

Chifley Public School Annual School Report 2013



Our school at a glance

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.

All students are individuals with unique talents and diverse social and academic learning needs which are supported through appropriate curriculum differentiation. Strong sporting 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 these subjects is prioritised.

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.

Students

Chifley PS is classified as a P4 primary school with an enrolment of 225 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.

Principal's message

Chifley Public School (CPS) is in its 51st year offering a comprehensive quality education for all students. Our student body is characterised by diversity which we celebrate.

All students are individuals with unique talents and diverse social and academic learning needs which are supported through appropriate curriculum differentiation.

Student well-being is a high priority. Positive self-esteem and caring for others are valued highly and of course students with specific needs are supported through well-established effective Learning and Support Team (LaST) practices.

I joined Chifley Public School at the beginning of Term Three 2014 to be greeted by an energetic and enthusiastic staff who showed great dedication to the teaching of the students in their care. The children, parents and wider community were most welcoming and I am really excited about what we are going to be able to achieve in the future.

I certify that the information in this report is the result of a school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ms Louise Stone

P & C

During 2013, 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 chocolate drive; Mitre 10, athletics carnival and Election Day BBQs, Mother and Father's day stalls, and a mango fundraiser. This money raised has been utilised in a variety of ways – each classroom now has its own artwork drying rack, the school has a new 6 burner BBQ, we have

funded the Good News Luncheons, covered our students with accident insurance, hosted a Christmas picnic, and purchased Sports Singlets for the students to wear when representing their school. For 2014 we have committed towards the purchase 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 at this school. Parents such as School Council Chairman Brendan Arnol, Vice Chairman Anthony Vecellio, P&C Vice-Presidents Lisa Fielding and Charles Abela, Treasurer Carolyn Shaloub, and Secretary Emma Burgess. To all the parents, grandparents, community members, and students I would like to extend my thanks for your ongoing support, enthusiasm, and commitment to Chifley Public School during a very enjoyable and productive 2013

I would also like to take this opportunity to thank Louise Stone, who joined us as school Principal during 2013, for her ongoing support and dedication to the staff and students of Chifley Public. The P&C look forward to continuing to work together in 2014 to build on the success of 2013.

Ms Jo Connolly

School Council

This year the Chifley Public School Council actively undertook a number of important and significant projects to benefit the school and the whole community.

One of the more important tasks this year was the selection of our new Principal, Ms Louise Stone. The arrival of Ms Stone has had an immediate and positive effect on the whole school community. The School Council has also been involved in a number of internal and external position applications and appointments.

Chifley Public School Council has again been involved in the School Improvement Plan, Leadership Policy, Anti-Bullying Policy and the Student Well-Being Policy. The finalisation of Scripture classes later in the teaching day,

with the local Church leaders was an important step in strengthening the classroom stability at Chifley.

School Council is also active in 'out of area' enrolments and developing of the Chifley Public School enrolment packages. The improvement of the new road safety measures, including the lollipop man, and the sealing of the Mitchell St. car park are also among the projects completed this year.

The School Council has worked collaboratively with Mr. Spiteri and Mr. Whittaker to design and organise the new Chifley Public School sports singlets and swim caps. This will ensure that the Chifley name and logo will be proudly displayed at all future sporting events.

The working bees at Chifley Public School this year were organised to try and encourage more parents and members of the school community to attend. An earlier start time and more specific goals enabled many mundane and time consuming tasks to be completed, much to the gratitude of the students and staff.

With another learning year ahead, the School Council will again be looking for specific tasks and projects for the year. A major initiative will be to actively seek additional funding and resources for the school.

As President of the School Council, I would like to thank all those of the school community who assisted at Chifley this year. In particular, Tony Vecellio for his assistance on the School Council, Jo Connolly and her hard working executive for their efforts this year and the members of staff who have selflessly given up their time to attend meetings and offer their input into the School Council.

Mr. Brendan Arnol

Student representative's message

The Student Representative Council (SRC) continues to be an important part of our school life. The Council consists of the school captains and vice captains and two class representatives from Years K-6. We have also had weekly meetings where the students bring issues from their peers to be discussed openly, and suggestions are made. We have been responsible for fundraising events such as our annual Easter raffle and the selling of items for many different charities.

All representatives have learnt from leadership opportunities they have had during the last year. Students have gained confidence and are great role models.

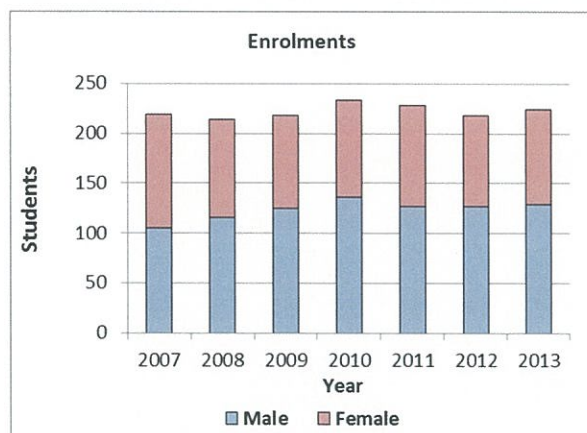
Student Representative Council

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	2007	2008	2009	2010	2011	2012	2013
Male	105	115	125	136	127	127	129
Female	114	99	93	97	101	91	95



Student attendance profile

	Year	2008	2009	2010	2011	2012	2013
School	K		94.6	94.4	96.4	97.3	91.3
	1		94.2	94.6	95.2	94.1	96.8
	2		92.1	94.7	93.6	94.6	95.3
	3		94.6	94.2	95.1	91.9	94.5
	4		95.9	92.0	96.5	94.4	92.4
	5		94.1	94.0	93.8	91.8	94.6
	6		92.8	94.4	93.2	92.8	93.9
	Total	93.0	94.2	94.0	94.8	94.0	94.1
Region	K		95.4	95.8	95.9	95.3	96.0
	1		94.9	95.3	95.2	94.9	95.4
	2		95.1	95.5	95.3	95.2	95.7
	3		95.2	95.4	95.6	95.3	95.7
	4		95.1	95.6	95.4	95.3	95.6
	5		95.3	95.6	95.5	95.3	95.6
	6		94.5	94.8	94.8	94.7	94.8
	Total	95.2	93.7	95.4	95.4	95.1	95.6
State DEC	K		94.3	94.7	94.7	94.3	95.0
	1		93.7	94.2	94.2	93.9	94.5
	2		94.0	94.4	94.2	94.2	94.7
	3		94.1	94.5	94.4	94.4	94.8
	4		94.0	94.5	94.3	94.3	94.7
	5		94.0	94.4	94.2	94.2	94.5
	6		93.6	94.0	93.8	93.8	94.1
	Total	94.1	92.1	94.4	94.3	94.2	94.7

Management of non-attendance

Rolls are marked daily on the newly 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 2013 Class Size Audit early in March.

Roll class	Year	Total in class	Total per year
KHA	K	18	18
KT	K	18	18
1 2W	1	14	23
	2	9	23
1/2L	1	16	24
	2	8	24
2/3JT	2	17	26
	3	9	26
3S	3	29	29
3/4D	3	4	29
	4	25	29
4/5/6J	4	7	24
	5	9	24
	6	8	24
5/6S	5	17	29
	6	12	29

Staff information

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

Staff establishment

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

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Chifley Public School currently has no staff with an Aboriginal background but will be employing an Aboriginal Educational Officer 2 days a week as part of the RAM allocation.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100 %
Postgraduate	18%

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	30/11/2013
Income	\$
Balance brought forward	83,340.20
Global funds	151,153.69
Tied funds	150,505.71
School & community sources	113,140.87
Interest	3,296.47
Trust receipts	15,726.63
Canteen	0.00
Total income	517,163.57

Expenditure

Teaching & learning	
Key learning areas	11,169.28
Excursions	36,273.35
Extracurricular dissections	43,416.97
Library	1,102.67
Training & development	6,000.08
Tied funds	154,101.72
Casual relief teachers	29,243.29
Administration & office	63,272.25
School-operated canteen	0.00
Utilities	17,826.86
Maintenance	17,060.97
Trust accounts	17,206.36
Capital programs	0.00
Total expenditure	396,673.80
Balance carried forward	120,489.77

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

School Achievements 2013

Performing Arts

Choir

The choir continued to thrive at Chifley PS diversifying the musical experience and expertise of involved students. As members of the choir, 30 students from years 2 to 6 performed regularly at public events throughout 2013, such as:

- Weekly assemblies
- ANZAC Day commemoration service
- A community forum with Peter Garrett
- Unveiling of the commemorative plaque
- Bondi Showcase
- Music Count Us In
- Presentation Day
- Kindergarten Orientation

Furthermore, this year Chifley PS was proud to be involved in the 2013 Expanding Horizons Concert. 20 students were selected to participate in the Expanding Horizons Massed Choir performance, which was held at the Sydney Opera House in August.

Guitar

Guitar lessons, led by a specialist teacher, continued this year with both a beginner's class and an advanced class rehearsing one lunch time a week. Both groups have been working hard and developing their skills throughout the year. The guitar groups performed at the conclusion of Term Three, artfully showcasing their new skills.

V-Rock

New to Chifley PS this year, students participated in a program called V-Rock, where students learned to play an instrument in an engaging and interactive way. Students were exposed to various instrument, musical concepts and technologies.

Dance

Dance has continued to be an important and popular part of the creative arts programs. The Chifley PS Dance Group, trained by Ms Patterson, performed at Bondi Showcase 2013 and at the Chifley performing arts afternoon. A Year 6 student who is part of LBCoS Talented Dance Group dancers, led by Ms Gerondis from Matraville Sports HS, also performed at Bondi Showcase 2013.

Early Stage One and Stage Two students participated in the Dance2BFit program during creative arts groups on Tuesday afternoons during Term Three. Dance2BFit is a dance program designed to meet the NSW Personal Development Health and Physical Education (PDHPE) syllabus to help students achieve the required dance outcomes utilising listed dance indicators. Modified dance steps are programmed for each level to accommodate different ages and skill levels and there are no gender differences associated with participation. The dance classes enable students to socialise positively across age groups. The classes were physically demanding to help achieve improved fitness levels. A new dance was taught by our enthusiastic instructor every week. All the students thoroughly enjoyed the program which concluded with a whole school dance performance in which the students showcased

the dances they had learnt over the term. Our community audience was very impressed

with the prowess and engagement of the students and the expertise of the instructors.

DanceSport

In 2013, Year 5 students from Chifley PS participated in the Sydney Region's ballroom dancing competition – Dancesport – for the fourth year in a row. For an hour a week, for ten weeks, students were instructed by a qualified dance teacher to reach competition level, culminating in the finals held at Homebush Sports Centre in Term Three with 26 other schools from around the region. Our students did us proud dancing beautifully as a whole group and then gaining semi-final place in the Tango.



Connected Learning

Chifley has one connected classroom, which is used for Professional Learning opportunities and contact between schools for both staff and students. Staff have been trained to use this equipment and they continue to be used for meetings, e.g. for New Scheme Teachers, and communication with colleagues from other DEC schools.

CPS has interactive whiteboards (IWB) in all 9 classrooms including the one connected classroom for video conferencing. Changes to timetables have ensured that classes use the IWB each week as part of their technology and Library lessons. Classes use the IWBs for a range of activities in all Key Learning Areas (KLAs).



Sport

Chifley PS provides a broad range of sporting opportunities that focus on participation,

healthy lifestyle and sportsmanship. Premier's Sporting Challenge funds were used to buy materials to build storage to create shelving in the sports storeroom. We continue to promote the benefits of a healthy lifestyle to the students through the Crunch and Sip initiative.

Highlights of the sport program in 2013 include:

- During school sport various students had the opportunity to be involved in various programs during the year. These opportunities included, School Swimming, AFL, Soccer and Dance.
- The Fitness program at CPS was redesigned in Term Four giving all students K-6 the opportunity to be involved in Got Game Gymnastics.
- Years 3-6 participated in learning modified golf for juniors in Term 2 resulting in 2 students winning the Gala Golf competition at The Coast Golf Club.
- Involvement in the Eastern Suburbs Primary School Sports Association (ESPSSA) competition provided the opportunity for 54 students to participate in the summer sports of softball and cricket, with 58 students participating in the winter sports of rugby league and netball.
- Our senior boys' cricket team ended the season in second place while our junior boys' team ended the season in 1st place.
- Our boys' junior rugby league team finished the season in fourth Place.
- Our senior netball team finished 4th while our junior teams finished first with one team undefeated.

In the inter-school ESPSSA carnivals:

- 1 student was selected to go to the Sydney East Regional carnival for Cross Country Carnival.
- 2 students were selected to go to the Sydney East Regional carnival for Athletics and 2 students progressed through to the State Athletics carnival.
- 3 students were selected to represent the combined zone at the Sydney East Regional Oztag carnival.

- 3 students were selected to represent the combined zone at the Sydney East Regional Rugby League Carnival.
- 2 students were selected to represent the zone at the Sydney East Regional Basketball trial.
- 2 students were selected to represent the zone at the Sydney East Regional Cricket trial.
- 1 student was 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.
- 1 student was selected to represent the combined zone at the Sydney East Regional Touch Football Carnival.
- 1 student was selected to represent the combined zone at the Sydney East Regional Rugby union trial.
- 1 student was selected to represent the zone at the Sydney East Regional Soccer Trial.



Adidas Fun Run

On Monday 26th August we held a fun run to raise money to buy school resources. All children were encouraged to participate in the run. Students who raised more than \$10 were eligible for a prize. The day was very successful and \$5047.95 was raised in total. Notably ten children raised over \$100. Caitlyn Ell raised the most as an individual with \$150 and the highest total for a class was 3J with \$793.50

UNSW Competition Results

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 2013, 13 students sat the Computer Skills; 12 students sat for the Science; 29 students sat the Mathematics; 24 students sat the English test; 18 students sat the Spelling and 10 students sat the Writing.

6 students gained credits in Computer Skills.

1 student gained a distinction and 4 students received credits in English.

2 students gained distinctions and 9 students received credits in Mathematics.

1 student gained a distinction and 4 students received credits in Science.

2 students gained distinctions and 2 students received credits in Writing.

1 student gained a distinction and 3 students received credits in spelling.

Maths Olympiad

In Terms 1, 2 and 3, six students from Years 4, 5 and 6 participated in the Maths Olympiad, they developed their math's skills and achieved pleasing results.

Term 4 we were joined by an additional 12 students, the new students were taught basic techniques of problem solving, while the original 6 students continued with Singapore Maths Olympiad problems, a much more difficult form of Math.

Debating

This year at Chifley Public School 8 students from Stage Three were selected to participate in the Sydney Region Debating Competition. 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. They won 1 out of 4 and narrowly missed winning a 2nd at Ultimo

Public School. The debaters have grown in confidence throughout the competition and are looking forward to participating in the Premier's Debating Challenge in 2014.

Public Speaking

Students and teachers at Chifley PS have worked collaboratively all year with members of the DEC's Arts Unit and again entered the Multicultural Perspectives Public Speaking Competition. Two Chifley PS students from both Stages 2 and 3 competed at the local final held at Gardener's Road PS.

In Term Three, all students K-6 participated in a school-wide public speaking competition. The school competition acted as a preliminary round of the Sydney East Public Speaking Competition and ensured public speaking was successfully integrated into the talking and listening programs in all classrooms. The school competition enabled all students to develop their confidence in front of their peers and learn to use appropriate public speaking skills. Students in Stages 1, 2 and 3 also participated in impromptu speaking to further develop their ability to think on their feet.

Four Chifley PS students (one from each stage) were selected to represent our school in the Sydney East Public Speaking Competition. This competition incorporates schools from both the local region. All four students were excellent ambassadors for Chifley PS and are to be congratulated on their efforts.

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>

NAPLAN Year 3

In 2013 there were 43 students who completed the Literacy and Numeracy Tests.

In Year 3 Reading

Average score, 2013	School	SSG	State DEC			
	392.3	404.6	418.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	4	2	10	11	11	5
Percentage in Bands	9.3	4.7	23.3	25.6	25.6	11.6
School Average 2009-2013	5.1	10.3	17.7	22.9	17.1	26.9
SSG % in Bands 2013	3.8	14.3	20.0	25.8	15.4	20.7
State DEC % in Bands 2013	3.5	11.2	17.3	24.3	17.7	26.0

- 37.2% of students achieved Bands 5 and 6 compared with 43.7% across the state.
- 28% of students achieved Bands 3 and 4 compared with 28.5% across the state.
- 14% of students were placed in Band 1 and 2 compared with 14.7% across the state.

In Year 3 Writing

Average score, 2013	School	SSG	State DEC			
	394.5	404.6	416.0			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	3	10	8	16	4
Percentage in Bands	4.7	7.0	23.3	18.6	37.2	9.3
School Average 2011-2013	3.7	3.7	16.7	25.0	34.3	16.7
SSG % in Bands 2013	3.0	8.5	21.0	24.7	31.7	11.1
State DEC % in Bands 2013	2.6	6.7	16.9	23.6	34.9	15.3

- 9.3% of students achieved Bands 6 compared with 15.3% across the state.
- 79.1% of students achieved Bands 3, 4 and 5 compared with 75.4% across the state.
- 11.7% of students achieved Band 1 and 2 compared with 9.3% across the state.

In Year 3 Grammar and Punctuation

Average score, 2013	School	SSG	State DEC			
	408.4	419.6	430.3			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	7	9	10	7	9
Percentage in Bands	2.3	16.3	20.9	23.3	16.3	20.9
School Average 2009-2013	2.3	13.7	18.9	20.0	20.0	25.1
SSG % in Bands 2013	4.7	8.8	16.6	23.0	24.5	22.4
State DEC % in Bands 2013	3.9	8.6	15.3	20.8	22.8	28.5

- 37.2% of students achieved Bands 5 and 6 compared with 51.3% across the state.
- 60.5% of students achieved Bands 2, 3 and 4 compared with 44% across the state.
- 2.3% of students achieved Band 1 compared with 3.9% across the state.

In Year 3 Spelling

Average score, 2013	School	SSG	State DEC			
	406.8	410.6	418.1			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	2	9	14	9	7
Percentage in Bands	4.7	4.7	20.9	32.6	20.9	16.3
School Average 2009-2013	1.7	7.4	18.9	26.3	22.9	22.9
SSG % in Bands 2013	5.6	5.9	22.3	23.6	23.8	18.8
State DEC % in Bands 2013	5.4	6.4	18.4	22.7	23.3	23.9

- 16.3% of students achieved Band 6 compared with 23.9% across the state.
- 74.4% of students achieved Bands 3,4 and 5 compared with 64.4% across the state.
- 9.4% of students achieved Band 1 and 2 compared with 11.8% across the state.

How did our students perform in numeracy compared with the state?

In Year 3 Numeracy

Average score, 2013	School	SSG	State DEC			
	392.5	388.4	399.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	4	10	14	11	2
Percentage in Bands	2.4	9.5	23.8	33.3	26.2	4.8
School Average 2009-2013	1.7	18.4	17.8	25.9	20.7	15.5
SSG % in Bands 2013	4.4	11.1	24.6	29.6	20.3	9.9
State DEC % in Bands 2013	3.5	9.7	22.7	27.8	23.0	13.3

- 31% of students achieved Bands 5 and 6 compared with 36.3% across the state.
- 57.1% of students achieved Bands 3 and 4 compared with 50.5% across the state.
- 11.9% of students achieved Band 1 and 2 compared with 13.2% across the state.

NAPLAN Year 5

In 2013 there were 25 students who completed the Literacy and Numeracy Tests.

In Year 5 Reading

Average score, 2013	School	SSG	State DEC			
	498.6	492.9	500.6			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	3	7	6	7	2
Percentage in Bands	0.0	12.0	28.0	24.0	28.0	8.0
School Average 2009-2013	5.8	17.3	30.2	22.3	17.3	7.2
SSG % in Bands 2013	2.1	12.4	26.5	29.9	19.5	9.6
State DEC % in Bands 2013	2.2	11.2	24.3	28.2	20.3	13.8

- 36% of students achieved Bands 7 and 8 compared with 34.1% across the state.
- 52% of students achieved Bands 5 and 6 compared with 52.5% across the state.
- 12% of students achieved Band 4 compared with 11.2% across the state.
- 0% of students achieved Band 3 compared with 2.2% across the state.

In Year 5 Writing

Average score, 2013	School	SSG	State DEC			
	474.0	471.5	476.6			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	1	14	7	0	1
Percentage in Bands	8.0	4.0	56.0	28.0	0.0	4.0
School Average 2011-2013	6.1	11.0	42.7	22.0	9.8	8.5
SSG % in Bands 2013	8.1	11.7	35.8	27.9	10.6	5.8
State DEC % in Bands 2013	8.0	10.3	33.4	28.0	13.6	6.7

- 4% of students achieved Bands 7 and 8 compared with 20.66% across the state.
- 84% of students achieved Bands 5 and 6 compared with 61.4% across the state.
- 4% of students achieved Band 4 compared with 10.3% across the state.
- 8% of students achieved Band 3 compared with 8% across the state.

In Year 5 Spelling

Average score, 2013	School	SSG	State DEC			
	517.4	495.0	499.7			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	0	4	10	7	3
Percentage in Bands	4.0	0.0	16.0	40.0	28.0	12.0
School Average 2009-2013	2.9	7.9	27.3	26.6	22.3	13.0
SSG % in Bands 2013	6.5	10.6	23.6	25.8	23.1	10.4
State DEC % in Bands 2013	6.9	9.2	21.7	26.2	23.1	12.9

- 40% of students achieved Bands 7 and 8 compared with 36% across the state.
- 56% of students achieved Bands 5 and 6 compared with 47.9% across the state.

- 0% of students achieved Band 4 compared with 9.2% across the state.
- 4% of students achieved Band 3 compared with 6.9% across the state.

In Year 5 Grammar and Punctuation

Average score, 2013	School	SSG	State DEC			
	508.7	496.7	501.3			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	3	5	5	10	2
Percentage in Bands	0.0	12.0	20.0	20.0	40.0	8.0
School Average 2009-2013	5.8	15.1	22.3	20.9	26.6	9.4
SSG % in Bands 2013	5.7	11.6	26.4	21.8	19.4	15.1
State DEC % in Bands 2013	5.8	10.9	23.0	21.4	21.4	17.4

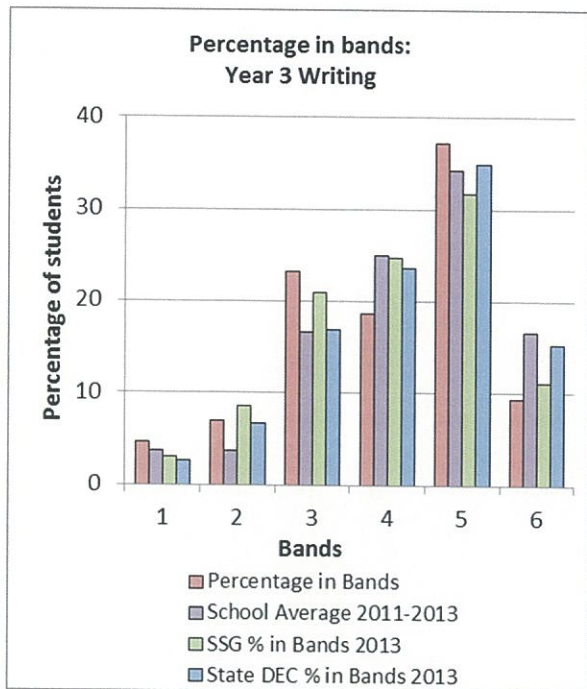
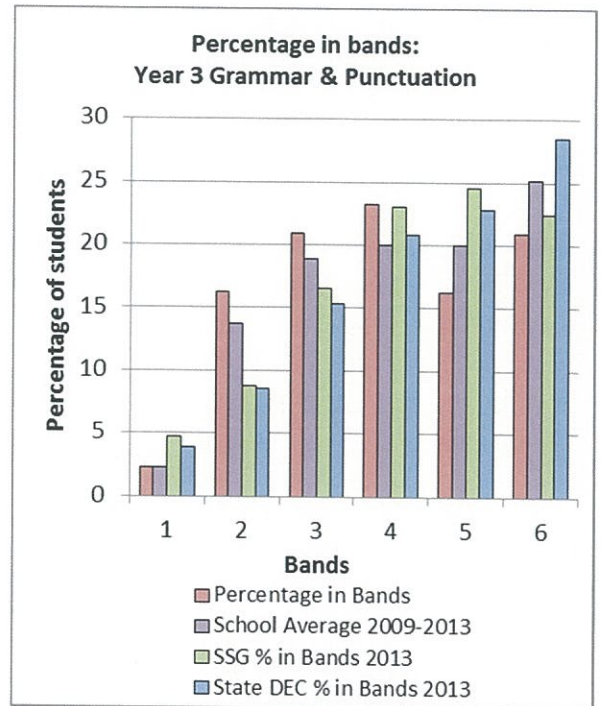
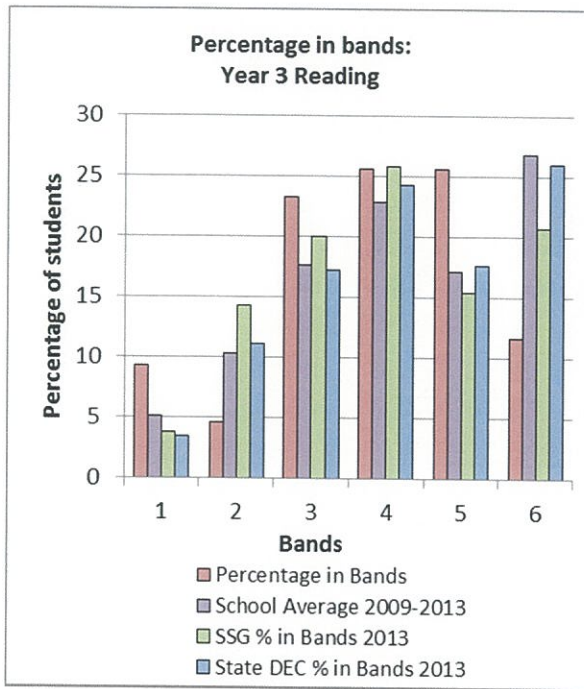
- 48% of students achieved Bands 7 and 8 compared with 38.8% across the state.
- 40% of students achieved Bands 5 and 6 compared with 44.4% across the state.
- 12% of students achieved Band 3 and 4 compared with 16.7% across the state.

How did our students perform in numeracy compared with the state?

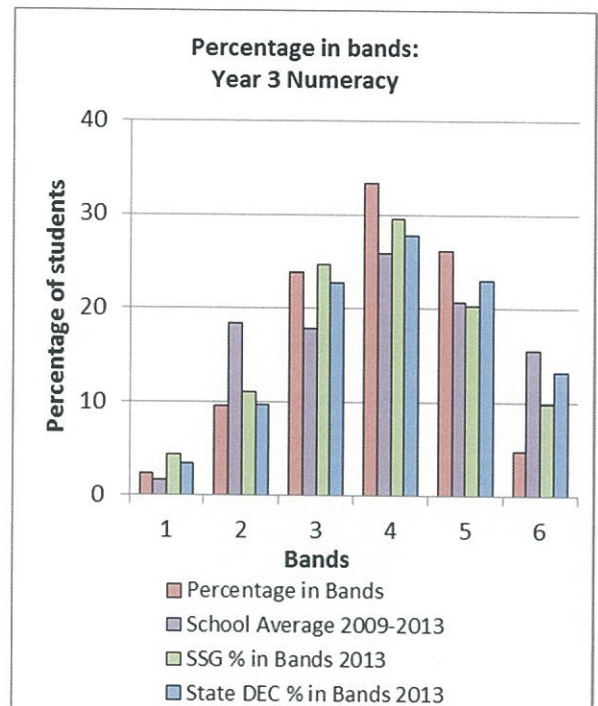
In Year 5 Numeracy

Average score, 2013	School	SSG	State DEC			
	494.3	481.4	490.1			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	3	6	7	5	3
Percentage in Bands	4.0	12.0	24.0	28.0	20.0	12.0
School Average 2009-2013	5.0	11.5	28.1	25.9	17.3	12.2
SSG % in Bands 2013	7.1	17.0	28.6	26.6	10.5	10.2
State DEC % in Bands 2013	6.3	17.0	25.9	24.8	11.8	14.2

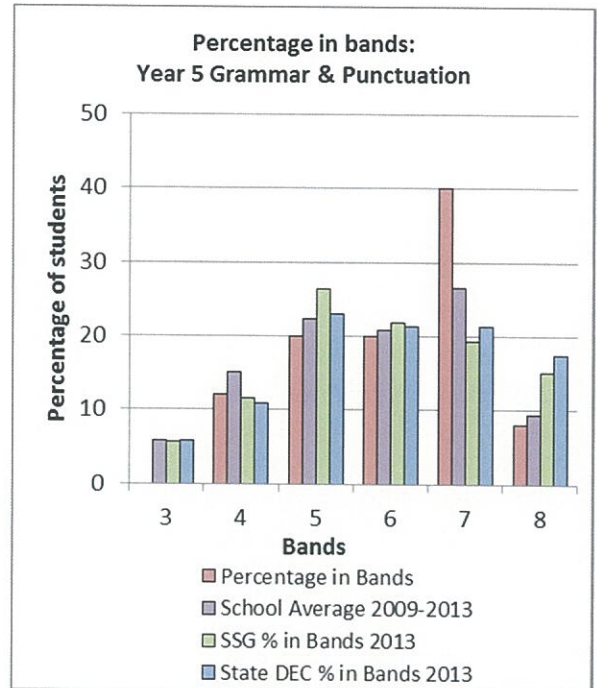
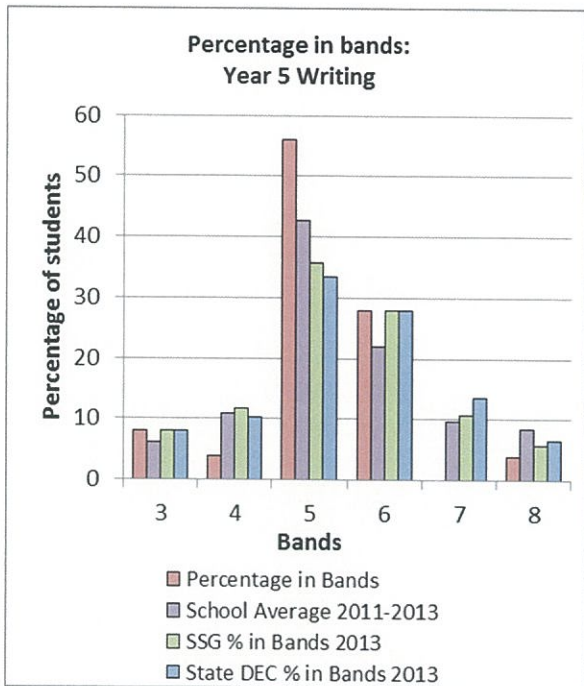
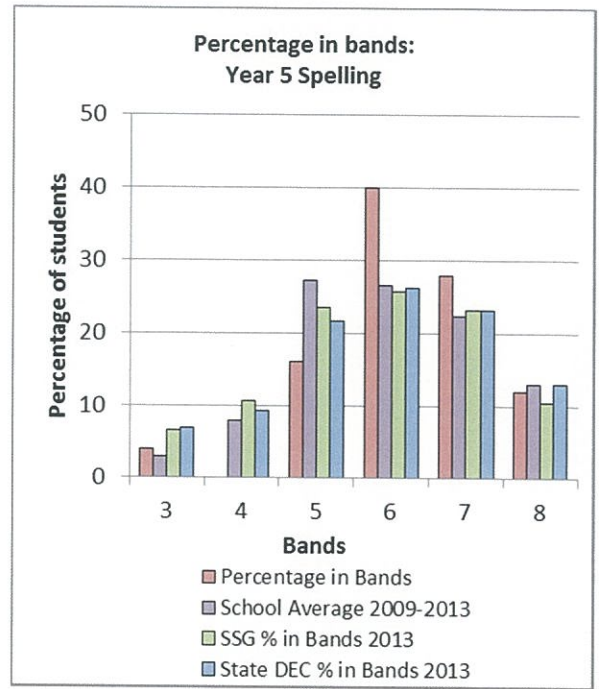
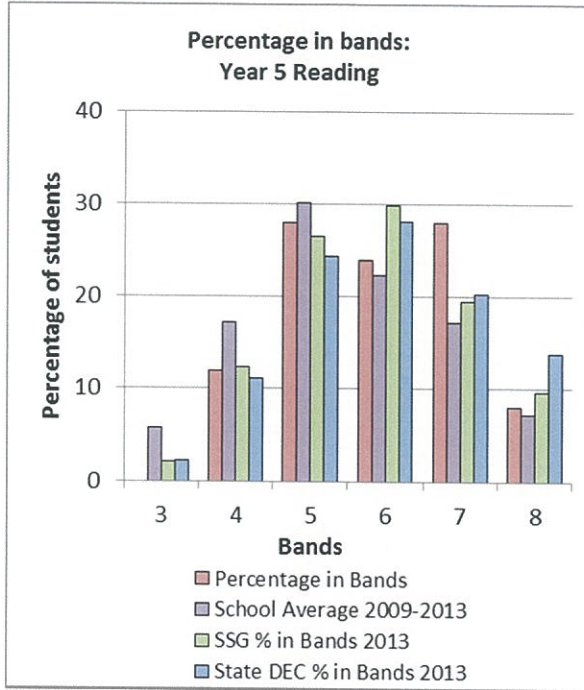
- 32% of students achieved Bands 7 and 8 compared with 26% across the state.
- 52% of students achieved Bands 5 and 6 compared with 50.7% across the state.
- 16% of students were placed in Band 3 and 4 compared with 23.3% across the state.



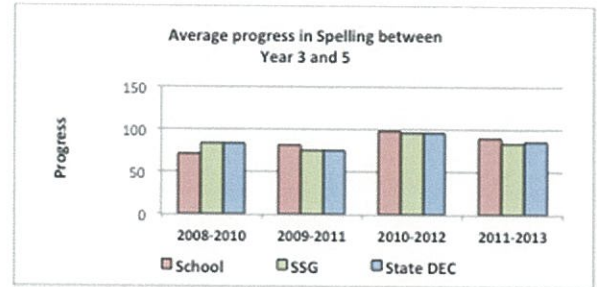
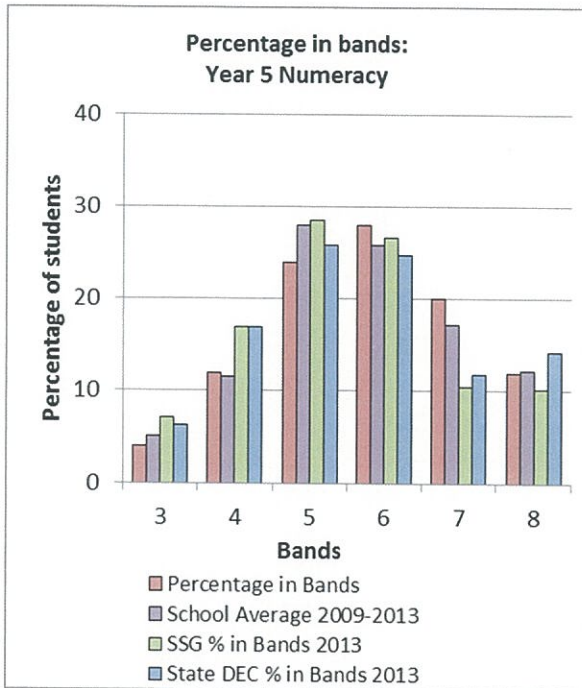
Numeracy- NAPLAN Year 3



Literacy- NAPLAN Year 5



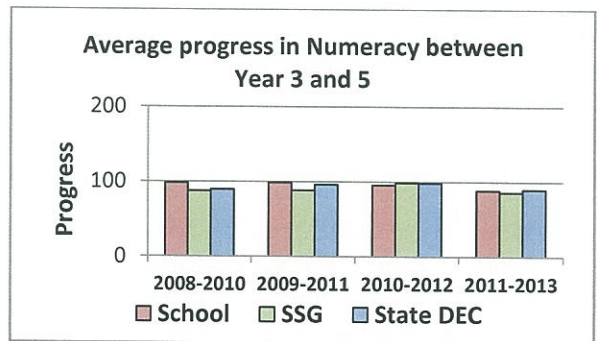
Numeracy- NAPLAN Year 5



**Average progress in Grammar & Punctuation
between Year 3 and 5***

	2008-2010	2009-2011	2010-2012	2011-2013
School	89.1	90.9	68.9	72.1
SSG	96.5	81.9	81.7	82.3
State DEC	96.6	82.7	81.3	79.4

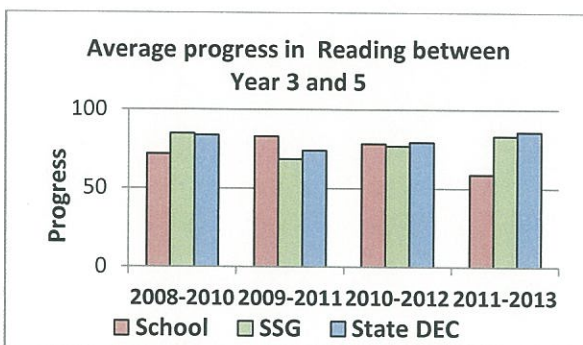
Progress in Numeracy



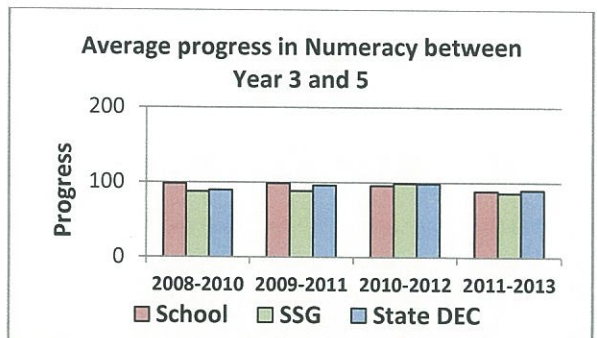
Progress in literacy

**Average progress in Reading
between Year 3 and 5***

	2008-2010	2009-2011	2010-2012	2011-2013
School	71.7	82.9	78.2	58.7
SSG	84.6	68.4	76.7	83.1
State DEC	83.7	74.0	79.2	85.7



Average Progress – Numeracy



**Average progress in Numeracy
between Year 3 and 5***

	2008-2010	2009-2011	2010-2012	2011-2013
School	98.1	98.6	95.4	88.2
SSG	87.2	88.1	98.3	85.5
State DEC	89.6	95.8	98.2	89.7

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program –

**Average progress in Spelling
between Year 3 and 5***

	2008-2010	2009-2011	2010-2012	2011-2013
School	70.7	82.1	97.9	90.8
SSG	83.5	74.6	96.2	83.0
State DEC	84.5	75.4	95.4	84.9

Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	90.7
Writing	95.3
Spelling	95.3
Grammar & Punctuation	97.7
Numeracy	97.6

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	92.0
Spelling	96.0
Grammar & Punctuation	100.0
Numeracy	96.0

Significant programs and initiatives

Respect and Responsibility: Peer Support

2013 saw the Year Five and Six students trained as peer support leaders and deliver an eight week program across the whole of the school. This year's focus was on 'relationships' 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 2013 peer support award was Charlyze Busuttill.

Students with Special Needs

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.

- Liaise with parents/carers, regional personnel, health professional and external agencies for referral and assessments. While also addressing students' social/emotional concerns

- Chifley PS Learning Support team met every week in 2013 to address the educational needs of all students.

Core members included the Principal, a representative from each stage, the school, counsellor and the English as a Second Language (ESL) teacher. 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.

In 2013, 78 students were referred through learning support representing 35% 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.

Health Care Plans were updated and 45 Asthma Plans were established with parents signing a Chifley Public School asthma plan or providing their own plans for staff to follow from their family doctor. 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.

School staff were trained in Module One and Two of the Every Student, Every School initiative which delivers effective training for the teaching of students with disabilities in the school environments.

The Two 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.

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.
- The varied and flexible role of the two LaST was effective because they:
 - 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 – 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.

Outside Partnerships

The LaST also successfully referred three students to Stewart House. We also had three students attend the Kids Express program which looks at expressive therapy to improve self-esteem, resilience and social skills. We began an 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 and contributing individuals. This was achieved through a mentoring program which saw 20 students establish relationship with a mentor for one hour a week.

Chifley Champions

A Learning Support Team initiative this year saw the establishment of a lunch time social

skills program called “Chifley Champions”. The aim of the program was to cater for students who find it difficult to make and maintain relationships on the playground and assist students who require development of social skills and confidence through providing opportunities for structured play.

Aboriginal Education

This year there were 52 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 have continued the very thorough and collaborative process of developing, implementing and evaluating PLPs for our Aboriginal students. The response by student and school community members to the process was extremely pleasing with 100% of students now having a comprehensive PLP developed for them. 99% of Aboriginal students have achieved their set PLP goals and have developed new goals which will carry through into 2014.

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 have continued to employ an Aboriginal staff member 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.

On Friday 31st May Mr Spiteri, Mrs Kaloudis and seven Aboriginal students attended the Commemoration Service for the Aboriginal and Torres Strait Islander Veterans in Hyde Park. Chifley School was honoured to have been chosen to lay a wreath in the ‘Pool of Reflection’. Two students, with the assistance of one of the soldiers, laid the wreath. Another two students were able to lay another wreath for our school on the post.

We celebrated Reconciliation Week on Monday 27th May with the whole school participating in 'An Indigenous Experience' program. The program was led by James Stephens. The two presenters were passionate about sharing their culture and encouraged students to develop a new understanding of the ancient traditions of Australia's first inhabitants. Students saw a variety of artefacts and listened to stories about Aboriginal people and their culture. They learnt about Aboriginal art symbols and had the opportunity to paint their own boomerangs. At the end of the day the school came together in a wonderful celebration of Aboriginal music and storytelling.

On Friday 31st May there was a whole school Reconciliation Assembly. The Aboriginal students did a wonderful job in coordinating the assembly. Kindergarten students excitedly performed a song and dance named 'Red, Black and Yellow'. Stage One students read their recounts about their experiences from 'An Indigenous Experience' program. Special awards were given to students in each class who consistently build positive and respectful relationships with their peers. Two representatives from Matraville Sports High School presented a speech on "Reconciliation" and what this means for their school community focusing on their own contributions and achievements.

Our exciting NAIDOC celebrations took place at the end of Term Two. The celebrations began with students, staff and community members participating in mixed group rotational activities based around Aboriginal storytelling, visual arts and sporting activities. Students from Matraville Sports High School led the teaching of the sporting events. The NAIDOC theme of 'We Value the Vision: Yirrkala Bark Petitions 1963, was also discussed in all classes. Aboriginal and non-Aboriginal students were asked to reflect on achievements they were proud of (discussed during Reconciliation Week) and used these goals as a platform to formulate personal and academic goals to work towards for the remainder of the year. This day concluded with a performance from Fred Reid, giving the students and staff the opportunity to learn more about Aboriginal culture and dance. The performance was thoroughly

enjoyed by students, community members and staff.

NAIDOC Week culminated in a celebratory whole school assembly led by Chifley PS Stage Three Aboriginal students. At the assembly Aboriginal students were able to showcase their special talents and proudly spoke about achieving their personalised learning goals.

Five 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 five students improved in both their confidence and delivery of speeches from attending the three day program. Three Chifley PS students were successful at the showcase and were awarded the top three places in the competition.

Stage Three Aboriginal students participated in the Sydney Region Initiative *Bring Back the Block* at Observatory Hill Environmental Education Centre in August. This was a two day fieldwork program that engaged Stage Three students in Mathematics and History and incorporated the cross curriculum priority of Sustainability and the general capability of Information and Communication Technology.

This year Jamie-Lee Rooke deservedly received the regional Deadly Kids Award for the way she upholds and exemplifies the core values of Chifley Public School. She demonstrates respect, commitment and the in an excellent role model to younger students.

The Koori Art Expression program is a Sydney Region visual arts program which is open to all students from Kindergarten to Year 12. Mrs Tyler attended a thought provoking workshop at the Art Gallery of NSW on Wednesday 26th June. She then supported students from Years K-6 to participate in the *Koori Art Expression* program. The program gave the students the opportunity to express

their ideas on the theme for this year which was 'We Value the Vision: Yirrkala Bark Petitions 1963'. The students worked collaboratively to design and create three pieces of artwork using collage and paint. They named their artwork "We Value Our Identity', 'Bridging the Gap' and 'It's Our Future'. The artwork has been chosen to be exhibited at the Australian National Maritime Museum.

Year Six students, accompanied by Ms Stone, Mrs Harris and Mr O'Grady, to participate in a landmark parade on Thursday 14th November through the City of Sydney to celebrate the opening of *Corroboree Sydney-Gurung Parade*. Corroboree Sydney is an Indigenous cultural festival based in Sydney: a collaborative, visible expression of Aboriginal and Torres Strait Islander arts and culture for everyone. It brought together Sydney's premier cultural organisations, where the Gadigal country meets the sea. It celebrated the richness of Indigenous cultures and revealed a new way of seeing Sydney.

Multicultural education

At Chifley School, we have students from many backgrounds including; South African, Bosnian, Chilean, Chinese, Egyptian, English, French, Finish, Greek, Hungarian, Indian, Indonesian, Japanese, Macedonian, Maori, Pilipino, Russian, Slovakian, South Korean, Tongan and Vietnamese.

Harmony Day was celebrated on Thursday the 11th April with a wonderful, huge multicultural lunch shared by pupils, staff and supported by many willing parent and family member helpers.

Bamboo Theatre from Young Australia Workshop presented two special welfare/drama shows:

For the students K-3 the show was, Ugly Snow- Rella, a tale about bullies, fairytales and friends.

For the students 4-6: the show was, Netiquette, a series of short plays dealing with planting the seeds of cyber safety.

The performances were excellent and students gained insight into the important issues of bullying, friendship and cyber bullying.

Japanese

This year was the fourth year that Chifley PS has participated in the Japanese language initiative with Matraville Sports High School. After collaborating on an Asian Languages grant application with the high school executive in 2010, Chifley PS continued the initiative and a group of Year Six students attended Japanese lessons on a weekly basis, taught by a specialist languages teacher in the state of the art languages centre facility at Matraville Sports High School. The students who were now in Year Six have had three years of Japanese language lessons.

Library and Reading Challenges

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 a busy and exciting year in the library. We have had many special events and programs that have helped promote reading and create an enriched library environment for students.

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 132 students completed the challenge this year.

Scholastic Book club has continued to be a valuable program for both encouraging home reading and providing new resources for the library collection.

Scholastic Book Fair was once again a success. Student enthusiasm continues to grow which has resulted in an increase in commission earned for the school.

Our Book Parade during Book Week was very well received by students, teachers and the wider community.



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.

Environmental Education

The goals for the school environmental team were to reduce the wastage of resources by improving the schools reducing, reusing and recycling practices.

This was achieved in different ways by both the staff and students. The students are encouraged daily to participate in the Crunch and Sip program and to not bring in packaged foods. Recycling bins have been introduced as have strategies to reduce wastage. Class environmental monitors were established to reduce wastage by turning off the lights when the room is not in use and by collecting food scraps to be deposited in the worm farm. School newsletters have been made paperless by moving to ENews therefore significantly reducing photocopying.

Students have participated in Walk to School and Ride to School days to promote sustainable transport options.

This year 5/6S, 4/5/6J, 3/4D, 3J and 2/3T participated in the Climate Clever Savers program and each class investigated energy usage within our school. Further funding from the program was gained to help reduce energy wastage.



Students have continued to maintain our outdoor learning area and have harvested carrots, tomatoes, radishes, parsley, onions and rocket.

Premier's 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 the stage finals held in the school hall with two students from each stage winning through to

the next Zone Spelling Bee competition. 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.

Gifted and Talented

Our Gifted and Talented program saw students from Year Four attend the Matraville Sports High school program one day a week for a term with exposure to a varied and comprehensive program using the high school science labs. Selected students were also involved in the Math Olympiad program which provided gifted and talented students the opportunity to be extended and challenged in Mathematics. Students who presented as Gifted and Talented in Maths were given advance programs and textbooks throughout the year. Two students gained Opportunity Class placements for Year Five 2014.

Camp

In Term Two, many Stage Three students had an opportunity to attend the Bathurst overnight excursion. This excursion related to the Gold theme studied in class. The students visited the Three Sisters and Jenolan Caves en route to Bathurst. They also stopped at the Bathurst Sheep and Cattle Drome before experiencing life in the goldfields, gold panning and being involved in a gold tour.

In Term 4 many Stage Three students had the opportunity to attend Myuna Bay Sport and Recreation Centre on a three day camp. Students participated in high ropes, rock climbing, bike riding, archery and kayaking activities. Many activities involved the students working together to achieve a common goal. It was pleasing to see many students completing activities they were originally unsure of whether they would be able to master, particularly the high ropes course.

Stage Two Excursions

Students attended the following programs at Hyde Park Barracks and the Museum of Sydney to consolidate their learning on the topic 'British Colonisation'.

The students were involved in experiences that exposed them to convict life in the Barracks.

Students discovered many facts of interest through the stories of real convicts who lived at the barracks. Investigating historic images, records and artefacts and exploring the site allowed students to develop an understanding of colonial life in Sydney.

As an interactive and thought provoking program the students developed an understanding of the cultures of the Aboriginal people of Sydney and the impact of British colonisation on both them and the environment. Students engaged in a range of activities including handling and investigating Aboriginal artefacts and other objects from the collection, playing language games, exercising their visual literacy and exploring the museum.

National Partnerships Initiatives

Our focus for Improving Literacy and Numeracy National Partnership (ILNPN) in 2013 was numeracy.

The Improving Literacy and Numeracy National Partnership aims to achieve the following outcomes:

Improved student performance in target groups, including students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students in numeracy;

Effective identification of areas where support is needed and where improvement has occurred, through monitoring and analysis of numeracy performance; and improved capability and effectiveness of numeracy teaching.

The development of a whole school approach to numeracy was established and led by the Maths committee. This included the implementation of Taking off with Numeracy (TOWN) and Targeted Early Numeracy (TEN) and the purchase of professional resources for classrooms to the value of \$4000.00. All students were monitored using the Numeracy K-10 continuum.

A support program for students at risk of falling behind in Numeracy was established. Students were identified in Term Two as those well below the baseline data collection

for numeracy and support will be put into place for 2014.

The development of a revised scope and sequence in line with the new syllabus was also developed.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

- 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 2013:

- Identified at-risk students through an in-depth analysis of NAPLAN and school-based achievement data.
- Initial redesign of our at-risk student identification process through the Learning and Support team. This will be finalised in 2014 with regional support.
- Continue refinement of assessment practices, including continued implementation of School based Student Reports, Momentum, ACER and TORCH assessments.
- Completion of whole staff professional learning in PLAN and Best Start with regional personnel.
- Staff allocated time during reporting period to utilising the PLAN and Best Start data.
- Continuing to utilise technology with the six

For comprehension strategies.

- Whole staff professional learning about the K-6 Literacy Continuum by 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.

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 English syllabus requirements through participation in professional learning with external Professional learning and implementation of the new English Syllabus.
- Timetabling changes will occur to ensure opportunities for designated Literacy sessions with support teachers and curriculum differentiation meeting the needs of Gifted and Talented students as well as students that need support with basic consolidation.

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.
- Embedding pertinent research (Dinham, 2009); (Hattie, 2012) with sound pedagogical classroom practice (K-6)

Evidence of progress towards outcomes in 2013:

- NAPLAN results in 2013 show a decrease in the percentage of year 5 students in the bottom three bands. Strategies to continue this downward trend include professional development in numeracy. This will continue as National Partnership funding.

- A significant increase in the percentage of year 5 students in the top two bands.
- Ongoing professional development including collaboration with local schools utilising the numeracy continuum K-10.
- Staff have participated in professional development of TEN (K-2) and TOWN (3-6). Staff have also been involved in professional development webinars exploring the DEC Numeracy Continuum K-10.
- Differentiated curriculum using PLAN and the numeracy continuum K-2. Furthermore students participate in Maths Olympiad and utilising Mathletics.
- Successfully implemented ESR Momentum online reporting for semester one and end of year reports in mathematics.
- Professional development of staff in assessing students using Newman's Analysis.
- Prioritising purchasing of appropriate mathematics resources and coordination of updated mathematics resource room.

Strategies to achieve these outcomes in 2014:

- Continued work with National partnerships will allow children to be tracked on K-10 Numeracy Continuum.
- Ongoing professional development will continue to build staff capacity and consolidate TOWN and TEN skills developed in 2013.
- Timetabling changes will occur to ensure opportunities for curriculum differentiation meeting the needs of Gifted and Talented students as well as students that need support with basic consolidation.
- Continued use of programs such as Mathletics and Maths Olympiad.
- The purchase of new Maths resources to allow consolidation of hands on Maths experiences.

School priority 3

Student Well Being

Outcomes from 2012–2014

- Prioritising student well being in a proactive and positive way through embedding a culture of PBL within all whole school learning programs.
- Effectively differentiating the curriculum for all students in all classes (K-6) through refinement of Learning Support Team (LST) practices and quality classroom practice, while implementing new enrichment opportunities such as Chess and Philosophy K-6.
- Prioritising student well-being in a proactive and positive way through embedding a culture of Positive Behaviour for Learning (PBL) and Restorative Practices within all whole school learning programs.

Evidence of progress towards outcomes in 2013:

- Data on referrals to LaST and LST will be presented at weekly staff meeting ensuring all staff are informed of the identified students.
- Involvement in the 2013 LBCoS G & T, PALS and Japanese Program continued to enhance the classroom programs at CPS.
- Introduction of the lunchtime program “Chifley Champions” provided support to students who often find social interactions on the playground difficult.
- Peer Mediation was reintroduced to support children’s ability to solve playground issues at a student level.
- YWCA Mentoring Program, Kool Kids After School Program and South’s Cares links established all to further support the individual learning and social needs of students at CPS.
- A relationship with Lifestart was strengthened to ensure the occupational and speech needs of our K-2 students were being met.
- Staff meetings discussed student welfare issues at weekly staff meeting ensuring identified students concerns are being met.

This included conversations to identify students suitability for such programs as Stewart House and Kids Express.

Strategies to achieve these outcomes in 2014:

- Further strengthening of LST practices with the support of District Consultants.
- Student Well-Being information recorded onto Momentum to identify students’ strengths and needs and behavioral incidents.
- Use Momentum to track all students, for example but not limited to; PLP’s, IEP’s, Health Plans and educational needs that required classroom adjustments.
- Revised Student Well Being Policy to ensure all stakeholders are aware of the school rules, behavioural expectations and consequences.

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 the 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 PLPs.
- Implement and evaluate PLP for all identified students twice a year.

Evidence of progress towards outcomes in 2013:

- Analysis of NAPLAN data and school based assessments to inform the LaST enabling them to identify student needs.
- Established links with local preschools ensuring involvement in our school transition and orientation program.
- Comprehensive participation in significant events throughout the year such as NAIDOC and National Reconciliation Week.

- Writing; revising; implementing and evaluating PLPs for all 51 Aboriginal students enrolled at Chifley PS in collaboration with students; families; staff and local AECG representatives.

- Developed strong ties with the local AECG ensuring CPS was constantly represented at the meetings throughout the year.

- Provided opportunities for students to be involved in programs such as Corroboree, Yarn Up and Back to the Block.

- Start the process to ensure in 2014 the Aboriginal and Torres Strait Island Flag can be flown each day alongside the Australian flag.

Strategies to achieve these outcomes in 2014:

- Continued targeted analysis of Aboriginal students' performance in NAPLAN and Best Start to inform teaching practice.

- Continued writing; revising; implementing and evaluating PLPs for all Aboriginal students enrolled at Chifley PS in collaboration with students; families; staff and local Aboriginal Education Consultative Group (AECG) representatives.

Professional learning

Over \$10500 was allocated for professional learning for staff in 2013. These funds were used to support all school programs, in particular those related to targets which were English, PDHPE and other school curriculum areas. Professional learning provides staff with opportunities for professional development, not just as individuals but also to present to the whole school, ensuring all staff have an opportunity to develop in a great range of subjects to support our school development. Funds were also used to enable staff to attend network meetings e.g., STLAs, Reading Recovery teachers and Assistant Principal's leadership development to support ongoing programs and policies e.g. WHS, mandatory training, assessment and reporting and the introduction of the new syllabuses.

As a National Partnership School we were able to provide ongoing professional learning in Town and TEN for all staff K-6. The

Professional Learning was both in school and out of school and was to the value of \$16000.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of various parts of the school community to evaluate - PDHPE and Numeracy.

Program evaluations

Background -PDHPE

In 2011 and 2012 the school focused on the development of a number of new programs. These included Fundamental Movement Skills, Crunch and Sip and the Student Representative Council as part of the PDHPE curriculum as an area of identified need.

Findings and conclusions

- Initiation of an assembly award each week to a junior and senior class to promote the healthy eating habits of students as part of the Crunch and Sip program.

- Staff have been professionally developed in lesson content in physical education to provide skill based learning.

- Revamped the Peer Support whole school leadership program in line with current practice.

- In term 4 the initiation of Got Game, a gymnastics program, across the school.

Future directions

Crunch and Sip will continue to be a priority at Chifley Public School through regular updates in the Chifley Chatter. This will include healthy lunch box and snack ideas and health tips.

The school P & C are considering the viability of a canteen as a healthy lunch option under Departmental of Education and Community policy guidelines.

Got Game will continue to expand the school's Fundamental Movement Skills program to encompass all areas of the physical education strands throughout the whole year.

Ensure Student Representative Council and Peer Support sessions are relevant to current student needs.

Background -Numeracy

In 2011 the school focused on the development of reading and comprehension skills based on NAPLAN, surveys and school based data results. In 2012 after analysis of current data from NAPLAN and school based testing Mathematics was the identified area of need. Findings from the analysis were that Year 5 were below expectations in numeracy.

Findings and conclusions

- 100% of K-2 staff participated in Teaching Early Numeracy strategies (TEN)
- 100% of 3-6 staff participated in Taking Off With Numeracy (TOWN)
- All students K-6 have benefitted from teacher professional learning in numeracy activities focusing on counting as a problem solving process and place value.
- Each class has been equipped with mathematical resources to support the program totaling \$5000.
- Data analysis taken in November and compared to initial baseline data in April indicates that 70% of students have progressed 1 level on the 5 point scale in early arithmetical strategies.
- 100% of staff surveyed agree that professional development in TEN (K-2) and TOWN (3-6) has improved their teaching practice.
- 100% of staff surveyed agree that professional development in numeracy has improved their understanding of the numeracy continuum.
- 70% of staff surveyed agree that the school is adequately resourced to teach in relation to the numeracy continuum.

Future directions



Mathematics will continue as a target into 2014. The balance of National partnership money will be provided to the school in 2014 to support the program. (\$22000) This will enable continued professional learning opportunities, further resourcing, links to departmental consultants in mathematics, collegial demonstrations and the opportunity for intensive learning opportunities for identified students.

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
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With significant contribution from a team of talented teachers.

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<http://www.schools.nsw.edu.au/asr>

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