



Education &
Communities

Chifley Public School Annual School Report 2014



4299

School context statement

Our school is set in spacious grounds and offers a comprehensive quality education for students. Chifley PS is a place where everyone is valued and respected and where students are progressively challenged to become motivated lifelong leaders.

All students are individuals with unique talents and diverse social and academic learning needs which are supported through appropriate curriculum differentiation. Strong sport traditions, high quality creative arts programs, debating and public speaking opportunities ensure ongoing positive student engagement.

Literacy and Numeracy are considered to be the fundamental building blocks of students' learning and the explicit teaching of the subjects is prioritised.

The school community proudly recognizes its Aboriginal identity, paying respect to Aboriginal cultures and traditions as an integral part of school learning programs. Comprehensive Personalised Learning Plans (PLPs) for all Aboriginal students are developed, implemented and evaluated against School Improvement Plan targets.

Students

Chifley PS is classified as a P4 primary school with an enrolment of 220 students from a wide range of cultural backgrounds and home circumstances. Through the Chifley PS culture of high educational expectations, we focus on meeting the academic and social needs of our students (K-6) so that they all reach their full potential.

Staff

The staff has a dynamic mix of experienced teachers and early career teachers, all highly qualified, providing an excellent learning environment for all students. All teaching staff meet the professional requirements for teaching in NSW public schools with areas of expertise in Gifted and Talented Enrichment, technology, Learning Support and English as a Second Language.

Parents and Citizens

During 2014, the hard working Parent & Community Committee have put their time, energy, and numerous skills into supporting the staff and students of Chifley Public School. With

the help of the school community we have successfully raised over \$5000 through our Mitre 10 BBQs, Mother's Day stall, Father's Day Breakfast, Mango Fundraiser, School Disco, Bushwahzee and School Banking Scheme. The money raised this year has funded three Good News Luncheons, made a valuable donation to the World's Greatest Shave and purchased a new digital camera for the school. Thanks to the funds raised, in 2015 the school will, after almost 10 years of discussion, take delivery of a gazebo sunshade for use at school events.

All of this, however, would not have been possible without a significant amount of effort, time and commitment from a particular group of parents. Parents such as School Council Chairman Brendan Arnol, Vice Chair Lyndall Jones and secretary Tata Parris; P&C Vice-Presidents Lisa Fielding and Charles Abela, Treasurer Kelly Forrest, and Secretary Barb Norrish; and School Banking Coordinators Belinda Grech and Jenny Irons. There are many other supportive and dedicated parents, grandparents and community members who make a wonderful contribution to the growth of our school. Brendan Arnol, Rhonda Seelin, Grandparent Jean Louie, and community member Roger Perry all need to be thanked for their years of dedication to our school. To all of these individuals, and the many others in our school community, I would like to extend my thanks for your ongoing support, enthusiasm, and commitment to Chifley Public School during a very enjoyable and productive 2014.

I would also like to take this opportunity to thank the teachers, support staff and administration staff at Chifley Public for their ongoing support and dedication to the students of Chifley Public. We look forward to 2015 and continuing to work towards another successful year at Chifley Public School.

School Council

This year the School Council has been fortunate to welcome 3 new members. Tata Parris, as Secretary, Lyndall Jones as Vice President and Roger Perry as the Community Representative.

Once again, our focus has been on addressing School Policy changes and improvements. This year significant amendments have been made to the School Leadership Policy to reduce the prolonged election process and refine the selection criteria. The Homework Policy, Student

Well Being and Strategic Plan have also been reviewed.

School Council has endeavoured to secure additional funding for school projects to reduce the strain on the school budget and the burden on family pockets. Grants from numerous businesses and organisations are much sought after and the school has been fortunate to secure \$3500 from Orica as part of their Community Investment Program. This funding will be used to improve and expand the Environmental Team's garden and install a rainwater tank.

Through persistent negotiations, Randwick City Council has agreed to supply a bike rack for the student's use. Our thanks to Noel D'Souza for his assistance.

The P&C Committee has again worked tirelessly to support and fund initiatives to benefit Chifley Public School. Much of the credit belongs to Jo Connolly and her executive for their outstanding efforts. This has been one of the more productive years, which is testament to the involvement of the school community in our school activities.

Chifley Public School has prospered this year, a credit to the staff, students and the school community in general. The selfless dedication of the staff and the school executive has supported, enhanced and enriched the learning experience for the students. As a school community, it is always in our best interests to fully support the school and wherever possible become involved in all the school activities and social events.

On a personal note, I would like to offer my best wishes and future success for the incoming School Council. It has been a great privilege and an enjoyable experience to be part of the School Council for the last 7 years. It has been a rewarding and inspiring opportunity. I feel confident that the incoming Council will continue the previous endeavours and surpass them in the future. The best way to ensure this continued good work is to become a part of the School Council or the P&C committee.

Thanks again to all those members of the school community who have assisted with the School Council. In particular, Louise Stone our Principal and the members of staff who gave up their time to attend our meetings.

Regards

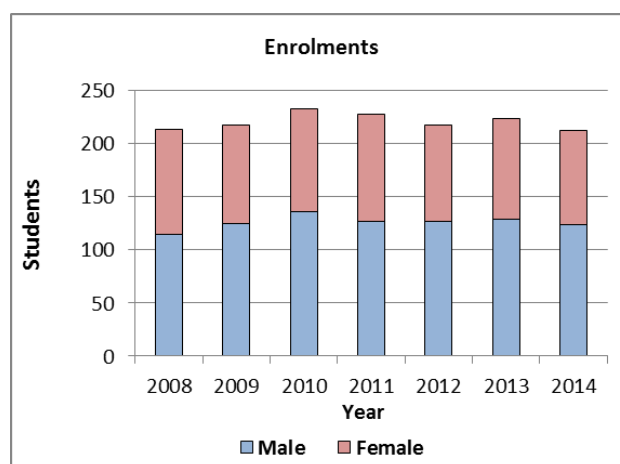
Brendan Arnol

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	115	125	136	127	127	129	124
Female	99	93	97	101	91	95	88



Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	94.6	94.4	96.4	97.3	91.3	94.1
	1	94.2	94.6	95.2	94.1	96.8	93.8
	2	92.1	94.7	93.6	94.6	95.3	95.9
	3	94.6	94.2	95.1	91.9	94.5	95.3
	4	95.9	92.0	96.5	94.4	92.4	93.7
	5	94.1	94.0	93.8	91.8	94.6	90.6
	6	92.8	94.4	93.2	92.8	93.9	93.0
	Total	94.2	94.0	94.8	94.0	94.1	93.8
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Management of Non-Attendance

Rolls are marked daily on the installed Momentum software in accordance with Department of Education and Communities (DEC) policy and monitored regularly by the Home

School Liaison Officer (HSLO). Long absences of over ten school days require completion of an Application for Exemption from Attendance at School as per DEC guidelines

Class Sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2014 Class Size Audit early in March.

Roll class	Year	Total in class	Total per year
KPOSSUMS	K	22	22
K/1 KOALAS	K	7	22
	1	15	22
1/2 BLUE TONGUE LIZARDS	1	11	24
	2	13	24
1/2 WALLABIES	1	11	25
	2	14	25
3/4 DINGOES	3	9	22
	4	13	22
3/4 JOEYS	3	10	24
	4	14	24
3/4 SHARKS	3	11	25
	4	14	25
5/6 SALT WATER CROCODILES	5	19	30
	6	11	30
5/6 TASMANIAN TIGERS	5	13	30
	6	17	30

Workforce information

The Chifley Public School Workforce.

Position	Number
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	7
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher of ESL	0.2
School Counsellor	0.2
School Administrative & Support Staff	2.337
Total	14.157

Chifley Public School currently employs an Aboriginal Education Worker two days a week supporting the implementation of various programs at our school. This year we also employed a casual Aboriginal Learning Support

Worker to support individual needs of specific children while also meeting the guidelines of Norta Norta.

Teacher qualifications

All staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	25

Professional learning and teacher accreditation

At Chifley Public School we have one staff member that is currently working through the Accreditation process at proficiency level. We have three staff that are currently working through their maintenance five year period. Chifley has an active group of staff who meet regularly to work through this process and while supporting those new to the program ensuring all staff meet the Australian Standards.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	120489.77
Global funds	123603.10
Tied funds	231170.39
School & community sources	155380.60
Interest	5338.07
Trust receipts	15659.93
Canteen	0.00
Total income	651641.86
Expenditure	
Teaching & learning	
Key learning areas	22008.32
Excursions	43613.21
Extracurricular dissections	74737.15
Library	2258.61
Training & development	4961.28
Tied funds	175872.8
Casual relief teachers	38260.26
Administration & office	63094.27
School-operated canteen	0.00
Utilities	16899.77
Maintenance	11002.67
Trust accounts	18768.72
Capital programs	0.00
Total expenditure	471477.06

Balance carried forward	180164.80
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A full copy of the school's 2014 financial statement can be obtained by contacting the school.

School performance 2014

Enrichment Opportunities

Premier's Debating Challenge

This year at Chifley Public School, 12 students from Stage Three were selected to participate in the Premier's Debating Challenge. Our students were given opportunities to develop their skills and practise their techniques as well as take part in workshops that aimed at developing, preparing for and competing in debates. This year there were two teams led by our senior debaters. Their leadership inspired and their knowledge helped make this a great year for debating at Chifley Public School. The debaters have grown in confidence throughout the competition and are again looking forward to participating in the Premier's Debating Challenge next year.

Public Speaking

Chifley Public School participated in the Multicultural Perspectives Public Speaking Competition this year. The competition gave students an opportunity to heighten their awareness of multicultural issues as well as develop their interest in public speaking. Two students from Stage Two and two students from Stage Three represented Chifley Public School at the local final.

In 2014, the public speaking program at Chifley Public School was again extended to include representation in the Sydney Region K-6 Public Speaking Competition. This provided students with opportunities to write about a topic that interested them whilst building upon and extending their skills in researching and speech writing. It also opened up opportunities for the K-2 grades to participate in the competition. Four students, one from each stage, represented Chifley Public School at the Regional Final.

International Competitions and Assessments for Schools (ICAS)

Chifley PS' inclusive educational practices also prioritise opportunities for those academically

talented students by providing curriculum extension opportunities.

All students in Years 2-6 are given the option to sit the ICAS tests organised through The University of New South Wales (UNSW) in Computer Skills, Science, Mathematics, English, Writing and Spelling. In 2014, 13 students sat for the Computer Skills test; 14 students sat for the Science test; 23 students sat for the Mathematics test; 17 students sat for the English test; 13 students sat for the Spelling test and 9 students sat for the Writing test. All tests were supervised by coordinating teachers in allocated time slots before school.

- Computer skills, 1 student gained a Distinction and 1 student gained a credit.
- English, 4 students received credits.
- Mathematics, 3 students received credits.
- Science, 3 students received credits and 1 student received Merit.
- Writing, 4 students received credits and 2 students received Merit.
- Spelling, 2 students gained Distinctions and 2 students received credits.

Gifted and Talented

The 2014 gifted and talented program again thrived seeing students from Year Four attend the Matraville High school program one day a week for a ten week program giving them extension opportunities in math, science, art, history and geography. Students were also involved in the Maths Olympiad program which provided gifted and talented students the opportunity to be extended and challenged in Mathematics with our external teacher on a weekly basis. Students who presented as Gifted and Talented in Maths were also given involved in weekly withdrawal math extension groups to compliment classroom opportunities. The library provided opportunities in literacy offering opportunities for external writing competitions.

Japanese

This year was the fifth year that Chifley PS has participated in the Japanese language initiative with Matraville High School. Year Three students attended Japanese lessons on a weekly basis, taught by a specialist languages teacher in the languages centre facility at the High School. They

participated in exploring different aspects of Japanese culture and the Japanese language.

Spelling Bee

All stage Two and Three students participated in a class based spelling competition. Two students from each stage level, from each class then progressed to our school stage finals. The winners from each stage competed at the local final. Scott Twaddell and PJ Sait were our Stage Three winners. Kyrah Lawson and Kobey Crumpton were our Stage Two winners. All four students represented our school admirably at the Zone Spelling Bee Finals.

Performing Arts

Choir

The Choir at Chifley PS had a wonderful year full of enriching musical experiences. The Choir members, 41 students from year 2 to 6 performed regularly at public events throughout 2014, such as:

- Weekly assemblies
- ANZAC Day commemoration service
- Presentation Day
- Kindy Orientation Day
- Music Count Us In
- Carols at Barlow Park

The senior members of the choir, Years Four to Six were also a part of a mass choir of over 700 students from Sydney Region who performed at the Sydney Opera House. The Senior Choir worked diligently to learn a repertoire of ten songs in total and performed them with skill and panache.

Dance

Dance has continued to thrive at Chifley Public School. In Term One, the whole school participated in a dance program run by Got Game. Term One's dance program included modern moves, the latest music and choreographed routines. At the end of Term One, students performed for an audience that included staff, students, friends and family. Our community was very impressed with the

expertise of the instructors and the competence and engagement of the students.

Dance continues to be taught as part of Chifley PS Performing Arts Program. This year there was a lot of fun had by all students as they learnt array various bush dances. In Term Four, students performed with the Bushwahzee Band in front of an audience of family and friends. It was an incredible night with the community as family and friends were encouraged to bring a picnic and enjoy the BBQ while our P&C put on some special treats for all the children. The Bushwahzee Band was outstanding and the students engagement impressed all in attendance.

Music

Music lessons at Chifley Public School provide a wide scope of opportunity for all students. For the wary learner, it provides a non-threatening and fun way to participate in learning and for the energetic student; it provides an outlet for their endless energy. At Chifley Public School we use a program created by The Australian Children's Music Foundation which has complimented and enriched our Performing Arts program. Students enjoy learning the fundamentals of music and applying their skill and knowledge in many ways including playing tuned and untuned percussion instruments, experimenting with sound through song and the appreciation of a wide repertoire of music.

Drama

In 2014, as part of the Performing Arts program Chifley PS students were given opportunities to discover drama through-

- Exploring imaginative play and dramatic situations.
- Interpreting and conveying dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.
- Devising, acting and rehearsing drama for performance for an audience.
- Responding critically to a range of drama works and performance styles.

Children experienced a wide range of performances this year including puppet shows,

role plays and musical theatre. The performances were enjoyed by all in attendance and the students thoroughly enjoyed displaying their drama skills for all to see.

Ukulele

In 2014 Chifley Public School offered a Ukulele program for the first time. The small group consisted of students from Stage Two who rehearsed one lunch time a week with Mr Luther. The Ukulele program will seek to expand next year to include Stage Three students with the ultimate goal of performing at school events such as assemblies.

Recorder

At Chifley PS, year one and two students learnt to play the recorder as part of the Performing Arts program. This has been an excellent opportunity for students to learn an instrument at a young and influential age.

Students are learnt to understand the importance of posture, correct breathing technique, and articulation, elements of pulse, rhythm and pitch and how to read music.

The Year One and Two recorder group were a favourite performance item throughout the year and had many opportunities to showcase their skill and enjoyment for the pleasure of the Chifley community.

Sport

Chifley Public School continues to promote a high level of participation, fair play and sportsmanship while participating in sport. Sporting opportunities focus on fundamental movement skills, participation and healthy lifestyle.

Highlights of the sport program in 2014 include:

- 99% of all students participated in the Got Game program learning fundamental movement skills based around modified soccer, athletics and gymnastics & dance
- 40 students from Years 2 and 3 participated in the participated in the School Swim Scheme in Term our.
- 154 students participated in the school sport program which develops students' fundamental

movement skills based around modified soccer, basketball, tennis, AFL, and hitting, catching, kicking, moving, running and throwing skills.

- 8 students participated in learning modified Golf in Term Four resulting in 1 student winning the Gala Golf competition at The Coast Golf Club.

Eastern Suburbs Primary School Sports Association (ESPSSA)

Involvement in the Eastern Suburbs Primary School Sports Association (ESPSSA) competition provided the opportunity for 51 students to participate in summer sports of softball and cricket, with 63 students in the winter sports of rugby league and netball.

- Our senior A1 and senior B1 netball teams finished joint champions in both divisions.
- Our senior boys' cricket team this year finished 1st.
- Our boys' junior rugby league team this year finished 1st.
- Our girls' oz tag team this year finished 1st.

In the inter-school ESPSSA carnivals:

- 3 students were selected to go to the Sydney East Regional carnival for cross country.
- 7 students were selected to go to the Sydney East Regional carnival for athletics. 1 student progressed through to the State athletics carnival. 1 student progressed through to the National athletics carnival.
- 4 students were selected to represent the combined zone at the Sydney East Regional rugby league carnival.
- 1 student was selected to represent the zone at the Sydney East Regional soccer trials.
- 2 students were selected to represent the zone at the Sydney East Regional basketball trials.
- 1 student was selected to represent the combined zone at the Sydney East Regional oz tag carnival.
- 1 student was selected to represent the zone at the Sydney East Regional cricket trials.
- 4 students were selected to represent the combined zone at the Sydney East Regional softball carnival.

- 1 student was selected to represent the zone at the Sydney East Regional baseball carnival.
- 2 students were selected to represent the combined zone at the Sydney East Regional touch football carnival.
- 2 students were selected to represent the zone at the Sydney East Regional netball trials.

Got Game

The whole school K-6 participated in the Got Game Program which aims to develop Fundamental Movement Skills and supplement the school PDHPE Program. Each term has an eight week program. The program is taught by Accredited PE Teachers with special expertise in sport coaching and covers the required outcomes of the NSW and new National Curriculum. Different skills are focused on each term. In 2014 lessons focussed on: dance, athletics, soccer and rhythm and balance (gymnastics). All the lessons are based on a games sense approach, where students learn fundamental movement skills and this is continued throughout the program. It caters to students' specific needs, depending on their strengths and weaknesses. The program will continue in 2015.

Swimming carnival

Congratulations to Year 2-6 who participated at our annual swimming Carnival held at Botany Aquatic Centre. Further congratulations to Hume House for being the winning House after all events. Thirty students were selected to represent our school at the Eastern Suburbs Zone PSSA Swimming Carnival. Well done to Mitchell Ross and Abigail Connelly for being our Junior Champions and to Tallon Irons and Zoe Cass/Jamie-Lee Rooke (equal) for being our Senior Swimming Champions.



Rugby League

This year Chifley Public School entered 2 Junior and 1 Senior team in the Eastern Suburbs PSSA winter competition. All three teams performed well throughout the season. Key areas the teams worked on throughout the season included playing as part of a team, passing and defence. Congratulations to all team members who I believe achieved all these key areas during and by the end of the season. Congratulations to our Junior 1 team who won their competition finishing undefeated for the season. Well done to our Junior 2 and senior teams who were committed each week at training and on game day often playing with fewer players due to absences.



Junior Netball

This year Chifley Public School entered 2 junior teams in the Eastern Suburbs PSSA winter competition. All four teams performed well throughout the season. The girls worked on their throwing, catching and positioning. They all had fun and had a great season while developing their skills and good sportsmanship.



T-Ball and Softball

2015 was a great season. The juniors playing in the non-competitive T-ball completion, developed their skills in catching, batting and positioning. The Softball girls continued to develop their skills in softball with pitching, catching and throwing. They played with great spirit and were fantastic ambassadors of the school throughout the season.



School Swimming Scheme

During Term Four forty-five students from Chifley Public School attended the annual School Swimming Scheme at Botany Pool.

The Department of Education and Communities School Swimming Scheme is an intensive swim program which develops water confidence and provides students with basic water safety and survival, as well as skill development for stronger swimmers.

Students attended the two week program on consecutive days. As always the improvement in all of the children is remarkable. Skills that are learnt on one day are reinforced on the next. Certificates of achievement were presented to all participating students at the school assembly.

Special Religious Education /Ethics

Chifley Public School provided the opportunity for students to attend Special Religious Education classes (SRE) formerly known as scripture which were provided by authorised representatives of approved religious groups. SRE is voluntary and the school organises SRE according to parent's preferences. Thank you again to all our volunteers.

Scripture classes are held on Thursday mornings from 11:25am-11:55am.

This year Ethics for years 3-6 was offered at our school. Ethics is inquiry based and students use dialogue and discussion to learn how to think about ethical matters through the give-and- take of reasoned argument. Trained volunteer teachers led discussions. Thank you to Emma Burgess for her dedication to this program.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

In 2014 29 Year Three students sat the NAPLAN Test.

NAPLAN Year 3 - Literacy

Year 3 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2014	423.8	389.4	416.3			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	3	8	3	6	9
Percentage in Bands	0.0	10.3	27.6	10.3	20.7	31.0
School Average 2010-2014	5.0	8.7	19.3	21.1	18.6	27.3
SSG % in Bands 2014	6.1	14.6	21.5	25.8	16.4	15.5
State DEC % in Bands 2014	6.1	9.9	15.3	22.6	18.5	27.6

- 10.3% of students were placed in Band 1 and 2 compared with 16% across the state
- 37% of students achieved Bands 3 and 4 compared with 37.9% across the state.
- 51.7% of students achieved Bands 5 and 6 compared with 46.1% across the state.

Year 3 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2014	414.1	391.3	401.5			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	4	3	5	16	1
Percentage in Bands	0.0	13.8	10.3	17.2	55.2	3.5
School Average 2011-2014	2.9	5.8	15.3	23.4	38.7	13.9
SSG % in Bands 2014	4.6	9.5	24.3	26.0	29.7	6.0
State DEC % in Bands 2014	4.1	8.3	21.3	22.8	33.3	10.1

- 13.8% of students achieved Band 1 and 2 compared with 12.4% across the state.
- 27.5% of students achieved Bands 3 and 4 compared with 43.6% across the state.
- 58.6% of students achieved Bands 5 and 6 compared with 43.4% across the state.

Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2014	430.1	402.5	427.1			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	2	5	8	5	8
Percentage in Bands	3.5	6.9	17.2	27.6	17.2	27.6
School Average 2010-2014	2.5	11.8	18.0	23.0	17.4	27.3
SSG % in Bands 2014	5.6	10.4	20.0	24.5	19.7	19.8
State DEC % in Bands 2014	4.7	8.3	15.3	21.1	20.9	29.7

- 10.4% of students achieved Band 1 and 2 compared with 13% across the state.
- 44.8% of students achieved Bands 3 and 4 compared with 36.4% across the state.
- 44.8% of students achieved Band 5 and 6 compared to 50.6% across the state.

Year 3 NAPLAN Spelling

	School	SSG	State DEC			
Average score, 2014	431.8	399.6	418.8			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	1	7	9	5	7
Percentage in Bands	0.0	3.5	24.1	31.0	17.2	24.1
School Average 2010-2014	1.9	6.2	19.9	26.1	23.6	22.4
SSG % in Bands 2014	3.9	16.7	15.5	26.3	20.3	17.3
State DEC % in Bands 2014	4.2	12.6	12.2	22.5	23.4	25.2

- 3.5% of students achieved Band 1 and 2 compared with 16.8% across the state.
- 55.1% of students achieved Bands 3 and 4 compared with 34.7% across the state.
- 41.3% of students achieved Band 5 and 6 compared with 48.6% across the state.

NAPLAN Year 3 - Numeracy

Year 3 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2014	417.4	377.8	401.6			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	3	5	7	9	5
Percentage in Bands	0.0	10.3	17.2	24.1	31.0	17.2
School Average 2010-2014	1.3	15.6	16.9	28.1	23.1	15.0
SSG % in Bands 2014	4.9	17.6	26.9	24.3	18.4	7.9
State DEC % in Bands 2014	4.1	12.6	20.7	23.2	23.0	16.4

- 10.3% of students achieved Band 1 and 2 compared with 16.7% across the state.
- 41.3% of students achieved Bands 3 and 4 compared with 43.9% across the state.
- 48.2% of students achieved Bands 5 and 6 compared with 39.4% across the state.

In 2014 31 Year Five students sat the NAPLAN Test.

NAPLAN Year 5 - Literacy

Year 5 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2014	496.2	474.0	497.3			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	5	9	11	4	2
Percentage in Bands	0.0	16.1	29.0	35.5	12.9	6.5
School Average 2010-2014	5.6	18.3	29.6	24.7	14.1	7.8
SSG % in Bands 2014	7.4	20.4	29.3	22.0	13.6	7.4
State DEC % in Bands 2014	6.8	14.3	22.1	24.7	16.7	15.4

- 16.1% of students achieved Band 3 and 4 compared with 21.1% across the state.
- 64.5% of students achieved Bands 5 and 6 compared with 46.8% across the state.
- 19.4% of students achieved Bands 7 and 8 compared with 32.1% across the state.

Year 5 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2014	471.7	456.8	467.1			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	4	15	8	3	0
Percentage in Bands	3.2	12.9	48.4	25.8	9.7	0.0
School Average 2011-2014	5.3	11.5	44.3	23.0	9.7	6.2
SSG % in Bands 2014	9.9	14.7	42.5	23.7	6.6	2.6
State DEC % in Bands 2014	9.8	11.2	37.2	26.1	10.7	4.9

- 16.1% of students achieved Band 3 and 4 compared with 21% across the state.
- 74.2% of students achieved Bands 5 and 6 compared with 63.3% across the state.
- 9.7% of students achieved Bands 7 and 8 compared with 15.6% across the state.

Year 5 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2014	476.1	484.0	504.7			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	8	8	7	5	2
Percentage in Bands	3.2	25.8	25.8	22.6	16.1	6.5
School Average 2010-2014	6.3	18.3	26.1	17.6	21.8	9.9
SSG % in Bands 2014	8.1	15.3	23.7	22.5	17.9	12.4
State DEC % in Bands 2014	7.1	12.5	18.4	20.8	20.2	21.0

- 29% of students achieved Band 3 and 4 compared with 19.6% across the state.
- 48.4% of students achieved Bands 5 and 6 compared with 39.3% across the state.
- 22.6% of students achieved Bands 7 and 8 compared with 41.2% across the state.

Year 5 NAPLAN Spelling

	School	SSG	State DEC			
Average score, 2014	493.1	489.3	502.7			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	3	5	11	10	1
Percentage in Bands	3.2	9.7	16.1	35.5	32.3	3.2
School Average 2010-2014	3.5	9.2	26.8	28.9	20.4	11.3
SSG % in Bands 2014	6.5	10.9	23.2	27.5	24.0	8.1
State DEC % in Bands 2014	6.3	9.0	19.0	24.6	26.5	14.5

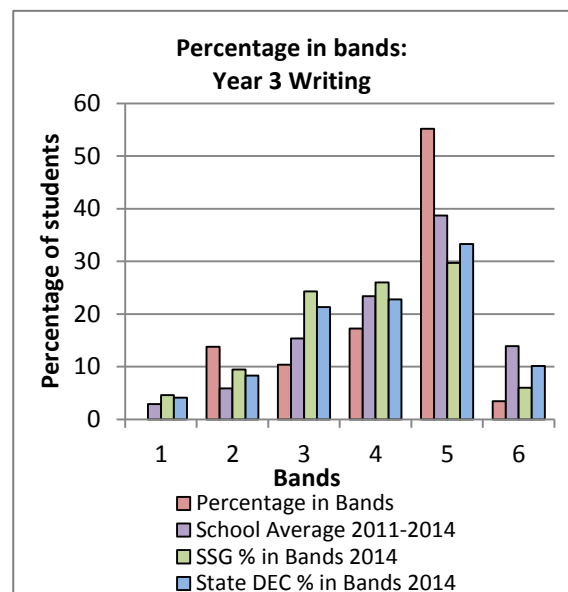
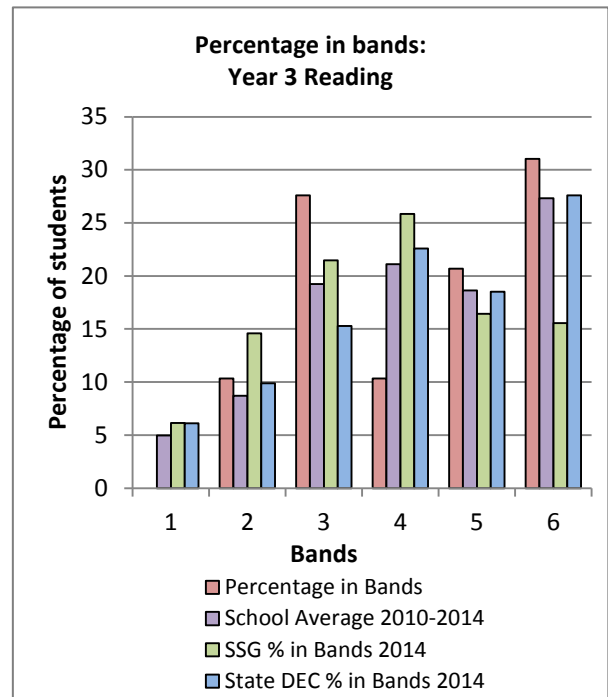
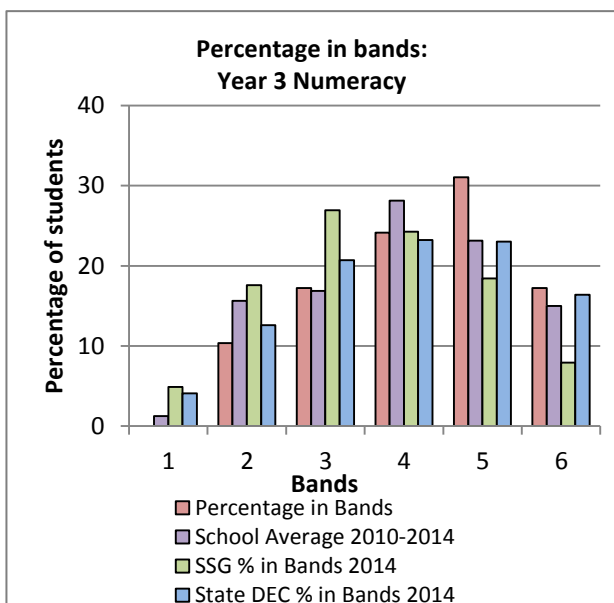
- 12.9% of students achieved Band 3 and 4 compared with 15.3% across the state.
- 51.6% of students achieved Bands 5 and 6 compared with 43.6% across the state.
- 35.5% of students achieved Bands 7 and 8 compared with 41% across the state.

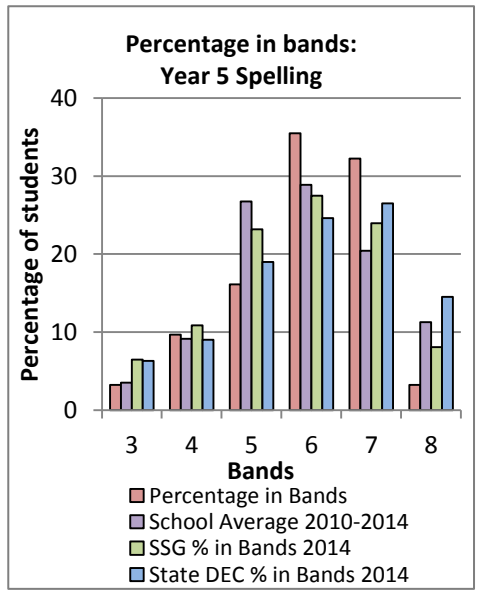
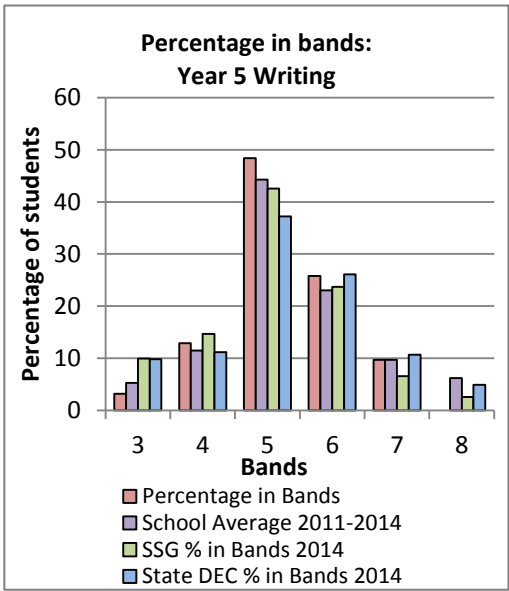
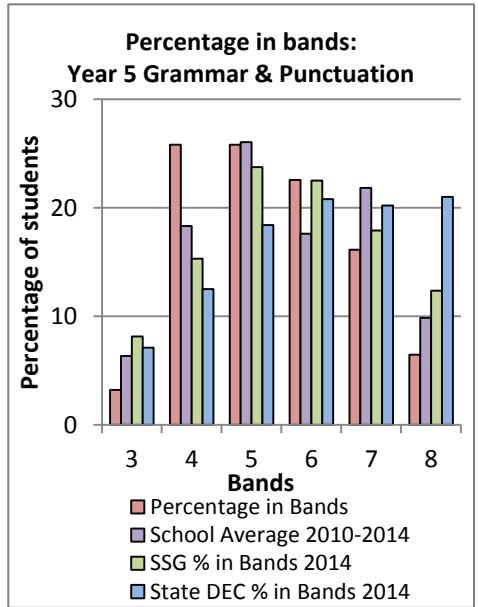
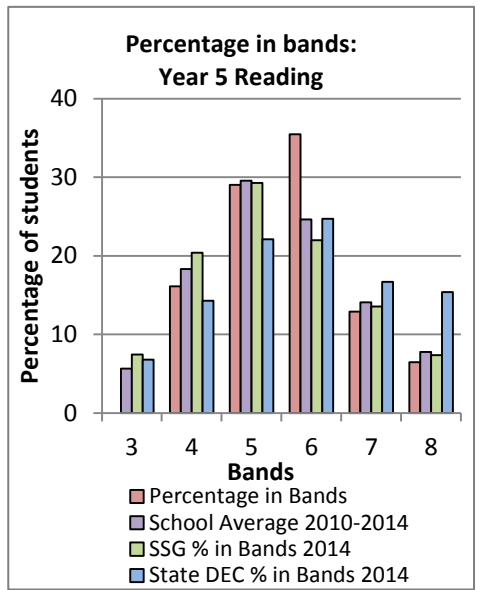
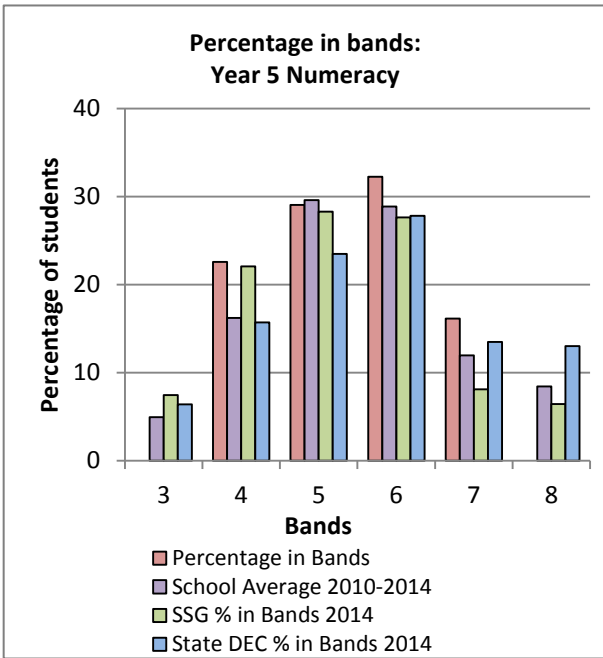
NAPLAN Year 5 – Numeracy

Year 5 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2014	474.9	467.6	488.5			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	7	9	10	5	0
Percentage in Bands	0.0	22.6	29.0	32.3	16.1	0.0
School Average 2010-2014	4.9	16.2	29.6	28.9	12.0	8.5
SSG % in Bands 2014	7.5	22.1	28.3	27.6	8.1	6.4
State DEC % in Bands 2014	6.4	15.7	23.5	27.8	13.5	13.0

- 22.6% of students achieved Band 3 and 4 compared with 22.7% across the state.
- 61.3% of students achieved Bands 5 and 6 compared with 51.3% across the state.
- 16.1% of students achieved Bands 7 and 8 compared with 26.5% across the state.



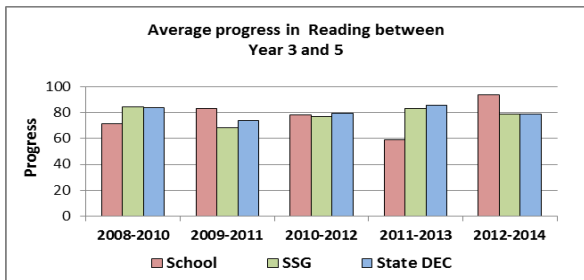


Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	96.6
Numeracy	100.0

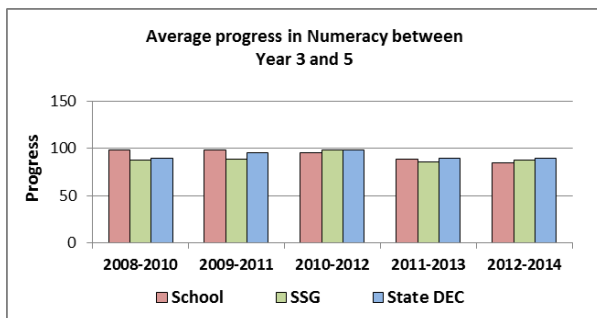
Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	96.8
Spelling	96.8
Grammar & Punctuation	96.8
Numeracy	100.0

Average Progress

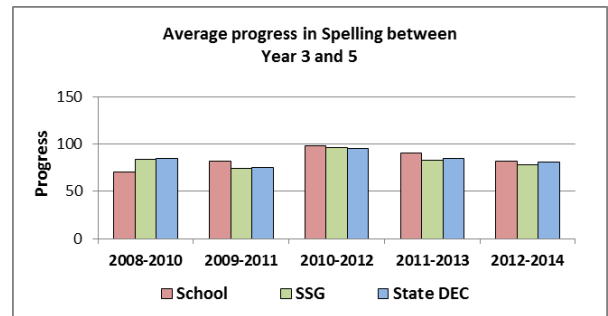
Average progress in Reading between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	71.7	82.9	78.2	58.7	93.8
S5G	84.6	68.4	76.7	83.1	78.9
State DEC	83.7	74.0	79.2	85.7	78.8



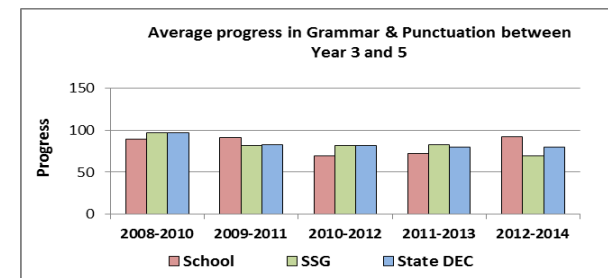
Average progress in Numeracy between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	98.1	98.6	95.4	88.2	84.8
S5G	87.2	88.1	98.3	85.5	87.5
State DEC	89.6	95.8	98.2	89.7	89.1



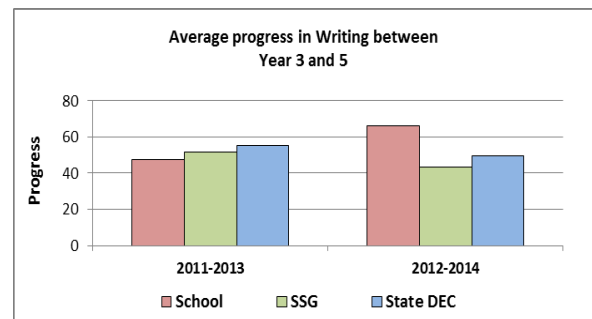
Average progress in Spelling between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	70.7	82.1	97.9	90.8	81.6
S5G	83.5	74.6	96.2	83.0	78.2
State DEC	84.5	75.4	95.4	84.9	80.6



Average progress in Grammar & Punctuation between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	89.1	90.9	68.9	72.1	91.8
S5G	96.5	81.9	81.7	82.3	69.7
State DEC	96.6	82.7	81.3	79.4	79.5



Average progress in Writing between Year 3 and 5*		
	2011-2013	2012-2014
School	47.3	66.0
S5G	51.8	43.2
State DEC	55.2	49.3



Significant programs and initiatives – Policy and equity funding

Student Welfare

Learning and Support Team (LST)

At Chifley PS, the role of the Learning Support Team is to:

- Support the emotional, social and academic needs of all students (K-6) and to provide additional support for class teachers.
- Address students' academic concerns, including those with disabilities, learning difficulties and specific gifts/talents.
- Apply for monies and review PLPs for those students with high support needs, receiving integration funding support through state office.
- Address students' social/emotional concerns.
- Liaise with parents/carers, regional personnel, health professional and external agencies for referral and assessments.
- Chifley PS' Learning Support team met every week in 2014 to address the educational needs of all students.

Core members included the Principal, two LAST teachers from each stage, the school counsellor and the Learning Support Coordinator. Individual class teachers and supervisors attended meetings when students in their class/stage were being discussed. All relevant information was updated on the staff faculty computer data basis on a weekly basis.

Integration reviews were carried out in Term Two for the six students receiving funding support in collaboration with the Principal, the Learning Support Coordinator, school counsellor, and parents/carers, we are allocated funding as a result of these meetings per annum to successfully integrate these students into a mainstream setting with invaluable assistance from School Learning Support Officers (SLSOs).

In 2014, 64 students were referred through learning support representing 32% of the whole school enrolments.

Various data indicates effective follow up actions were implemented for all these students to meet their learning, emotional, social and/or health

needs, as appropriate. This includes health care plans, personalised learning plans, support plans and referral to outside agencies.

This was achieved by:

- Identifying and assessing students experiencing difficulties in learning.
- Placing emphasis on early identification of students through the LaST.
- Planning, implementing, monitoring and evaluating PLPs for specific students.
- Providing opportunities for students to work in small groups during literacy hour four times a week from 9-10 to enhance students learning opportunities and development.
- Providing opportunities for students to work in small groups for support with mathematics for one hour sessions once a week.

The varied and flexible role of the two LaST was effective because:

- In 2014, the four Learning and Support Teacher (LaST) staff members worked collaboratively with class teachers to ensure that students with specific learning difficulties received effective assistance to enhance their educational achievement. Relevant and meaningful learning activities ensured active engagement and encouraged students to risk take and achieve success.
- Prioritised their timetables to accommodate literacy groups, supporting students with explicit literacy strategies in reading and writing.
- Adjusted and revisited learning tasks to reinforce literacy and numeracy concepts.
- Worked collaboratively and effectively with the LaST – school executive, the school counsellor, class teachers, parents/carers and external agencies to meet the educational needs of students with learning difficulties and/or those with special gifts/talents.

Health Care Plans were updated and 45 asthma plans were maintained for staff to follow in the case of an emergency. Anaphylaxis training was carried out by all staff members and new epi pens were purchased as a result of new department guidelines for the treatment of anaphylaxis.

The learning Support Team also underwent a restructure in our referral method to make the referral process clearer and more concise for all members of the school.

Chifley was also involved in the 2014 implementation phase of the Nationally Consistent Collection of Data on school students with disability (NCCD). From 2015, all Australian government and non-government schools, including all NSW public schools, will participate in the NCCD each year. Feedback from schools that participated in 2014 will help to inform planning for the national data collection in 2015 and will assist in the development of materials to support all NSW public schools in the annual national data collection and its processes.

The LST also established with the support of South Cares a School Breakfast Club. The club is available for select students from 8:30 each day. It is benefiting our students and ensuring they have a great start to the day. Already we have on average 12 students receiving breakfast on a regular basis.

Outside Partnerships

We continued our exciting partnership with the YWCA NSW. An organisation that aims to help people develop the life skills and behaviors they need to move forward with their lives and become confident, happy individuals. This was achieved through a mentoring program which saw 20 students establish relationship with a mentor for one hour a week.

We continue our partnership with the Weave Kool Kids Club Program and have had 8 students through the program this year. The program is an educational outreach and prevention program for children aged 7-13 years living in La Perouse and surrounding areas. Working with local schools the KKC provides free after school and holiday activity programs to support the development of resilience and life skills for children and young people.

We began a partnership with Eastern Sydney Medicare Local (ESML). They provide free counselling services through the ATAPS for Kids program (Access to Allied Psychological Services).

Peer Support

2014 saw the Year Six students trained as peer support leaders and deliver an eight week program across the whole school. This year's

focus was on Friendships and was well received by staff and all students. Students took their role extremely seriously and were well prepared and gained a real insight into the value of good leadership, organisation and positive role modelling. The winner of the 2014 peer support award was Ryan Jreige.

Souths Cares

Souths Cares have continued to Support Chifley PS and we have accessed programs such as the players' teacher aide program, whole school oral health program and the personal development workshop for Stage Three.

The Oral Health program taught students about the importance of oral health and how to maintain good dental health. It was a positive experience delivered by Rhys Wesser, a retired Souths player, the students found him very engaging. At the end of the program the students received a package which included a toothbrush, toothpaste and most importantly South Sydney Football memorabilia.

The Players' Teacher's Aide Program has seen first grade players help out in the classroom with literacy groups. The players present a positive role model for our students which encourages them to achieve in the classroom. It has also helped with attendance with many students turning up on the day hoping the players will be in their classroom.

The Stage Three excursions to NRL headquarters for the PD/Health excursion was well received by our students. It was very informative and the students really enjoyed the content. It provided the students with positive messages about their health and was very well delivered and received.

Aboriginal Education

In 2014 there were 55 students at Chifley PS who identified themselves as Aboriginal. We continued to effectively incorporate Aboriginal perspectives into class programs as well as cater for the specific learning needs of our Aboriginal students.

We employed Pauline Beller, Tyrone Kelly and Barry O'Grady as Aboriginal Education Support Workers to assist us in engaging our Aboriginal students in the classroom and to ensure that we work together with the Aboriginal team and external agencies as appropriate to focus on improving educational opportunities and learning

outcomes for all our Aboriginal students. A new learning space was created within the school for the Aboriginal Education Support Workers to work with individual students or small groups. Aboriginal resources are stored in this space as well as the new literacy resources and Aboriginal based interactive whiteboard activities with teacher notes that have been purchased.

During 2014, we have continued the very thorough and collaborative process of developing, implementing and evaluating Personalised Learning Plans for our Aboriginal students. The response by student and school community members to the process was extremely pleasing with 99% of students now having a comprehensive PLP developed for them. In Term Four we held a family barbeque where all students had the opportunity to evaluate the goals set earlier in the year. 97% of Aboriginal students have achieved their set PLP goals and will develop new goals at the beginning of 2015.

Throughout the year we have celebrated the importance of Aboriginal history and traditions through events held for National Reconciliation Week and NAIDOC celebrations. We have also ensured that an Aboriginal perspective is an important part of planning, implementation and evaluation of units of work taught (K-6).

We celebrated Reconciliation Week in Term 2 Week 5 with storytelling, art and music activities within the classroom. A whole school assembly was run by our Stage Three Aboriginal students. The Aboriginal students did a wonderful job in coordinating the assembly. Kindergarten and K/1 students performed beautiful song named Kaiapi Kaiapi and the 5/6 Tassie Tigers showed their wonderful artwork based upon the story of Simpsons Donkey. Special awards were given to students in each class who consistently build positive and respectful relationships with their peers. Two representatives from Matraville High School presented a speech on "Reconciliation" and what this means for their school community focusing on their own contributions and achievements. We held a Walk-a-thon where students wore red, black, yellow and Ms Stone, Mrs Harris and Stage 3 students attended the Commemoration Service for Aboriginal and Torres Strait Islander Veterans. The students were able to lay a wreath and were responsible representatives of Chifley Public School.

We celebrated NAIDOC in Week Nine of Term Two. Students wore red, black and yellow clothes. Students, staff, parents and community members were involved in a variety of Aboriginal based activities throughout the week. These activities included art, craft, Indigenous sport games and music, drama and literature activities. There was a whole school performance by Sean Dewar (Gindaja). Sean shared many different aspects of his culture combining traditional and contemporary aspects. A whole school assembly was led by Stage 3 Aboriginal students and the K/1 Koala and K Possum students performed "Kangaroo Rock" at this assembly. Our special guests at the assembly were students from Matraville High School and Anthony Galluzzo, Aboriginal Education and Engagement Officer based at Arncliffe.

Anthony Galluzzo Aboriginal Education and Engagement Officer continued to work closely with our school to support students with their transition to High School and to improve student attendance.

Youth Haven also supported students at school and at home by making home and school visits.

Kool Kids providing wonderful activities for selected students after school.

South Cares sent volunteers to work with Stage 3 students for Literacy and also assisted us with setting up a breakfast Club for some students.

Brendan from Botanic Gardens assisted our Environmental Group to further enhance our vegie garden and bush tucker garden.

Two Aboriginal sand circles for our outdoor learning area were completed. Australian native flowers and Bush tucker trees were planted in this area.

Planter boxes at the entrance to the school have been painted by Pauline and students with the Aboriginal, Torres Strait Islander and Australian flags.

In Term Three a Speech Pathologist from the Sydney Children's Hospital continued to work with identified Aboriginal students from Kindergarten and Year 1.

Ms Stone has been attending the Aboriginal Health Forums twice a term. From this we were able to organise for two doctors from the Sydney Children's Hospital to test all the Aboriginal students hearing in Term Four.

Four Aboriginal students in Years 5 & 6 participated in the *Yarn Up* Program. The program was held at the Powerhouse Museum and Parliament House where the students participated in public speaking workshops focusing on debating skills; in particular rebuttal, prepared and impromptu speeches and method, manner and delivery of spoken presentations. The students showcased what they had learned in previous sessions at a special event at Parliament House. All four students improved in both their confidence and delivery of speeches from attending the three day program. One Chifley PS student was very successful at the showcase and was awarded 2nd place in the Impromptu Speeches part of the competition.

Three of our Aboriginal students from ES1, Stage Two and Stage Three were very successful with winning the Chifley School Public Speaking Competition for their stage and were wonderful at the Sydney Region Public Speaking Competition earlier this term.

The Koori Art Expression program is a Sydney Region visual arts program which is open to all students from Kindergarten to Year 12. In 2014, one Chifley PS staff member, Mrs Tovey, attended a thought provoking workshop at the Art Gallery of NSW. Students from Years K-6 participated in the Koori Art Expression program in 2014. The program gave the students the opportunity to express their ideas, understanding and appreciation on this year's theme *Serving Country: Centenary and Beyond*. Our artwork was a collaborative project and support was provided by local Aboriginal artist Maxine and our Aboriginal Educational Support Workers Pauline and Tyrone. The artwork has medals that represent the Indigenous Servicemen and women that have served and currently serve in the armed forces. The hands represent our children remembering the past and reaching into the future. The hands have shells on them as well to represent our coastal location. The colours represent country from the blue (water) through the forests, deserts, outback and red (Uluru). The artwork has been chosen to be exhibited at Eora College Chippendale.

We were also fortunate to be able to send six year five students to Matraville High School to participate in a collaborative artwork for Koori Art Expressions program.

This year a Year 5 student deservedly received the regional Deadly Kids Award for the way she upholds and exemplifies the core values of Chifley Public school – respect and commitment and the way she acts as a great role model to younger students.

We were successful with our expression of interest for Aboriginal Education Program Funding with our focus on Readiness for School, Engagement and Connections and Attendance. We held four Koori Parent meetings in Term Three and Four and also held the PLP evaluations family barbeque in Term Four with this funding. We devised strategies to improve school attendance and early arrival to school for our Aboriginal students with assistance from Janine Williams and Leanne Cowey.

Aboriginal RAM Funding

- We employed Pauline Beller, Tyrone Kelly and Barry O'Grady as Aboriginal Education Support Workers and HSLO's to assist us in engaging our Aboriginal students in the classroom and to ensure that we work together with the Aboriginal team and external agencies as appropriate to focus on improving educational opportunities and learning outcomes for all our Aboriginal students.
- A new learning space was created within the school for the Aboriginal Education Support Workers to work with individual students or small groups. Aboriginal resources are stored in this space as well as the new literacy resources and Aboriginal based interactive whiteboard activities with teacher notes that have been purchased.
- Aboriginal Families and students were subsidised for programs such as Got Game (fitness program), excursions and performances throughout the year
- Resources were purchased to assist in Koori Art Expressions program
- Resources were purchased to set up the veggie and bush tucker gardens, create two sand circles and paint planter boxes to enhance the entrance to our school
- Resources were purchased to assist students with their literacy and numeracy skills
- Costs were paid for students to attend the Commemoration Service for Aboriginal and

Torres Strait Islander Veterans. A wreath was purchased for the ceremony.

- Casual Relief staff were employed to allow for staff to implement initiatives and specific programs that catered for the individual needs of our Aboriginal students.

Aboriginal Education Program Funding

- Focus on Readiness for School, Engagement and Connections and Attendance
- Four Koori Parent meetings were held in term 3 and 4 which gave our families a further voice and secure environment to bring up issues and concerns.
- PLP evaluations and a family barbeque was successful in term 4
- Employed casual teachers to release Kindergarten teachers to meet with families and students enrolling the following year and also allowed for these teachers to visit local preschools to discuss any student issues in order to create a smooth transition to school
- Employed an SLSO to follow up immediately on the Aboriginal students who have not arrived at school by 9am. We devised strategies to improve school attendance and early arrival to school for our Aboriginal students with assistance from Janine Williams and Leanne Cowey.

Low Socio Economic funding

This funding enabled the school to support students and families to participate in various school programs from fitness to school camps, school supplies and excursion for students that would be otherwise be unable to be involved in these activities.

Other significant initiatives

Library Programs

The Chifley Public School library provides students with an opportunity to experience a wide variety of texts and to experiment with new forms of technology. This year has been full of many special events and programs that have helped promote reading and create an enriched library environment for students.

Students participated in the 2014 Premier's Reading Challenge during library lessons. The Premier's Reading Challenge has been a useful

program for promoting reading at school and at home. The Challenge gives students the chance to keep a personal log of all the books they have read throughout the year. A total of 136 students completed the challenge this year with 21 students receiving gold awards for completing the challenge four years in a row.

A Scholastic Book Fair was held in the library during Education Week which contributes to the funding of new books for the library collection. It was once again a success with student enthusiasm and engagement continuing to grow.

Book Week celebrations included a visit by author and illustrator Dr Cameron Stelzer who dazzled the students with his creativity and knowledge. The annual book parade was also held during Book Week with both students and teachers participating in the festivities.

Library Monitor positions have provided Year Five students with an opportunity to fulfil a leadership role within the school. All monitors did a fantastic job and have been excellent role models for all students.



Temora West Randwick Council Excursion

Chifley Public School students were excited to be involved in the 2014 sustainability school exchange hosted and funded by Randwick City Council and Temora Council. Children experienced firsthand the extensive environmental improvements completed at Temora West Public School and took part in learning activities that included water testing and flora and fauna investigations in the local wetlands, sheep shearing and farming practices. Presentations improved their understanding on where their food comes from and issues related to local water quality and land degradation.

The Randwick students visited both the Rural Museum and the Aviation Museum and even ate a hearty country breakfast from eggs collected from the school's chickens.

The sustainability exchange program complements Chifley Public School's strong

environmental commitment which will see the expansion in 2015 from their well-established veggie and indigenous gardens to include various cooking and learning opportunities via the Stephanie Alexander Kitchen garden program.



Ben Chifley Art Competition

The Ben Chifley Art Competition started in 1990 to pay respect to Ben Chifley the 16th Prime Minister of Australia. This year we had over 130 entries from schools in the Botany Bay and the Port Jackson Network including La Perouse Public School, Kensington Public School, Pagewood Public School, Matraville Public School and of course Chifley Public School.

On Wednesday 10 September, Mr Trent Murray, representing the office of Matt Thislewaite, The Honorary Matt Thistlewaite, Member for Kingsford-Smith and Mr Noel D'Souza, Deputy Mayor of Randwick City Council were asked to judge the winners of the competition.

In a special assembly on Monday 16 September, many parents and distinguished guests joined the winners in a small afternoon tea presentation ceremony. Guests included Ms Susan Shelley; Relieving Director Public Schools NSW, Botany Bay Network Bondi Regional Office. Ms Sarah Robinson; Creative and Performing Arts Matraville High School. Trent Murray of behalf of

Mr Matt Thistlethwaite's office and Member for Kingsford Smith, Mr Noel D'Souza; Deputy Mayor Randwick City Council and Mr Peter Wotherspoon; Principal of Core Mortgage Brokers and main sponsor for the Ben Chifley Art Competition.

This year the theme of the competition was "My-Garden and Sustainability". The winning students were awarded prizes in the four divisions being: Early Stage 1 –Kindergarten; Stage 1 – Years 1 & 2; Stage 2- Years 3 & 4 and Stage 2- Years 5 & 6. Prizes in each division are 1st- \$50, 2nd-\$20 and two Highly Commended Certificates per Stage. There was one "Best In Show", award of \$100.

Excursions and Camps

Calmsley Hill City Farm Excursion

On Tuesday 19th August our four K-2 classes visited Calmsley Hill City Farm to complement our HSIE units Meeting Needs (ES1), The Need for Shelter (Stage 1) and our Science unit What's Alive? At the farm students went on a tour led by trained guides. The content of the tour focused on information about farm and native animals as well as how a farm environment meets people's needs. The students had the opportunity to milk a cow, watch a stockwhip demonstration and a working dog show. They also participated in a sheep shearing show and talk. The day was very enjoyable and a valuable learning experience for all students.

Canberra

In Term Four all Stage Three students had an opportunity to attend the two night Canberra excursion. This excursion related to our Government and Democracy units learnt in class. The students visited Parliament House including Old Parliament House, Australian War Memorial, National Museum of Australia, National Capital Exhibition Centre, Australian Institute of Sport, an Embassy Tour and Questacon. Well done to all students who participated. The behavior of our students was exemplary as was their knowledge in answering questions and completing activities at each of the venues.



Milson Island Camp

In Term Four, many Stage Two students had an opportunity to attend Milson Island Sport and Recreation Centre on a three day camp. Students participated in canoeing, giant swing, archery, pool games, bushwalking and damper making activities. These activities required the students to work together and encourage each other to achieve a common goal. It was great to see students overcoming initial fears to participate in activities that they had not tried previously.



Kamay Botany Bay National Park

Stage Two students attended an excursion to a local restaurant as a culmination to the Science and Technology unit: Let's Eat, which is a study of why and where we eat out, the disadvantages and advantages of eating out and special dietary requirements. Students also attended a program at Kamay Botany Bay National Park to consolidate their learning on the topic: National Parks. They learnt about and took a tour of Kamay Botany Bay National Park - the site of the meeting of 2 cultures. Dharawal people had been living in the area for thousands of years before the arrival of Captain Cook in 1770. Students learnt about the national park and its' significant cultural and historical features, things to do in national parks and what we can learn about national parks. Students were taken on a tour of the park by qualified staff who discussed the Australian National Park-the location, significant features including the ecosystem, plants and animals, indigenous use of the land and activities undertaken in the park.



School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2013-2014

- Improving student outcomes in all KLAs with particular focus on literacy: talking and listening; reading accuracy and comprehension and writing.
- Embedding pertinent research (Dinham, 2009); (Hattie, 2009) with sound pedagogical classroom practice (K-6).

Evidence of progress towards outcomes in 2014:

- Identified at-risk students through an in- depth analysis of NAPLAN and school- based achievement data.
- Redesign of our at risk student identification process through the regional support of the Learning and Support team – Semester One 2014.
- Continued refinement of assessment practices, including implementation of Momentum ESR, ACER and TORCH assessments.
- Implementation of PLAN for K-6 students.
- PLAN assessment based data.
- Implementation of whole school PLAN data.
- Implementation K-6 English curriculum across the school.
- Staff were allocated time during reporting period to input the PLAN data.
- Continuing to utilise technology and revise the six Focus on Reading Strategies.
- Whole staff implementation K-6 Literacy Continuum participation in staff professional learning sessions with a local primary school.

- Professional Learning opportunities built staff capacity and familiarisation with the new Australian English Syllabus.
- Establishment of whole school literacy groups utilising support staff.
- Purchasing of literacy resources including school magazine, comprehension kits, reading eggs program, Skwirk program and iPads.

Strategies to achieve these outcomes in 2014:

- Students identified through an in-depth analysis of NAPLAN and school based achievement data.
- Development of specific learning activities based on the K-10 Literacy Continuum and National English syllabus requirements through participation in professional learning with quality literacy.
- Priorities timetables to accommodate literacy groups, supporting students with explicit literacy strategies in reading and writing.
- Promotion of student achievement in literacy through Writer of The Term, Debating, Spelling Bee, Home Reading Program and Public Speaking Competitions.

School priority 2

Mathematics

Outcomes from 2012-2014

- Improving student outcomes in all KLAs with particular focus on numeracy: the working mathematically, measurement and number strands.
- To ensure that 100% of classroom programs clearly show the further development of understanding about the new Australian curriculum Mathematics Syllabus.

Evidence of progress towards outcomes in 2014:

- All staff programs reflect professional learning in TEN and TOWN.
- All staff now use the new NSW mathematics syllabus outcomes and content descriptors in their class programming.
- Lower performing students engaged in learning numeracy.

- Differentiated curriculum using PLAN and the numeracy continuum K-6. Students also participate in Maths Olympiad and Mathletics.
- All staff are utilising interactive technology as part of their mathematics teaching and learning programs.
- Classrooms appropriately resourced to cater to the differentiated learning needs of all students.

Strategies to achieve these outcomes in 2014:

- Teacher professional learning to ensure all staff have a thorough understanding of teaching numeracy strategies utilising the Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) programs.
- Intensive small group support for numeracy across all stages.
- Staff participated in professional learning to unpack the new NSW Mathematics syllabus.
- Collaborative programming utilising PLAN data and the numeracy continuum.
- Collaborative programming across all stages to ensure the transition from the current Mathematics Syllabus to the new NSW Mathematics Syllabus.
- Staff explored online mathematics resources that focus on Aspect 2 and 4 of the numeracy continuum. Resources were used for IWB's, iPad's and desktop computers in the classroom.
- Developing partnerships with educational software developers to trial mathematics resources for iPads.
- Purchase of new maths resources to support the implementation of the new NSW Mathematics Syllabus.

School priority 3

Engagement and Attainment

Outcomes for 2014

- Effectively differentiating the curriculum for all students in all classes (K-6) through thorough further refinement of LST practices and quality classroom practice.
- Prioritising student well-being in a proactive and positive way through embedding a culture

of PBL and Restorative Practices within all whole school learning programs and extensively implementing KidsMatters (K-6).

- Utilising Web2.0 technology to engage digital 21st century learners (K-6) in a meaningful way across all KLAs with ongoing improvement in literacy & numeracy outcomes.
- Enhancing educational outcomes through LBCoS initiatives and continuing strong partnerships with other public schools in the area to promote public education in the wider community.
- Promoting the school in the local area through implementing the sustainable practices documented of the SEMP.
- Increasing students' understanding of Australia's place in Asia through utilising resources developed through the *Expanding Horizons* project and by further establishing a positive relationship with our sister school in China.

2014 Targets to achieve these outcomes include:

- **Student Well-being** - To continue to successfully introduce PBL and Restorative Practices at Chifley PS as measured by a significant reduction in support room data over a 12 month period and monitoring through the LST.
- **School Promotion** - To show quantitative evidence of completion of 2012-2014 goals of the SEMP through whole school community representation; to provide ongoing examples of benefits of LBCoS initiatives.
- **Student Engagement** - To show qualitative evidence of increased student engagement by term four, 2014 as a result of participation in learning activities developed through the *Expanding Horizons* initiative and by collaborating with our sister school in China.

Strategies to achieve these targets include:

- Further strengthening of LST practices –refining student database of external services accessed; uploading student well-being information onto *Momentum*; using *Momentum* to record LST meeting minutes; clearly recording procedures

for involvement in external support programs; improvement of attendance tracking procedures through use of online roll marking; updating of healthcare plans; revision of suspension/expulsion procedures.

- Further development of student well-being policy in consultation with the school and wider community to include community consultation about the refinement of the Anti-Bullying Plan; a school discipline review to incorporate the revised school values and both PBL and Restorative Practices strategies.
- Year 5 students were trained as Peer Mediators.
- Continuing to use a variety of Web2.0 tools within effective online learning activities in all classrooms (K-6).
- Regular use of the school's Video Conferencing (VC) facility and Adobe Connect to enhance students' learning opportunities.
- Promoting public education through LBCoS initiatives.
- Material and human resource sharing with LifeStart.
- Strengthening the Partnership with the YMCA through the LBCoS OOSH.
- Implementing of 2014 SEMP goals.
- Further development of an effective environmental team, including student and parent representatives.
- Kindergarten teachers communicating with directors of preschools/childcare centres to ensure invitations to school events, sharing of resources, further improvement of the Chifley PS transition to school program.

School priority 4

Aboriginal Education/ Community Engagement

Outcomes from 2012-2014

- To continue to bridge the gap between Aboriginal students and the rest of the student body by implementation of the 2008 Department's Aboriginal Policy principles and strategic whole school community directions.

- Improving the learning outcomes of all Aboriginal students enrolled at Chifley PS as evidenced through comprehensive Personalised Learning Plans (PLP's).
- Implement and evaluate PLP for all identified students twice a year.

Evidence of progress towards outcomes in 2014:

- Targeted analysis of Aboriginal students' performance in NAPLAN and Best Start to inform ongoing effective teaching practice.
- Continuing to implement a comprehensive transition to school program for Aboriginal students in Kindergarten and for preschoolers in the year preceding formal school as part of the regional Aboriginal priority area - Readiness for School.
- Continuing to implement a cultural awareness; leadership and teacher effectiveness project as prioritised in the regional Aboriginal Education priority area - Engagement and Connections.
- Writing; revising; implementing and evaluating PLPs for all 52 Aboriginal students enrolled at Chifley PS in collaboration with students; families; staff and local Aboriginal Education Consultative Group (AECG) representatives.
- Continued implementation of enrichment and extension programs for talented Aboriginal students.
- Increasing understanding of the 2008 DEC Aboriginal Policy principles through community information forums.
- Starting to implement cultural awareness training for all staff.
- Comprehensive participation in significant events throughout the year such as NAIDOC and National Reconciliation Week.
- Provided opportunities for students to be involved in programs such as Yarn Up, Koori Art Expressions and Deadly Kids Awards.

Strategies to achieve these outcomes in 2015:

- Continued targeted analysis of Aboriginal students' performance in NAPLAN and Best Start to inform teaching practice.
- Continued writing, revising, implementing and evaluated PLP's for all Aboriginal students enrolled at Chifley PS in collaboration with students, families, staff and local Aboriginal

Education Consultative Group (AECG) representatives.

Parent/caregiver, student, and teacher satisfaction

In 2014 the school sought the opinion of the school community to see if they supported the expansion of our Environmental Group and Garden Program to include Chickens and involvement with the Stephanie Alexander Kitchen Garden Program.

In 2014 the Garden program has gone from strength to strength with the support of Randwick Councils initial set up grant of \$2000.

This enabled the school to establish a vegetable garden. With the ongoing support of Orica and the successful Orica grant of \$3800 we have now established flower beds, bush tucker gardens, herbs and that is only the beginning.

Later in the year we worked with Belinda Smith from Mad Food Science educating all students about healthy wholefood choices and the concerns with additives and processed foods. The children completed experiments and tasted produce from our garden.

17 families were represented at a very successful healthy lunch and food choice seminar held by Belinda in our school hall.

All students were surveyed about their interest to be involved in the kitchen program in 2015.

151 students out of 209 said that they would like to help when the chickens arrive.

4 students out of 209 said they did not want chickens at our school.

All families at the school were sent a hard copy survey.

69 families returned the survey and 2 families did not support having chickens at the school.

34 families have signed up to help when the chickens arrive.

Due to the enthusiasm and support of the school community and Belinda Smith from Mad Food Science, Bendigo Bank Clovelly and World Wide Printing we will be establishing an outdoor Teaching Kitchen in 2015. Dave Lewis and Louise Jreige have registered us as a Stephanie Alexander Teaching school and will be attending various Professional Learning opportunities

throughout 2015 which will no doubt continue to enhance the wonderful environment program we have at Chifley Public School.

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website in 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Ms. Louise Stone	Principal
Mr. John Spiteri	Assistant Principal
Mr. Paul Whittaker	Assistant Principal
Mrs. Jo Connolly	P&C President
Mr. Brendan Arnol	School Council President

With significant contribution from a team of talented teachers

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

