

# 2020 Annual Report

## Chifley Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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Chifley Public School

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## School vision

### 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

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>

### Learning Domain

COVID-19 necessitated remote learning during much of Semester 1 with a phased return to school in Term 2. Google Classroom was accessed as an online delivery platform to support continuity of learning and a single curriculum model. Home learning packs were also available as required.

Whether developing remote learning opportunities or during onsite teaching & learning, our teachers remained as committed as ever ensuring positive outcomes for our students through evidence based practice. Data informed practice continued to provide an educational lever to unpack the continuum of learning needs across the school and support the delivery of a broad, rigorous and responsive curriculum founded on high expectations, explicit teaching and timely and actionable feedback.

Our explicit teaching practices were cumulative and systematic, and ensured that learning intentions and success criteria were clearly established to support sophisticated and well-organised ways of thinking, understanding and doing. Our students continued to be asked to consider why they were learning something, how it connected to what they already knew, what they were expected to do, how to do it and what it would look like when they had succeeded. Teaching & learning balanced teacher direction and independent practice, and provided students with opportunity and time to consolidate understanding, ask questions and respond to outcome based feedback as self-regulated learners.

Our STEM programme remained explicitly timetabled across all classes and the use of digital technologies continued to empower authentic, meaningful, collaborative and engaged learning, and reinforce the soft skills students need in digital literacy, problem-solving, creativity and teamwork.

*Grow Your Mind* continued to support a positive learning culture, underpinned by consistent whole school expectations around engagement, recognition and wellbeing.

### Teaching Domain

The COVID-19 pandemic certainly didn't arrive with a standard operating manual and required innovation and considerable flexibility during Terms 1 & 2. Remote learning demonstrated the professionalism, expertise and adaptability of our teachers. Adjusted work arrangements and COVID-19 guideline restrictions impacted the breadth of collaborative and applied practice during the year, particularly across Stage groups. In saying this, whole school collaboration was particularly evident in the development and implementation remote learning opportunities for our students and consistency around the use of Google Classroom and Zoom as delivery platforms.

Teaching teams continued to ensure the coordination of assessment & reporting procedures, the delivery of data informed teaching & learning programmes and explicit, evidence based teaching of literacy and numeracy.

Teacher Professional Development Plans (PDPs) were collegially developed and reviewed, and continued to be aligned against strategic school priorities and the Professional Standards to support teacher capacity building and ensure high quality teaching & learning.

Adjustments to professional learning prioritised continuity of learning for our students for a significant part of the year. This was complimented by online professional learning to support teacher accreditation/maintenance requirements and ensure ongoing school improvements leading into the new school planning cycle.

## Leading Domain

2020 was characterised by unprecedented operational adjustments and the flexible deployment of staff due to the COVID-19 pandemic, and necessitated considerable agility navigating fluid and uncharted protocols.

Strategic financial management and the acquittal of Commonwealth, State and Local Government grants supported the ongoing infrastructure rollout to optimise learning and open up teaching & learning spaces across the school. The interactive outdoor classroom and renovated kitchen garden opens up a myriad of possibilities including our timetabled environmental classes, the refurbishment of the original school hall provides greater flexibility around the use of our physical resources and the further installation of air conditioning units compliments the Cooler Classrooms initiative that will be completed in 2021.

Online and digital technology continued to be prioritised during 2020 to enhance learning and service delivery. Learning technologies continued to be authentically integrated into an information, communication and technology rich curriculum. Two additional laptop banks were purchased during the year to ensure further access and the equitable allocation of resources across all classrooms. ICT upgrades will be rolled out over a four year cycle.

Despite community engagement in school life looking very different in 2020, there was widespread understanding and optimism around operational arrangements during the year. Once again, stakeholder feedback was sourced through a raft of Tell Them From Me (TTFM) surveys. The 2020 situational analysis provided the school leadership team with identified growth and explicit data around ongoing priority areas leading into the 2021-24 School Improvement Plan.

## 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)
<p>COVID-19 guidelines impacted our ability to fully implement collaborative and applied professional learning throughout the year..</p> <p>Visible learning aligned against the School Excellence Framework and mapped out as part of the new planning cycle to ensure the professional learning is continuous and coherent and reflects system, school and individual performance and development goals to enable professional growth and strengthen professional practice.</p>	

#### 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)
<p>PDPs set, implemented and reviewed although COVID-19 guidelines significantly impacted the delivery of QTSS and collaborative and applied practice.. An adjusted collaborative practice schedule supported programming requirements.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$30518.00)</li></ul>

## 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)
<p>A 5th laptop bank was budgeted for and acquired as an additional ICT classroom resource and as part of a scheduled upgrade rollout.</p> <p>The annual review identified widespread and integrated use of ICT resourcing across all classrooms and learning support.</p> <p>Information Literacy continued to be delivered through the library utilising ICT to access information, build content and extend learning outcomes.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$25000.00)</li></ul>

##### 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)
<p>STEMShare aligned against K-6 STEM Scope and Sequence and included robotics kits and a virtual &amp; augmented reality kit. STEMShare resourcing ensures that students engage with innovation and change in real time and are cost neutral.</p> <p>Robotics kits purchased to resource enrichment programmes and K-2 STEM classes.</p>	<p>STEMShare</p> <p>Robotics Resourcing</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

## 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)
<p>Collaborative practice and professional learning scheduled and supported the ongoing embedding of Grow You Mind, student wellbeing and wellbeing practices across the school.</p> <p>Attendance procedures reviewed and streamlined to systematically monitor and support attendance patterns.</p> <p>TTFM student surveys indicate that students display positive behaviours at school, have a clear understanding of expectations and contribute to a positive learning climate.</p>	Tell Them From Me

##### 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)
<p>COVID-19 guidelines impacted the delivery of planned onsite programmes during the year.</p> <p>COVID-19 restrictions during 2020 and remote learning impacted the planning process and scheduled release of transition programmes.</p> <p>The LBCoS SDD was cancelled due to COVID-19 restrictions</p> <p>12 preschools attended the launch of our Community Wellbeing Partnership and the <i>Grow Your Mind</i> orientation. COVID-19 restrictions directly followed</p>	



## Progress towards achieving improvement measures

which impacted our ability to provide follow-up support for each centre.

Grow Your Mind support offered to centres in our preschool network. This included in-centre support and evening professional learning. The take up was dependent on need and COVID-19 protocols attached to each centre.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$30 518.00)</li> </ul>	<p>The rollout of QTSS required adjustments and flexibility around fluid COVID-19 guidelines.</p> <p>The QTSS loading continued to target:</p> <ul style="list-style-type: none"> <li>• professional learning and collaborative and applied practice;</li> <li>• the delivery of Performance and Development Plans; and</li> <li>• the ongoing embedding of key teaching &amp; learning priorities.</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	97	88	80	85
Girls	71	81	86	91

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	92.9	89.3	90.7
1	94	94.1	90.7	91.4
2	93.3	91	90.2	91.4
3	93.1	92.1	92.2	91.9
4	91.3	92.3	89.7	90.6
5	93	90.5	90.2	87.4
6	90.8	92.3	87.7	87.2
All Years	92.7	92.1	90	90.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	6.92
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	496,159
<b>Revenue</b>	2,577,486
Appropriation	2,498,409
Sale of Goods and Services	5,703
Grants and contributions	71,987
Investment income	1,188
Other revenue	200
<b>Expenses</b>	-2,557,620
Employee related	-2,221,887
Operating expenses	-335,733
<b>Surplus / deficit for the year</b>	19,865
<b>Closing Balance</b>	516,025

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	355,904
<b>Equity Total</b>	296,848
Equity - Aboriginal	132,475
Equity - Socio-economic	44,073
Equity - Language	15,090
Equity - Disability	105,210
<b>Base Total</b>	1,540,603
Base - Per Capita	39,924
Base - Location	0
Base - Other	1,500,679
<b>Other Total</b>	212,817
<b>Grand Total</b>	2,406,171

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



# Parent/caregiver, student, teacher satisfaction

## Student Survey

The "Tell them From Me" student survey was completed by 64 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 **Advocacy of School**, **Expectations of Success** and **Sense of Belonging** significantly higher than State and SSSG.

## 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 90% of teachers. Teacher surveys continued to indicate a significant level of satisfaction with all of the eight drivers of student learning, in particular:

- visible instructional leadership;
- collaborative practices and applied professional learning;
- a learning culture underpinned by high expectations, data informed practice and student feedback;
- the use of digital devices across the school;
- inclusive student programmes and catering for additional learning and support needs; and
- educational partnerships between home and school.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.