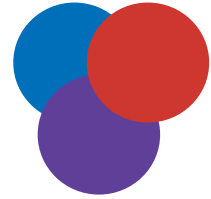


# Chifley Public School Annual Report



2015



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## Introduction

The Annual Report for 2015 is provided to the community of Chifley Public School (CPS) 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.



## Message from the Principal

I am extremely proud to be the principal of Chifley Public School has a long history of providing public education in Chifley, a suburb of Randwick City Council.

At Chifley, we strive for excellence in academic achievement and promote the development of the whole child through setting high expectations of our students, staff and community. We educate our students to be enthusiastic, life long learners who know and understand themselves as individuals and productive community members.

Our school climate fosters academic and personal growth, resilience and high expectations. Learning takes place through purposeful, structured inquiry, developed in a safe, happy and supportive environment. This contributes towards the development of independent, confident and resilient learners. We aim to lay the foundations that prepare students to meet the challenges of an ever-changing global society, where they will have the skills, values, understandings and courage to undertake a positive, productive and rewarding role out in the community once they have left school.

We have a rich and stimulating visual and Performing Arts program and strongly encourage active involvement in the physical education and sport programs. Our Performing Arts program includes an extensive school choir and ukulele ensemble. All students participate in drama while our younger students all learn to read music and play the recorder from Year One.

We offer many opportunities to extend our students and develop their gifts and talents. These programs enable our students to develop their critical thinking skills and deeper understanding such as Philosophy K-6 while consolidating mainstream curriculum content. We extend our students with opportunities and involvement in programs such as Public Speaking, Chess, Maths Olympiad, Debating, Talented Dance, Talented Art Programs and Talented Sports programs which all help us meet the needs of all students who attend Chifley Public School.

I hope that you find this Annual School Report an informative document as we celebrate the successes of our school community.

Ms L. Stone

Principal

During 2015, the hard working Parent and Community (P & C) Committee have once again put their time, energy, and enthusiasm into supporting the staff and students of Chifley Public School. With the help of the greater school community we have successfully raised over \$5000 through our Mitre 10 BBQs, Mother's and Father's Day stall, School Disco, School Banking Scheme and the new School Uniform Shop. The money raised this year has funded three Good News Luncheons and will help the school become Wi-Fi accessible.

In the coming year the P&C has a more ambitious goal to raise at least \$10,000 to complete the installation of Wi-Fi access throughout all classrooms and contribute to the long overdue resurfacing of the school quadrangles.

In addition to the important fund raising efforts, the events organised by the P&C provided a much needed place for parents, teachers and students to get to know each other better, have fun, and strengthen our community bonds.

My thanks go out to the members of the P&C committee, the School Council, parents, and carers who have selflessly donated their time, effort and expertise to supporting the school and to the wonderful Chifley Public School staff. Working together we have all made our school a better place for our students to learn and grow. I look forward to another successful year at Chifley Public School in 2016.

Rod Bland

P&C President

## School background

### School vision statement

Our vision is to provide a stimulating, challenging, caring and happy environment encompassing our whole community where children will recognise and achieve their fullest potential, so that they can do their best. Chifley P.S is a place where: everybody is welcomed and you are not alone. We work, learn, achieve together and we respect and care for everyone and everything around us.

Our mission is to recognise that each child is an individual; that all children are lifelong learners with a need to be challenged and engaged; we believe all children need to succeed. Therefore, Chifley respects the individual needs of children, fostering a caring and creative environment that emphasises the intellectual, emotional, physical and social development of each child.

### School context

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 learners.

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

All students are individuals with unique talents and diverse social and academic learning needs which are supported through appropriate curriculum differentiation. We are involved in extensive environmental programs including The Stephanie Alexander Kitchen Garden program as well as external Maths extension programs. Strong sporting traditions, high quality creative arts programs, debating and public speaking opportunities ensure ongoing positive student engagement.

The school community proudly recognises 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.

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year the staff have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Throughout 2015 the school worked closely on the new school plan tracking the milestones and achievements along the way ensuring we never lost focus on the goals for the school direction.

In the domain of Learning we have primarily focused on assessment, reporting, curriculum and wellbeing. We have spent a great deal of time building positive relationships and community trust which ensures that all students and families are welcomed into the school and valued and respected as individuals and encouraged to be lifelong learners.

In the domain of Teaching we have primarily focused on data analysis, collaborative practice and familiarity with the professional standards. The staff have been given the opportunity through cooperative planning sessions, collegial discussions and professional learning opportunities to become familiar with PLAN software. This has enabled staff to plot all our students K-6 ensuring the academic needs of all our students have been identified and met by either providing specialist support and/or gifted and talented opportunities.

In the domain of Leading we have prioritised leadership development in both our students and staff. We have set strong foundations for capacity building in the community by redesigning the school leadership policy, offering opportunities to shadow executive staff, committee chairs, staff supervision opportunities and budget development. All the opportunities have had a positive effect on staff confidence, engagement and goal setting.

In 2016 and beyond, the self-assessment process will continue to assist the school to redefine the strategic priorities of the CPS School Plan leading to further improvements in the delivery of education and best practice for our students. The new funding model has given us flexibility to ensure that school specific projects are funded and you will see in the following pages what a positive impact that this has had on the projects we have been able to establish at Chifley PS.

### Strategic Direction 1

School Leadership and Collective Efficacy

#### Purpose

To build stronger relationships as an education community by leading and inspiring a culture of collaboration, engaged communication empowered leadership and organisational practices.

#### Overall summary of progress

In 2015 the school has seen an improvement in the capacity of our staff to understand and develop their Personal Development Plans (PDP's). This has had a positive impact on goal setting and career development. Our leadership program has become streamlined and the Little Bay Community objectives have been met and the school is excited about the opportunities into the future.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>



<p>All staff aligned to the AITSL (Australian Institute for Teaching and School Leadership) Professional Standards for Teaching and Australian Standards for Leaders with a focus on collective efficacy.</p>	<p>Staff have set learning goals (PDP's) as a requirement of the department to ensure all staff are aligned to maintain accreditation for Department and NSW/ BOSTES.</p> <p>Opportunities for leadership mentoring and new team leadership roles were offered to all staff.</p> <p>Clear professional learning plans, support and review of teacher and administrative systems and practices have been provided to build staff capabilities in target areas for future career development.</p> <p>Cooperative planning opportunities have given staff the opportunity for collegial discussions and self-reflection and professional development.</p> <p>The school community was surveyed during the year to ensure that the school was always focused on the direction that was identified. In 2015, the surveys involved digital literacy and extra curriculum programs.</p>	<p>\$5000</p> <p>Staff release for cooperative planning</p> <p>Professional Learning opportunities</p> <p>Survey Monkey \$540</p>
<p>Successful completion of key Little Bay Community of Schools (LBCoS) projects e.g. Combined NAIDOC celebration, Archibull and meaningful partnerships in projects such as Literacy and Science and staff professional learning.</p>	<p>We have achieved stronger inter-school relationships and closer strategic alliances in our school planning with LBCoS. We have communicated meaningful projects to all school groups – both initial and post. For Example LBCoS NAIDOC Day, Archibull, Sports Gala Days, Talented Sports Program Dance, homework class, music, Performing Arts and Japanese.</p> <p>We have developed new links with the UNSW which is strengthening our support for Gifted and Talented students and the opportunity for professional development.</p>	<p>NIL</p>
<p>All Year 6 students offered Leadership positions and monitoring the effectiveness of the SRC, Executive Student Leadership, House Sport, Environmental, Performing Arts Library Monitors and Peer Support programs.</p>	<p>Student leadership roles and expectations were discussed with whole school community. Election process of school executive, sport, environmental and creative arts leadership roles were stream lined ensuring transparency.</p> <p>Expectations and engagement of all leadership roles were discussed with students and parents through meetings and published in the school newsletter.</p> <p>Introduced the shift from personal to collective efficacy.</p> <p>Use of the AITSL leadership profile with executive staff and aspiring leaders.</p> <p>Recognition of student leadership at weekly assemblies.</p> <p>Peer Support training for Stage Three students and relevant staff took place.</p> <p>SRC focused on projects from previous meetings</p>	<p>NIL</p>

	<p>including fundraising, communication to the school. SRC members provided feedback to staff and community via staff meeting and newsletter to inform the school community of SRC projects.</p> <p>Personal reflection by all CPS staff took place on how their teaching and leadership practices have changed.</p>	
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## Next steps

In 2016 the staff of Chifley Public School will participate in a Staff Development Day in Term Two with all the staff across the Community of Schools (LBCoS) enhancing collegial collaboration opportunities. The Professional Learning opportunities will continue to build staff capacity in the knowledge of Accreditation and all levels, Personal Development Plans and Class Observations and Peer Mentoring.

It has also been targeted that the school will redesign the Student Representative Council giving the students more of a voice particularly at weekly assemblies.

## Strategic Direction 2

Developing a High Performing and Dynamic Learning School

### Purpose

To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires all students and teachers to excel and learn to their full potential. To ensure that learning is personalised and differentiated as required.

### Overall summary of progress

We have continued to develop student engagement in Writing and Representing, Reading and Viewing, Speaking and Listening through Focus On Reading (FoR). Maintenance of FoR comprehension strategies and teaching and learning strategies has continued to be implemented across K-6. All K-2 classes successfully implemented the Get Reading Right synthetic phonics program.

In 2015, we have used qualitative and quantitative assessment data across K-6 to improve planning, collaboration, and teaching and enhance learning which has enabled us to develop a school assessment scope. Analysis of the data has helped to improve planning, collaboration, teaching and enhance learning into the future.

In 2016, we will continue to work on developing skills in working mathematically for both students and staff.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Key quantitative measures include: Internal school performance measures.	Assessment committee looked into assessment practises at CPS. The school implemented student internal assessment in Mathematics and Literacy K-6. (Eg: SENA, Mathletics, reading comprehension tests, running	Staff Release for testing and data collection \$3600

<p>Proportion of students at/above National minimum standard in Year 5 NAPLAN Reading and Numeracy.</p>	<p>records, maths grade assessment, synthetic phonics, writing tasks and redeveloped a school scope for assessment.</p> <p>In 2015 95% of Year 5 students were at or above the minimum standard in Numeracy and Literacy compared to 94% of similar schools.</p> <p>In 2015 99% of Year 3 students were at or above the minimum standard in Numeracy and Literacy compared to 94% of similar school.</p>	
<p>School based assessment data demonstrates comparable performance of Equity groups within CPS to the performance of all students.</p>	<p>The committee identified from Term Three assessment data that equity groups should be formed. (The groups identified are Aboriginal, EALD and Gender). This data was analysed and used to support class groupings, learning support referrals for gifted and talented students, Reading Recovery, learning difficulties, Literacy and Math's groups.</p>	<p>Staff Release for testing and data collection \$3600</p>
<p>80% of K-2 students know 80% of the phonemes 80% of the time.</p>	<p>All students in K-2 were taught synthetic phonics as a part of the revitalized reading and spelling program. As part of the introduction students were assessed. The results show that for our three K-2 classes the achievement rates were 79%, 82% and 76%.</p>	<p>Get Reading Right resources and training. \$6000</p>
<p>Students are reaching the expected cluster for their year level in phonics and phonemic awareness on the Literacy Continuum.</p>	<p>Year K students 2015 Phonics 86% Phonemic awareness 82%</p> <p>Year 1 students 2015 Phonics 71% Phonemic awareness 67%</p> <p>Year 2 students 2015 Phonics 7% Phonemic awareness 93%</p> <p>Year 3 students 2015 Phonics 78% Phonemic awareness 96%</p> <p>Year 4 students 2015 Phonics 75% Phonemic awareness 86%</p> <p>Year 5 students 2015 Phonics 71% Phonemic awareness 97%</p>	<p>Staff release</p> <p>Term One - \$3600</p> <p>Term Three \$3600</p>
<p>Quality teaching and learning practices across the school, demonstrated through differentiated Literacy and numeracy programs, lessons and assessment to improve student achievement.</p>	<p>The school implemented a whole school Maths Scope &amp; Sequence for the National Curriculum.</p> <p>Whole School Maths Fun Day focussing on engaging students in Math's, primarily working mathematically.</p> <p>All classes are differentiating the curriculum using TOWN and TEN strategies in Mathematics and Get Reading Right K-2 and Focus on Reading (FoR) K-6.</p> <p>Implemented Writing Scope &amp; Sequence for the National Curriculum.</p> <p>Whole school assessment plan was updated.</p> <p>Increased engagement in home reading program and Premiers Reading Challenge to 50%.</p> <p>Introduction of cyber safety programs in Technology that</p>	<p>School Funded - Math's fun day \$990</p> <p>Professional Development</p> <p>eSmart training- Nil</p> <p>Teacher release- \$1000</p>

	<p>engage students in a supportive and safe environment.</p> <p>Introduce Google Apps to assist differentiated learning in all classrooms.</p> <p>All staff participated in professional development on autism or dyslexia to enhance student engagement and improve learning outcomes for all students.</p> <p>Staff engagement in weekly professional development.</p>	<p>Professional Learning- After school- DoE Trainers- Cost Nil</p>
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## Next steps

In 2016 we will continue to develop and further enhance and update class assessment groups for equity and modify into an excel spreadsheet. Regular stage meetings will continue to analyse data at a grade level. This data will be used to determine groupings within classes and across stages to enhance learning programs to differentiate the curriculum for all students. This will help guide referrals for students for learning support and school directions.

Continuing to analyse data will enable direct school based learning priorities and appropriate professional development into 2016, such as the identified Mini Certificate in Gifted and Talented (G & T) that has been booked with UNSW.

Continuation of synthetic phonics program and teacher training and the increased engagement in home reading program and Premiers Reading Challenge has had a positive impact on our literacy results as seen above.

The staff have identified Working Mathematically as an area for continued work and targeted Professional Learning.

## Strategic Direction 3

Enhancing Community Engagement and Participation

### Purpose

To increase community support through a school-wide focus on student equity and student welfare. Working together as a learning community will give our students the knowledge, skills and experiences to achieve their personal best.

### Overall summary of progress

In 2015 our focus was to increase community support through a school-wide focus on student equity and welfare. This was achieved by working together as a learning community to give our students the knowledge, skills and experiences to achieve their personal bests.

We have successfully connected home and school through implementation of the following:

Koori parent meetings, online bookings for teacher parent interviews, Personalised Learning Pathways (PLP) meetings for identified students with specific needs, PLP meetings for Aboriginal students along with an ever increasing opportunity for involvement in social media have continued to strengthen these connections.

We have successfully increased community involvement through implementation of the following measures:

Welcome BBQ for families, Principal attendance at LBCoS bi-termly meetings throughout the year, Harmony Day event, World's Greatest Shave, Staff attendance at the Termly AECG meetings, Easter activities, Reconciliation Celebrations, Pre-school orientations, LBCoS NAIDOC celebrations, Interschool Ben Chifley Art competition and the annual and ever successful PLP BBQ for Aboriginal families.

We have successfully increased student engagement and wellbeing programs; this was achieved through the following measures:



Establishment of Koori Scripture Dreaming Program, Elections for school leader positions including; environmental, Student Representative Council (SRC), Library, Kindergarten buddies, Commencement of Breakfast Club, Handover of student knowledge between staff for the formation of classes, Souths Cares Teacher Aide program, Establishment of Autism group with CAFE for Stage Two students, SLSO training – Thera games.

Professional Learning for full implementation of Momentum software, Compass University day – Peer support training for Year Six students, Yarn Up Public Speaking, Ceramics in Schools, Koori Art Program and The Shack Stage Three Lifestyle PDH/PE Program.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
To create positive student behaviours at CPS evidenced by a reduction in negative student entries to momentum.	An effective improvement measure to create positive student behaviours at CPS is evidenced by greater staff entries onto Momentum. The staff at CPS has used Momentum with greater regularity this year than previous years. They have a deeper understanding of the Momentum software, allowing for greater tracking of negative behaviour. Red Cards and detentions have been reduced as students have become greater stakeholders by taking responsibility for their behaviour, through greater leadership initiatives and opportunities developed through the school community. Momentum has allowed specific students' needs to be targeted to allow the positive behaviour model to have greater effectiveness.	Professional Learning was provided by momentum during PL Staff meetings therefore there was nil expense  Momentum software - \$1800 annually
To increase parent participation in our school-home partnerships by 20% to support the P&C, SRC and community learning events.	Parent participation increased by 20% as evidenced through the parental support for the SRC and community events  Community events increased by 35% through engagement in community programs such as COMPASS where 100% of Stage Three attended the Sydney University Discovery Day. 100% of Stage Two attended the Enter Stage Right program at Sydney University. 98% of Tassie Tigers class attended the Sydney University Film and Animation Showcase Day. 100% of Stage Three participated in the Resilience Program run by The Shack. A greater percentage of students were trained in and delivered Peer Support programs in 2015. UNSW Homework program was established and is looking to continue and prosper in 2016. School community engagement increased by 60% through the LBcoS participation in NAIDOC day celebrations. 98% of parents were involved in PLP meetings and an evaluation BBQ. There was a noticeable increase in parent participation in Koori parent meetings.  The Ben Chifley Art Competition saw an increase in participation of 10%.  The P&C reported an increase in participation in various	Various programs were supported by community groups such as South Cares and other programs were funded through school using Low Disability Ram for transport etc.  \$5000

	school functions such as the disco and sausage sizzles throughout the year.	
Increase the % of parents using available technology to communicate with CPS.	Our Parent Planner App, Facebook Book and Twitter accounts are ever increasing in numbers. The school currently has 236 registered users on our Enews account for our weekly emailed newsletter.	Nil

## Next steps

In 2016, we will be aiming to continue to strengthen and increase community support through a school-wide focus on student equity and student welfare. Working together as a learning community will give our students the knowledge, skills and experiences to achieve their personal best.

Projects that are pending and are in line with our goal to develop stronger links with the greater community include:

- Clean Up Australia Day
- The welcome BBQ
- World Vision Leadership (Matraville High School)

The continuation of the successful programs initiated in 2015 will continue to engage and strengthen our community ties ensuring continued success of the students and the school.



## Key initiatives and other school focus areas

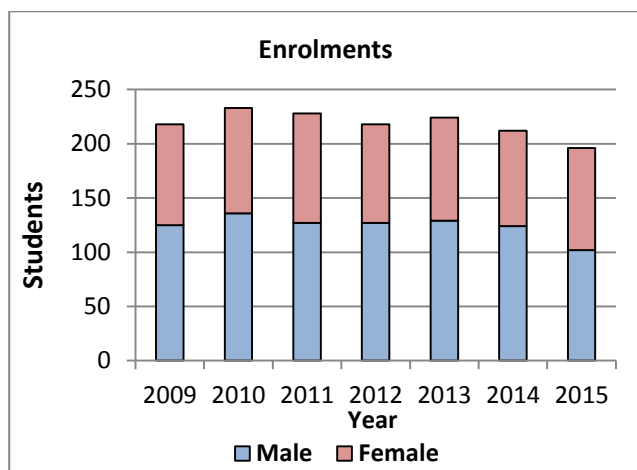
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background funding</b></p> <ul style="list-style-type: none"> <li>• Commenced Koori Parent meetings</li> <li>• Continued PLP Meetings</li> <li>• PLP BBQ</li> <li>• Employed Aboriginal Education Worker (AEW)- 2.5 days a week</li> <li>• Establish Weekly Dreamtime Scripture</li> <li>• LBCoS- Combined NAIDOC Celebrations</li> <li>• Established a Koori Resource Room</li> <li>• Professional Learning – English as an Additional Language or Dialect (EAL/D), Stronger Smarter, Network meetings and Aboriginal perspectives at the Opera House</li> <li>• Establishment of our Bush tucker garden.</li> </ul>	<p>All the programs that we established and/or strengthened in 2015 have continued to provide our Koori Kids with many opportunities to ensure that they have full access to the school curriculum. Please see further details later in this report.</p>	<p>Staff Release, employment and professional development- \$36000</p> <p>Resources for functions, transport of students, school meetings and garden establishment \$8500</p>
<p><b>English language proficiency funding</b></p> <ul style="list-style-type: none"> <li>• Professional learning to build capacity of a staff member – EAL/D</li> <li>• Teaching resources</li> </ul>	<p>2015 was the first year that Chifley Public School did not have a staff allocation of EAL/D therefore the funding received was allocated to provide our staff with various opportunities for professional development to upskill staff on how to differentiate for Non-English Speakers in the main stream classroom.</p> <p>A staff member is now a member of the local network group gaining valuable knowledge and keeping abreast of EAL/D training.</p>	<p>\$5090</p> <p>Resource purchasing- and staff professional development and release</p>
<p><b>Socio-economic funding</b></p> <ul style="list-style-type: none"> <li>• Supporting students to access the curriculum ie uniforms, excursions, text books, sport activities</li> <li>• School resources- dictionaries and atlas</li> <li>• School Performing Arts Shirts</li> </ul>	<p>As a school with a high Family Occupation and Education Index (FOEI) there are a number of students are unable to pay for school activities such as text books, excursions, camps and sport.</p> <p>This flexible funding has given us the opportunity to support students who need it and also identify areas of the school that would benefit from new resources such as sets of dictionaries and atlas’.</p>	<p>\$5400</p> <p>\$1500</p> <p>\$1600</p>

<ul style="list-style-type: none"> <li>Classroom Chair Bags, lunch tubs and classroom storage</li> </ul>	<p>Our choir has grown in number and proficiency over the last two years and giving them an opportunity to perform in a uniform has had a great impact on their confidence.</p> <p>Classroom and playground organisation was a big focus in 2015 ensuring even though we are in old school grounds we can work in an organised and professional manner.</p>	<p>\$1200</p>
<p><b>Low level adjustment for disability funding</b></p> <ul style="list-style-type: none"> <li>PLAN - release time for cooperative planning</li> <li>School resources to support intensive literacy sessions for identified students</li> <li>Professional Learning opportunities for staff</li> </ul>	<p>As a school with a high FOEI there are a number of students are unable to pay the voluntary contributions or \$50 school expenses therefore this flexible funding had enabled us the opportunity to support students with identified needs and also identify areas of the school that would benefit from new resources such classroom ipads for intensive literacy sessions.</p> <p>Staff release for professional learning opportunities in differentiating the mainstream classroom, assessment and PLAN software.</p>	<p>\$2000</p> <p>\$3000</p> <p>\$4000</p>
<p><b>Other school focus areas</b></p>	<p><b>Impact achieved this year</b></p>	<p><b>Resources (annual)</b></p>
<p><b>Stephanie Alexander Kitchen Garden program</b></p> <p><b>Kitchen Program</b></p> <p><b>Weekly Cooking, nutrition and science</b></p> <p><b>Garden program</b></p> <p><b>Planting, harvesting, care of the chickens, science, art</b></p>	<p>The Stephanie Alexander Kitchen garden program has continued to expand in 2015. It continues to be a focal point for the children and families on a daily bases.</p> <p>Our weekly garden program meets on a Tuesday morning at 8.15am and 87 out of 200 children volunteer on a regular basis.</p> <p>Training for two staff throughout the year gave us the knowledge and understanding of what to grow when. This led to the harvesting of produce for the cooking program.</p> <p>The garden has given our children the opportunity to learn hands on in many curriculum areas, such as Science, Art, PDHPE, Maths, English.</p>	<p>Much of the Kitchen Garden program is funded by grants, donations and fundraising.</p> <p>School funded Professional Learning \$4000</p>

## 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



### Structure of classes

Roll class	Year	Total in class	Total per year
KKANGAROO PAW	K	22	22
K/1HONEYSUCKLES	K	4	24
1/2LILLY PILLIES	1	20	24
2/3WATTLE	2	17	24
3/4JACARANDAS	3	14	28
4/5DAINTREE	4	15	26
5/6SUNFLOWERS	5	12	26
5/6TIGER LILLIES	5	10	26
	6	16	26
	6	15	25

### Student attendance profile (mandatory)

	Year	2010	2011	2012	2013	2014	2015
School	K	94.4	96.4	97.3	91.3	94.1	94.9
	1	94.6	95.2	94.1	96.8	93.8	93.1
	2	94.7	93.6	94.6	95.3	95.9	92.4
	3	94.2	95.1	91.9	94.5	95.3	94.6
	4	92.0	96.5	94.4	92.4	93.7	94.9
	5	94.0	93.8	91.8	94.6	90.6	92.7
	6	94.4	93.2	92.8	93.9	93.0	89.4
	<b>Total</b>	<b>94.0</b>	<b>94.8</b>	<b>94.0</b>	<b>94.1</b>	<b>93.8</b>	<b>93.1</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1.0
Assistant Principal(s)	2.0
Classroom Teacher(s)	6.0
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Counsellor	0.2
School Administrative & Support Staff	2.2
<b>Total</b>	<b>12.22</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Through our Aboriginal RAM Funding the school has employed an AEW (Aboriginal Education Worker) staff member 2.5 days per week.



## Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

At Chifley Public School we have one staff member that is currently working through the Accreditation process at proficiency level, while there are three staff working through the five year maintenance period. Chifley has an active group of staff who meet regularly to work through this process all the while ensuring all staff meet the Australian Standards. The new Performance Development Plans proved to be a very positive process in 2015 as it allowed staff to work with colleagues and supervisors to set career goals and professional development goals in line with the school plan ensuring staff were providing our students with quality programs.

## Financial information

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

A full copy of the school's 2015 financial statement is tabled at the Annual General Meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	180164.80
Global funds	131206.98
Tied funds	228172.20
School & community sources	154712.89
Interest	5432.11
Trust receipts	13218.20
Canteen	0.00
Total income	712907.18
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	19754.78
Excursions	33666.16
Extracurricular dissections	52568.84
Library	2646.03
Training & development	2824.21
Tied funds	259116.18
Casual relief teachers	27184.59
Administration & office	56178.67

School-operated canteen	0.00
Utilities	18621.58
Maintenance	17188.65
Trust accounts	9177.59
Capital programs	0.00
Total expenditure	498927.28
<b>Balance carried forward</b>	213979.90

## 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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2015 CPS surveyed the community to find out about digital literacy and the customer satisfaction with extra curriculum programs.

In 2015 the school became an eSmart school to strengthen its ability to address the needs of and safety of the 21<sup>st</sup> Century Learner. Part of this program is to seek the opinion of the school community to discover their concerns, ideas and questions about digital literacy.

This year the school became Wi-Fi accessible and along with this it was identified as very important to address the needs of our student's online safety.

Our digital literacy survey gave us a great deal of information to help with future planning.

It was reported that 87.5% of our respondents read our eSmart column in the weekly newsletter regarding online safety of students.

62.5% of our families use a PC or laptop at home regularly while 75% use the internet in some capacity on a daily basis. The most popular online use amongst our families is mobile devices at 87.5%.

87.5% of our families have more than one social network account that they access regularly. Our families access Facebook, Twitter and What's App daily and other programs less frequently.

87.5% of our families stated that their children had never been the victim of online bullying while 75% had never felt the need to report inappropriate posts to the app or website provider.

Our families stated that the impact of technology has been positive in their households. They believe the impact has had an effect on their family with regards to social contact. Educational websites and immediate access to information on the web were the three most positive impacts.

In response to the results in the survey we are implementing the following in 2016 and beyond.

Purchasing more tablet devices allowing more students access more regularly, purchasing Apple Configurator Software to ensure all iPad are always charged and all have access to the same Apps as requested by the staff and students. We are looking at introducing a coding club for interested students.

The Police Youth Liaison Officer will continue to run sessions for our students Years Three to Six around online safety and in 2016 the school will host its first parent student online safety session. Our Stage Three Students will continue on their eSmart journey by gaining online digital licenses' in Term One 2016.

Over the last two years Chifley PS has worked hard to introduce new programs to further enhance the opportunities for our students. These programs are often before school or at lunchtime and compliment the mainstream programs that we already offer.

The school believes that it important that we challenge the students, give them opportunities for extension and develop the creative mind.

The four most popular extracurricular programs at Chifley have been Chess with 15 students (new in 2015), the Stephanie Alexander Kitchen Garden Program with 87 out 206 children being involved the choir with 54 Students from Years Two –Six and the talented sports opportunities at MHS throughout the year were also popular.

Coding and a before school fitness program were ideas that the families thought may fit into our extracurricular program well and the DZP Dance program will offer not just Hip Hop in 2016 but also Jazz and Contemporary.

### **Aboriginal Education**

In 2015 there were 54 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.

The school has continued the very thorough and collaborative process of developing, implementing and evaluating PLP'S 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. In Term Four the school 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 2016.

The school held a Walk-a-thon where students wore red, black, yellow and Ms Stone and Stage Three students attended the Commemoration Service for Aboriginal and Torres Strait Islander Veterans at Martin Place. The students were able to lay a wreath and were responsible representatives of Chifley Public School.

The school celebrated NAIDOC in Week Nine of Term Two. Students wore red, black and yellow clothes. Once again the Aboriginal students led the whole school assembly and were proud of their efforts. 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. The students also participated in a whole school Aboriginal music and dance performance by Lewis Parter.

At Chifley we welcomed Brendan Moore from Botanic Gardens, Glen Timbery parent at our school, Michelle Jersky and the Ngala Nanga Mai ('We Dream') parent group from La Perouse Aboriginal Community Health Centre, Matraville High School students to work with our students during various NAIDOC Celebrations.

The school continues to implement strategies to improve school attendance and early arrival to school for our Aboriginal students with assistance from Janine Williams and Leanne Cowie.

Youth Haven, Kool Kids and South Cares continue to support so many programs that are available to our students.

Six Aboriginal students in Years Five and Six participated in the Yarn Up Program. The program was held at the University of NSW and Parliament House where the students participated in public speaking workshops focusing on debating skills; in particular rebuttal, prepared 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 students improved in both

their confidence and delivery of speeches from attending the three day program. Mrs Jane Tovey, our Stage Three teacher, played a major part in the Yarn Up program by being a facilitator, presenter and mentor.

The Koori Art Expression program is a Sydney Region Visual Arts Program which is open to all students from Kindergarten to Year Twelve. In 2015, one Chifley PS staff member, Mrs Louise Jreige, attended a thought provoking workshop at the Art Gallery of NSW. Students from Stage Two participated in the Koori Art Expression program in 2015. The program gave the students the opportunity to express their ideas, understanding and appreciation on this year's theme "We all stand on Sacred Ground: Learn, Respect and Celebrate."

The artwork was a collaborative project and two pieces titled 'Sacred Ground' showed the relationship between humans and animals and their tracks on sacred ground together. The third piece was a photograph titled 'Our Whale' and showed the beginning of our Aboriginal mural story. The ceramic whale was created by all the Aboriginal students researching their totems, getting into family groups and designing and making individual totems out of clay. The finished totems were added to the whale. All three pieces of artwork were chosen to be exhibited at The Maritime Museum.

An Official Opening was held to open the Bush Tucker and Native Gardens. Local community members and parents joined us along with Glen Timbery who played the didgeridoo and Dean Kelly who performed The Smoking Ceremony.

Brendan from Botanic Gardens continues to assist our Environmental Group to further enhance our school gardens.

Students from Stage Three took great pride in writing their own school Acknowledgement to Country with assistance from Trudi and Stacey from the local La Perouse community.

This year Cianna Walker 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.

Many of the students also received awards from the La Perouse Youth Haven Aboriginal Community Education Committee. Awards were given for Academic Excellence, Consistent Effort and high attendance at school.

Year Six students participated in the NAIDOC Art Competition run by the Royal Women's Hospital with three students receiving major awards.

A Year Six student also successfully contributed to the making of a book about her first day at school.

Stage Three students also participated in the Djurali (Grow) transitions program with the Australian Theatre for Young People (ATYP). The program aimed to develop leadership skills, self-confidence and self-expression through Drama skills and story-telling. Students participated in two workshop days at school and attended a Community Showcase Day at the Wharf Theatre.

## **Performing Arts**

### **Music**

Music lessons at Chifley Public School provide a wide scope of opportunity for all students. Music lessons are challenging and a fun introduction to music for students who otherwise would not be exposed to the arts. At Chifley Public School we follow 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 un tuned percussion instruments, experimenting with sound through song, and the appreciation of a wide repertoire of music.

### **Ukulele**

In 2015 Chifley Public School offered a Ukulele program. The small group consisted of Stage Two and Stage Three Students who rehearsed one lunch time a week with Mr Greg Luther or Mrs Rebecca Tyler. The Ukulele performed at school events and assemblies and also had the opportunity to perform at Showcase.

### **Recorder**

At Chifley PS, Year One and Two 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 have learnt to understand the importance of posture and correct breathing technique, as well as elements of pulse, rhythm and pitch and how to read music. Learning these skills at such a critical age will arm them with knowledge to build upon as they progress through school. With the skills they have acquired during recorder lessons, the students were able to enjoy many opportunities to showcase their skill for the enjoyment of the Chifley community.

## Drama

In 2015, as part of the Performing Arts program 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
- Writing, acting and rehearsing drama to perform for an audience
- Responding critically to a range of drama works and performance styles
- Improvisation and dramatic games

The children were involved in and experienced a wide range of performances this year including puppet shows, role plays, musical theatre and readers' theatre. The performances were enjoyed by all the students who were thoroughly engaged in displaying their drama skills for their peers. Stage Three were also lucky enough to attend a Drama performance at Sydney Girls' High School, where they were exposed to an advanced level of dramatic skill and a number of theatre sports games.

## Choir

The Choir at our school is made up of 54 students from Years Two - Six. Choir members are dedicated and enthusiastic in their performances at a number of public events throughout the year. These performances included:

- Weekly assemblies
- ANZAC Day commemoration service
- Presentation Day
- Kindy Orientation Day
- The Kitchen Garden opening
- BUPA Nursing Home, Maroubra
- Matraville Christmas Carols at Barwon Park

All of the hard work put in by members of the Chifley Choir will be of great benefit as we look towards a number of exciting opportunities coming up in 2016.

## Sport

### 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 2015 lessons focused on: cricket, athletics, rhythm and balance (gymnastics) and dance. 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 2016.

### Rugby League

This year Chifley Public School entered one Junior and one Senior team in the Eastern Suburbs PSSA winter competition. Both teams performed well throughout the season. The students demonstrated excellent defensive efforts and commitment to compete each week for the entire game. Key areas the teams worked on throughout the season included playing as part of a team which included allowing all team members to actively participate, passing and defense. Congratulations to our Senior team who managed to finish second in their competition. Well done to our Junior team who were committed each week at training and on game day displaying excellent skills and sportsmanship.



### Junior Netball

This year Chifley Public School entered 2 Junior teams in the Eastern Suburbs PSSA winter competition. All teams performed well throughout the season. The girls worked on improving their attacking and defence skills as they began establishing their preferred positions. They all had a great season and continued to develop good sportsmanship.

### T-Ball and Softball

2015 was a great season. The juniors playing in the non-competitive T-ball competition, 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 34 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 intensive program on consecutive days which included water safety sessions. The improvements students made were continually evident and they were awarded with a certificate for their achievements and participation.

### **Student Leadership**

#### **Peer Support**

2015 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 respectful relationships. 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 2015 Peer Support award was Carla Mitchell.

### **Excursions and Camps**

#### **La Perouse Excursion**

In Term 1, Stage Two were given the opportunity to go on an excursion to Kamay Botany Bay National Park, La Perouse and go on a guided tour around Bare Island and the La Perouse Museum. This excursion complemented what the students have been learning about in class relating to events and actions related to the British colonisation of Australia and assessing changes and describing people's interactions with environments and identifying responsible ways of interacting with environments. The excursion included:

- hearing about the Aboriginal culture and history of the area
- discovering how Aboriginal people survived in this environment
- looking at examples of Australian animals and Aboriginal artefacts
- learning about the European history of the site through stories and by exploring the buildings
- Identifying some of the consequences of the British invasion for Aboriginal people.

### **52 Storey Treehouse at the Seymour Centre**

In Term Three, Stage Two were sponsored by the *Compass* – University of Sydney to attend the performance of the 52 Storey Treehouse, a play based on the novel by Andy Griffiths. Afterwards they were given a guided campus tour. *Compass* is a partnership between the University of Sydney, the NSW Department of Education and Communities, and selected secondary and primary schools in Sydney and regional areas of NSW. *Compass* supports students to feel confident, motivated, and prepared for their future. They work with schools and communities to ensure students are aware of the breadth of post-school options whether that is vocational training or higher education.

### **Myuna Bay Camp**

In Term Four, Year Four and Six students had an opportunity to attend Myuna Bay Sport and Recreation Centre on a three day camp. Students participated in kayaking, rock climbing, archery, bike riding, 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 encouraging each other and overcoming initial fears to participate in activities that they had not tried previously.

### **Bathurst 2015**

In Term Three all Stage Three students had an opportunity to attend the two night Bathurst excursion. This excursion related to our Gold unit of work learnt in class. The students visited the Three Sisters, Scenic Railway, Sheep and Cattle Dome, Bathurst, Goldfields, Gold Tour and Panning, Life in



the Goldfields and the NSW Mineral Museum.

### **Environmental Education**

#### **Stephanie Alexander Kitchen Garden Program**

In 2015 our school garden has grown to encompass a wide variety of seasonal foods including lettuce, tomatoes, strawberries, beans, kale, passionfruit, carrots, bok choy, and an array of herbs and spinach.



The school became a member of the Stephanie Alexander Kitchen Garden Program.

The goal of the Kitchen Garden Foundation is to introduce primary school children to the pleasures of preparing, cooking and eating a variety of foods they have grown and harvested themselves.

Students love their garden experiences and cooking using produce that they have helped grow. This can be seen in the increased numbers of students wanting to be part of the environment team.

Each week students learn to build and maintain the garden according to organic gardening principles and grow and harvest a wide variety of vegetables, fruits and herbs. In cooking lessons students plan menus and follow recipes using the seasonal harvested produce and then taste what they have prepared. The program emphasises the flavours as well as the health benefits of fresh seasonal food.

The program is designed to be fully integrated into the primary school curriculum as it offers infinite possibilities to reinforce literacy, numeracy, science, cultural studies and all aspects of environmental sustainability.

## **Gifted and Talented**

### **International Competitions and Assessments for Schools (ICAS)**

The schools inclusive educational practice prioritises opportunities for those academically talented students by providing curriculum extension opportunities.

All students in Years Two - Six are given the option to sit the ICAS tests organised through the University of New South Wales (UNSW) in Digital Technologies, Science, Mathematics, English, Writing and Spelling. This year 13 students sat for the Digital Technologies test; 22 students sat for the Science test; 26 students sat for the Mathematics test; 21 students sat for the English test; 13 students sat for the Spelling test and 13 students sat for the Writing test.

In Digital Technologies, 1 student gained a Distinction, 1 student gained a credit and 3 students received a Merit.

In English, 1 student received a Distinction, 2 students received credits and 5 students received a Merit.

In Mathematics, 4 students received credits and 6 students received Merits.

In Science, 1 student received a distinction, 5 students received credits and 1 student received Merit.

In Writing, 1 student received a credit.

In Spelling, 3 students received credits.

### **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 stage finals with two students from each stage winning through to the next Zone Spelling Bee competition. Cianna Walker and Matilda Hay were our Stage Three winners. Catherine Makmur and Christina Lee were our Stage Two winners. All four students represented our school admirably at the Zone Spelling Bee Finals.

### **Debating**

This year, twelve 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. In 2015 there was one team led by our senior debaters. Their leadership inspired and their knowledge helped make this a great year for debating at Chifley Public School. The Stage Three debaters for the first time, welcomed students from Year Four who showed an interest in debating to join the Friday morning workshops. The Year Four students enjoyed the challenge and our Stage Three students enjoyed mentoring and guiding the younger students. Chifley is looking forward to building on the success from 2015 and participating in the Premier's Debating Challenge in 2016.

### **Public Speaking**

This year the school participated in the Multicultural Perspectives Public Speaking Competition. The Competition gave the 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 2015, the public speaking program 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

students to participate in the competition. Four students, one from each stage, represented Chifley Public School at the Regional Final at Kensington Public School.

### **The Ben Chifley Art Competition**

The Ben Chifley Art Competition started in 1990 to pay respect to Ben Chifley the 16<sup>th</sup> Prime Minister of Australia. This year is the 25<sup>th</sup> year of the competition and there were over 160 entries from schools in the Botany Bay and the Port Jackson Network including Pagewood PS, Maroubra Junction PS, Matraville Soldiers PS and Matraville PS and of course Chifley Public School.

The Honorary Matt Thistlethwaite, Member for Kingsford-Smith, Ms Sarah Robinson -Head of Visual Arts at Matraville High School and Randwick Mayor Noel judged the competition.

Mrs Denise Kontakos, representing Core Mortgage Brokers the competitions sponsor attended the Ben Chifley Competition Assembly to present the prizes to award winners.

The theme for 2015 was "Under the Sea". 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 1<sup>st</sup>- \$50, 2<sup>nd</sup>- \$20 and two Highly Commended Certificates per Stage. There was one "Best In Show", award of \$100.

### **Family and Community Programs**

#### **Outside Partnerships**

Community relationships with Sydney University were established in 2015 through the COMPASS Program. This was achieved through a variety of programs for Years Two - Six. The Discover University Day enabled Stage Three to attend university to experience differing faculties through interactive learning sessions. Stage Three also participated in the Stop Animation Program and made short films using technology and software. Sydney University also provided volunteers to run the MULTILit program for selected Stage One students.

Compass also presented an award to recognise the efforts of a student who have demonstrated motivation and commitment to their studies and/or a significant improvement to their learning throughout the year. This year recipient was Anna-Simone Mina.

Community partnerships with The Shack for Physical Development and Health Stage Three, the UNSW

eye-screening unit, CAFÉ; Autistic EBBST program and the ATYP Year Six Transition to High School were valuable programs at school.

We continue our partnership with the Weave Kool Kids Club (KKC) Program as eight students participated this year. Working with local schools the KKC provides after school and holiday activity programs to support the development, resilience and life skills for children and young people.

### **In 2015 our Stage Three students wrote an Acknowledgement to Country that tells the story of Chifley Public School Students.**

We acknowledge the traditional custodians of this land and pay our respect to the elders both past, present and future, for they hold the language, art, culture, stories, traditions and hope for Aboriginal and Torres Strait Islander people today.

Reconciliation is very important so that we can close the gap by acknowledging our past and working together as one to make a brighter future for all Australians.

Together we can all look after this beautiful land that our school sits on today. Respecting our school grounds by keeping it clean and sharing our culture throughout our school with our bush tucker garden and Aboriginal mural story.

We must respectfully remember that under the concrete that this school sits on is traditional Aboriginal land.

Thank you to our elders both past and present for caring for this land that we will continue to respect it.

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