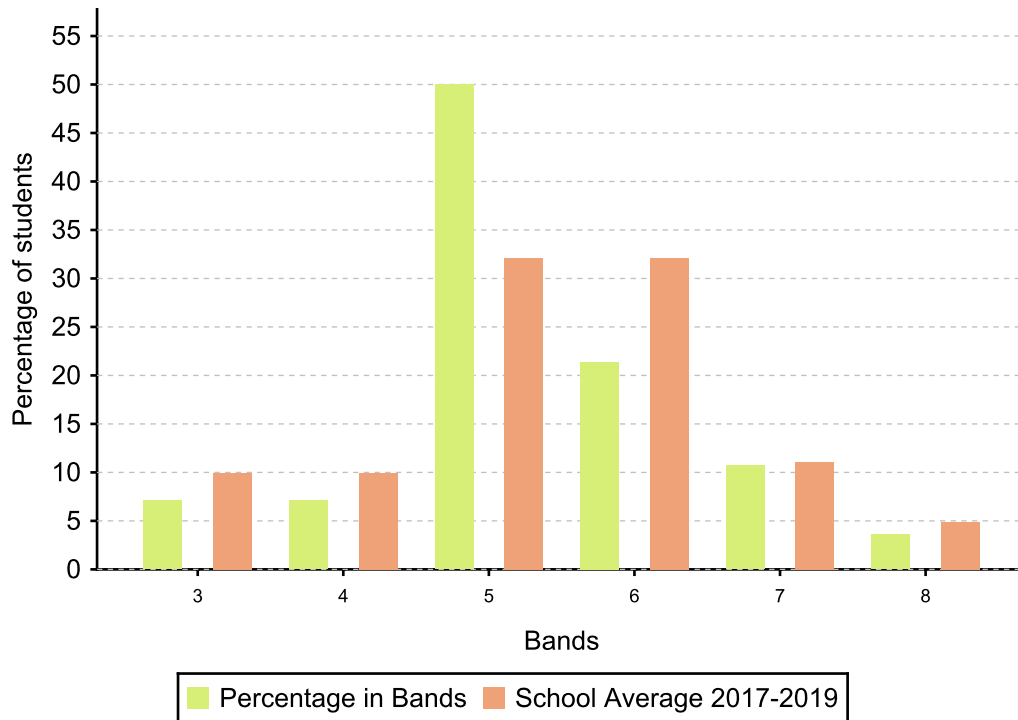
Band	3	4	5	6	7	8
Percentage of students	7.1	7.1	50.0	21.4	10.7	3.6
School avg -2019	9.9	9.9	32.1	32.1	11.1	4.9

Percentage in bands:
Year 5 Reading
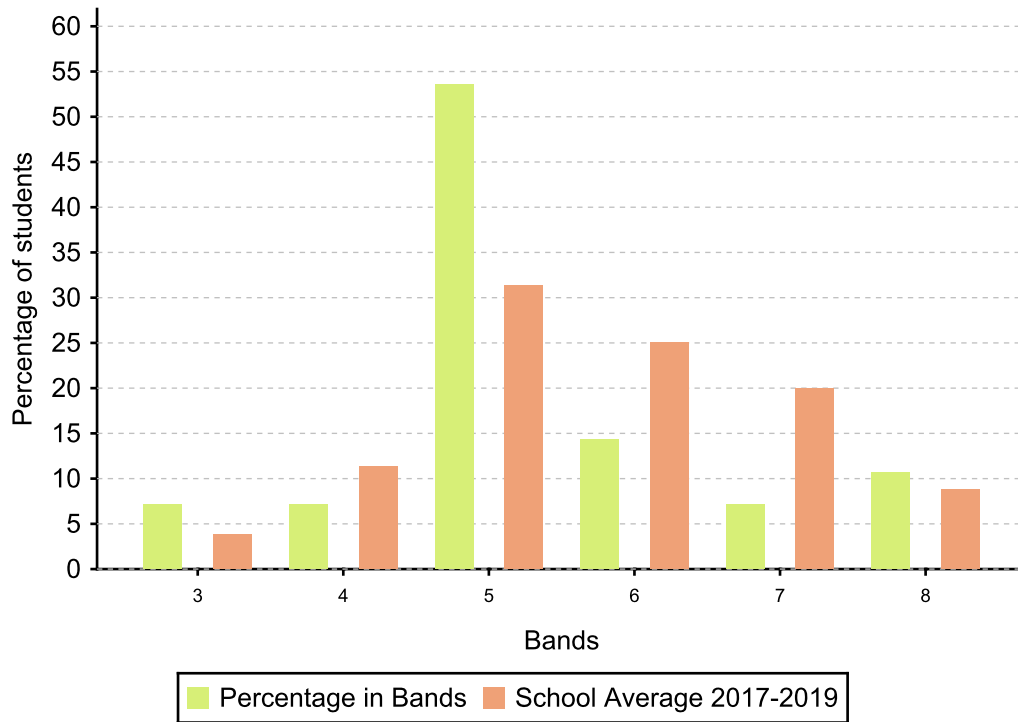
Band	3	4	5	6	7	8
Percentage of students	7.1	7.1	53.6	14.3	7.1	10.7
School avg -2019	3.8	11.3	31.3	25	20	8.8

Percentage in bands:
Year 5 Spelling
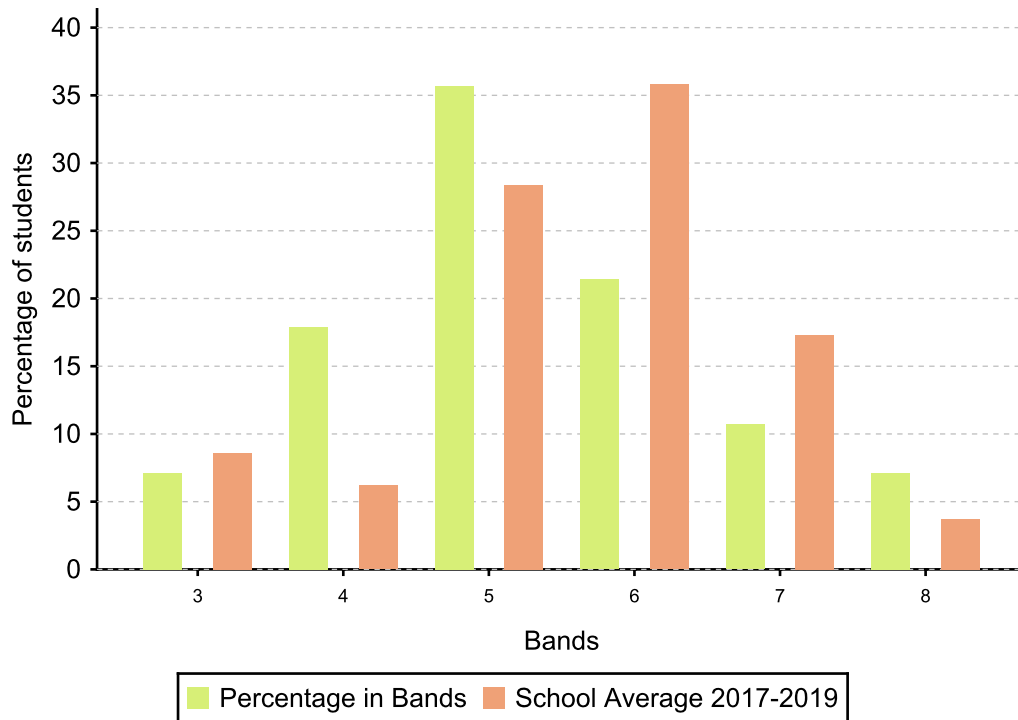
Band	3	4	5	6	7	8
Percentage of students	7.1	17.9	35.7	21.4	10.7	7.1
School avg -2019	8.6	6.2	28.4	35.8	17.3	3.7

Percentage in bands:
Year 5 Writing
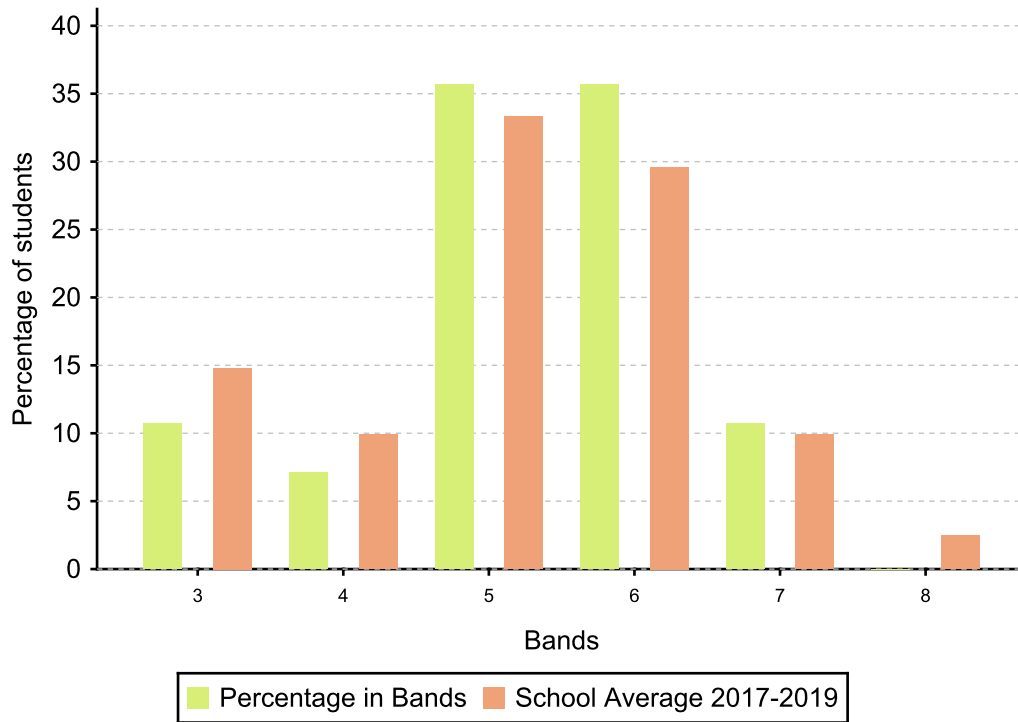
Band	3	4	5	6	7	8
Percentage of students	10.7	7.1	35.7	35.7	10.7	0.0
School avg -2019	14.8	9.9	33.3	29.6	9.9	2.5

Percentage in bands:
Year 3 Numeracy
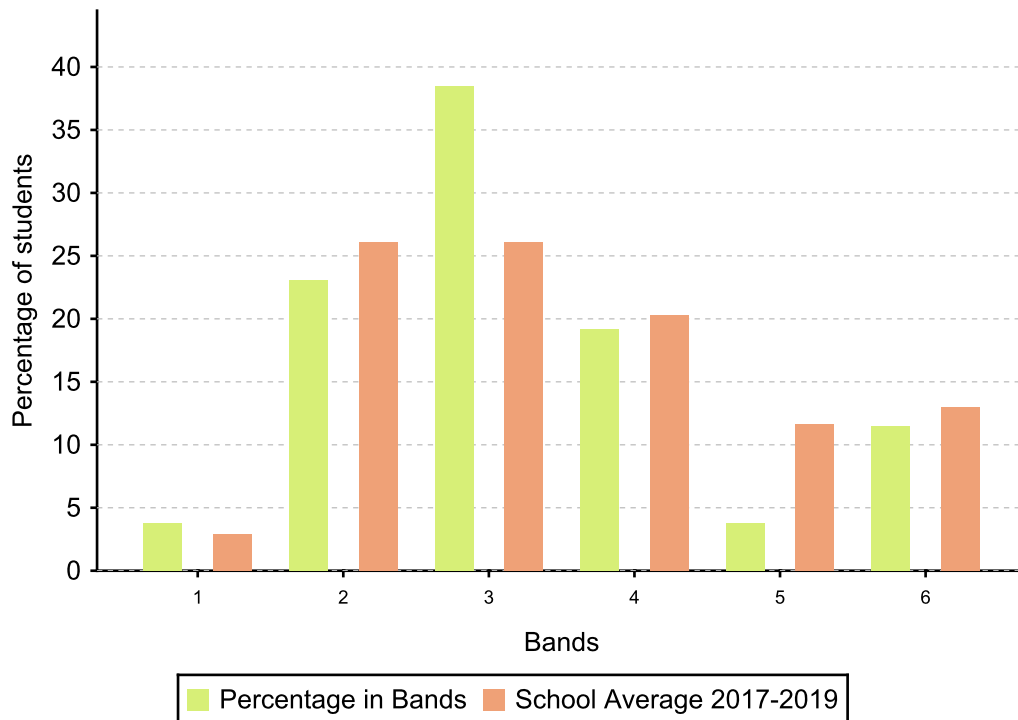
Band	1	2	3	4	5	6
Percentage of students	3.8	23.1	38.5	19.2	3.8	11.5
School avg -2019	2.9	26.1	26.1	20.3	11.6	13

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Percentage in bands:

Year 5 Numeracy
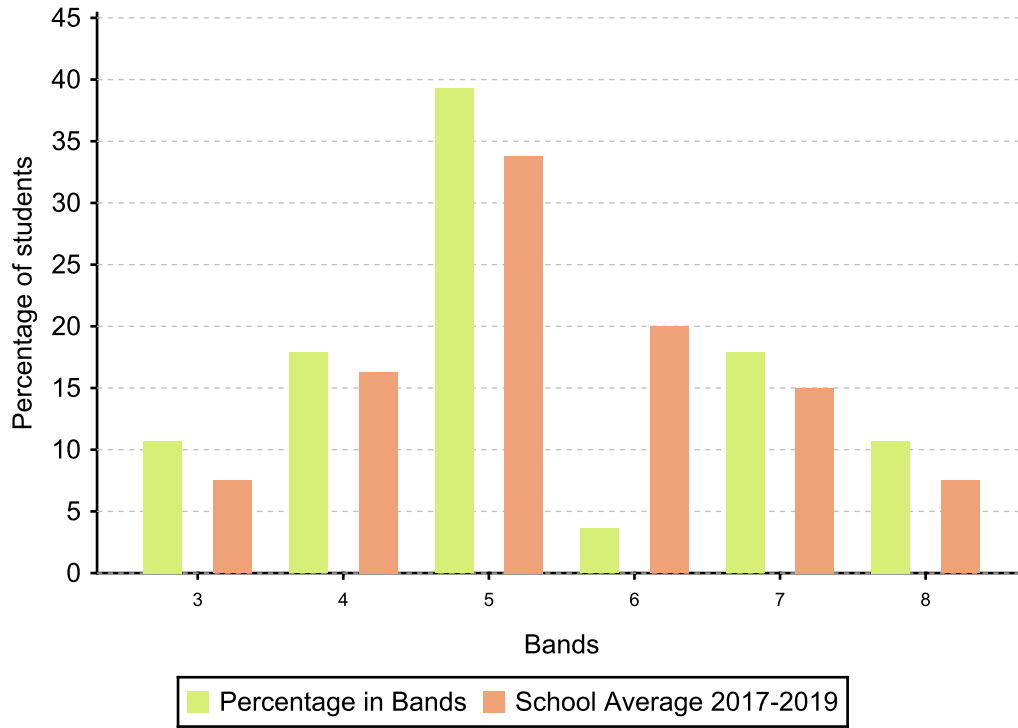
Band	3	4	5	6	7	8
Percentage of students	10.7	17.9	39.3	3.6	17.9	10.7
School avg -2019	7.5	16.3	33.8	20	15	7.5

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Parent/caregiver, student, teacher satisfaction

Student Survey

The "Tell them From Me" student survey was completed by 63 students from Year 4–6.

"Tell Them From Me" student survey highlights a culture of high expectations and a positive learning climate that is rigorous and relevant. The survey identifies:

- continued strong engagement across holistic school based programmes – significantly higher than state mean;
- that our student have a strong sense of belonging and feel accepted and valued at school – comparable to state mean;
- that our students have positive friendships at school – higher than state mean;
- that our students value school outcomes – comparable to state mean;
- that our students display positive behaviours at school – higher than state mean;
- that our students are interested and motivated learners – higher than state mean; and
- that our students try hard to succeed in their learning – higher than state mean..

Parent Survey

The "Tell Them From Me" parent survey did not provide statistically reliable data due to the low completion rate

The parent survey was advertised extensively through school newsletters and notifications.

Teacher Survey

The "Tell Them From Me" teacher survey was completed by 80% of teachers. Teacher surveys continued to indicate a significant level of satisfaction with all of the eight drivers of student learning, in particular:

- delivery of technology across the school;
- inclusive student programmes at school;
- visible leadership across the school;
- collaborative practices;
- high expectations and learning culture;
- feedback and teaching strategies; and
- parent involvement.

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.