Our school at a glance
Established in 1962 and named after JB (Ben) Chifley, Chifley Public School (Chifley PS) is a community based co-educational primary school, offering a comprehensive education for students from Kindergarten to Year 6. Chifley PS creates an atmosphere in which students, staff and parents form a community of shared needs and expectations.

High expectations in all areas create a supportive yet challenging environment in which all students have the opportunity to excel. Literacy and numeracy are considered by community members to be the fundamental building blocks of students’ learning and explicit teaching of these subjects is prioritised against school plan targets.

In the ever-changing, interactive, online world of the twenty-first century, students and staff at Chifley PS collaboratively embrace the integration of technologies into classroom practice across all Key Learning Areas.

Chifley PS is a place in which all members of the community are valued and cared for and where students are challenged to become motivated lifelong learners.

Significant programs and initiatives
In 2010 Chifley PS implemented a variety of significant programs and initiatives, all of which aimed to improve the educational outcomes of our students through collaborative community partnerships; professional learning opportunities for staff and identified focus areas within the 2010 School Plan.

These programs included:
- **Exodus**
- The SPARK Reading Program
- The Australian Business Community Network (ABCN) Partners in Learning (PiLs) Program
- The Chifley PS Peer Support Program
- The Chifley PS Debating and Public Speaking Program
- Participation in the Sydney Region Language, Learning, Literacy (L3) Trial
- Membership of The Little Bay Community of Schools
- Partnership programs with Matraville Sports High School
- Active participation in the Local Aboriginal Education Consultative Group (AECG), enhancing learning opportunities for Aboriginal students
- The integration of blogED into learning programs for all students (K-6).

Student achievement in 2010
In 2010, 24 Year 3 students and 29 Year 5 students sat the National Assessment Program in Literacy and Numeracy (NAPLAN). Achievement highlights were the Chifley PS writing results:

- In Year 3 the average mark in writing was 417.7 compared to 416.4 for the Statistically Similar Group (SSG) of schools and 422.6 across the state.
- In Year 5 the average mark in writing was 500.3 compared to 480.3 amongst the SSG and 488.4 across the state.

The average progress of Chifley PS students in writing was 41% greater than that of students in the SSG.

Messages

Principal’s message
My first year at Chifley PS was a truly eventful one and I sincerely thank all the students, staff, parents and wider community members for providing me with many cherished memories. The variety of successes which have been realised this year are due to the wonderful culture of...
friendship, dedication and energy which makes Chifley PS the vibrant place it is.

Highlights for me have been numerous and varied. However, the completion of the Building Education Revolution (BER) new school hall and the emotional opening ceremony attended by many community members marked a great day for our school as we celebrated the potential and current use of this facility.

The comprehensive revision of Learning Support Team processes and the outstanding work of Ms Head and Ms Spradbrow meant that the individual learning and social needs of 70 students were met through collaborative referral, interventions and evaluations. This number represented 29% of total student enrolment (K-6).

Transition programs were enhanced through the initiation of a Japanese program and a Reading Buddy program with Matraville Sports High School. Individual meetings between preschool teachers and Chifley PS staff and parents ensured a very positive transition for each of the 35 students beginning their formal educational journey in Kindergarten at our school in 2011.

Participation in the Sydney Region Language, Learning, Literacy (L3) trial has had a significant positive effect on overall literacy acquisition by students entering Year One. Best Start data collated at the end of 2010 clearly demonstrates the academic benefits of the individualised programming promoted through L3.

Community decision-making about formalising the Student Leadership Policy and initiating the revision of the Student Well-being Policy exemplified the culture of collaborative decision-making and continual school improvement in identified areas.

I look forward to working with you all again in 2011 as we consolidate outcomes in the 2009-2011 three year School Plan and collaboratively build on school community strengths to plan for how best to meet our students’ educational needs in the short and long term.

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

Joanna French
Principal

P & C message

During 2011, the P&C Association has been proud to support learning and teaching activities at Chifley PS. It has been able to do this through the provision of financial support and by providing input to the development of school policy and discussions with Randwick City Council regarding traffic management. It is important to recognise that the ongoing work of the P&C is supported by a small number of active participants and that this small number represents a threat to its ongoing sustainability.

The P&C Association is extremely grateful for the support of local businesses that have contributed in various ways throughout the year. They were:

- Glam Factor Malabar
- Oz Hair Eastgardens
- Coco Thai Cuisine La Perouse
- Sunshine Nails and Beauty Southpoint
- Woolworths Southpoint
- Farmer John’s Deli & Fruit Market Southpoint
- Christiane’s Hair Design Southpoint and Amcor.

Financial

The P&C allocated funds to support strategic areas in the School Plan as follows:

- Literacy: $3500 for home readers
- Community of Schools: $300 for resources for teacher training in Accelerated Literacy
- School promotion: $1000 for material for environmental projects.

The P&C also provided a contribution of $600 to fund Good News lunches, and financial support for Year 6 farewell activities.

The major outlay was the allocation of $15 000 to support the fit out of the new school hall, in fulfilment of a commitment made in 2009. This money came from funds that had accumulated as a result of the transfer of after school care to Camp Australia. This was a major decision for the P&C as it absorbed the majority of available funds. The P&C passed a motion that a minimum of $5000 be held in reserve to meet expenses.
Funds available to support the school in 2011 are, therefore, limited. Income in 2010 was generated from the Mothers’ Day Stall and the Election Day BBQ. The outgoing Executive recommends that an Election Day BBQ be held in 2011 and that the chocolate drive be reinstated.

50th Anniversary Planning
A website, Chifley50@gmail.com was established to help keep former students in touch with planning for the anniversary celebrations to be held in 2012. If you know any former students, please ask then to register by email.

Thanks - As President, I would like to thank the members of the Association who have made such an enormous contribution to the school. Kerrie McCarthy has worked tirelessly throughout the year and the success of the Association is due to her wonderful efforts. To all the others who have attended meetings and contributed to the Association, I extend my thanks.

Peter Knight
P&C President

School Council message
2010 was another successful year for the School Council. With the commencement of a new Principal at the beginning of the year and the completion of the school’s new hall towards the end of the year, there were many changes and areas the School Council was involved with during the year.

Listed below are some of the projects and functions that the School Council oversaw in 2010:

- Involvement in the implementation of the School Plan 2009-11 and identifying key learning outcomes.
- Assisting with the development of Chifley PS Leadership Policy 2010 (draft) and the revision of the Chifley PS Student Welfare Policy.
- Monitoring and assisting with the school budget.
- Overseeing the completion of plans for the building of the new school hall. This included lobbying for and successfully obtaining a much-needed undercover walkway/play area between the new hall and existing classrooms.
- Support of school executive and providing community views for the educational goals of the school, and assisting with new staffing appointment panels and processes.
- Assisting with the development of Chifley PS enrolment packages and ‘out of area enrolments’.
- Working with Randwick City Council, the Road Traffic Authority (RTA) and other traffic committees for the implementation of road safety traffic measures around the school. This included the development of a Road Safety Traffic Brochure to be released early in 2011 outlining road and traffic changes to make Chifley PS a safer environment.
- Planning for Chifley PS 50th Anniversary functions in 2012.

I would like to thank the following people:

Brendan Arnold, Jason Shelley and the team for doing such a great job on the School Council - their enthusiasm and dedication was excellent; Principal and executive member of the School Council, Joanna French, for an excellent contribution to Chifley PS; Assistant Principals, John Spiteri and Paul Whittaker for unselfishly giving up their time to be valuable members of the School Council; Noel D’Souza (Community Representative) for his input and strategic advice on behalf of the Chifley community and Peter Knight for representing the P&C and for his continued support.

I have been very proud to serve the community as President of the School Council for 2010. Chifley PS is a great educational facility and with opportunities to further support our school we can only raise to another level if we continue to focus on providing the best possible educational experiences for our children. I would encourage any new or existing parents at the school to actively get involved in the School Council as new ideas create new opportunities. Thank you for your continued support and involvement.

Rob Feeney
School Council President

Student representatives’ message
Hi, my name is Kurtis Crumpton and I have been the 2010 school captain of Chifley PS. I am the middle child of 3 children. My older sister also attended Chifley PS and my younger brother is still there in Year 2. When I first started at Chifley PS I knew straight away that it was a good school because of the friendly students and teachers, the fun activities and the great community.

My seven years at Chifley PS would have to be the greatest seven years of my life. I have been fortunate enough to represent Chifley PS in rugby league, cricket, and oztag and to attend Young Leaders Day. I have represented my area in rugby league and basketball. Chifley PS is a great school because we try our best in all the competitions we enter and happen to win a few of them thanks to our great coaches and teachers.
Since Kindergarten we have been on awesome excursions. I will always remember my visit to Taronga Zoo in Kindergarten. In Years 5 and 6 we have been on camps to Broken Bay, Narabeen, Canberra and Bathurst.

My favourite times were at PSSA sport on Fridays. This is when some selected students from Years 3, 4, 5 and 6 would go to a designated park to play cricket, rugby league, netball, tee ball, or softball. I played in the rugby league and cricket teams for four years and was chosen to be the captain of the cricket team in Year 6.

Chifley PS is a great place to be a part of. I will always remember the great times and the great friends and the great teachers I had. As well as this, I was extremely lucky to be the School Captain of this awesome school.

Kurtis Crumpton
School Captain 2010

Hi, I’m Brittany Ell and I was the Chifley PS School Captain in 2010 along with Kurtis Crumpton.

Chifley PS is a great school and it gives you a lot of opportunities to learn in many different ways. For example, I represented Chifley PS in netball, softball, tee ball, oztag, dance and choir. I also went to zone cross country, swimming and athletics. I was a peer mediator in both Years 3 and 6. I was a Peer Support leader and represented the school in Public Speaking in Year 3. As one of the six student leaders I got to go to the Sydney Region Opening of the School Year and Young Leaders’ Day in 2010.

I was at Chifley PS from Kindergarten through to Year 6. During this time I went on many excursions and camps such as Broken Bay, Sydney Academy, Canberra and Bathurst. Our school is amazing because we get to have days such as Crazy Hair Day and Iceblock Day. However, the activities that I enjoyed the most would definitely have to be our end of year picnics, our Easter Hat parades and the Chifley Christmas Carols. Even before we were in Year Six, we all looked forward to the Year 6 Farewell. I know I did from Year 2 onwards.

The students at Chifley are all friendly and even if you’re new to the school, you can make friends very easily. On my first day at Chifley PS in 2004, I wasn’t quite sure that I was in the right place but our great buddy system made me feel welcome as my buddy showed me around the school. I hope to continue my association with Chifley PS in years to come.

Brittany Ell
School Captain 2010

School context

Student information

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

In 2010 Chifley PS had an enrolment of 239 students. Of these students 62 (26%) were from a Language Background Other Than English (LBOTE). The largest representation of LBOTE students were Cantonese (11%), Arabic 11(%), and Filipino (6%). There were 37 students (15%) who identified themselves as Aboriginal or Torres Strait Islander.

Student enrolment profile

In 2010 Chifley PS’ student enrolment increased again for the fifth year in succession. The enrolment figure of 239 students allowed for 10 classes to be formed. Ratification of the revised Chifley PS Enrolment Policy in 2011 will continue to ensure fair and equitable enrolment across all local schools.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Male</td>
<td>104</td>
<td>105</td>
<td>115</td>
<td>125</td>
<td>136</td>
</tr>
<tr>
<td>Female</td>
<td>111</td>
<td>114</td>
<td>99</td>
<td>93</td>
<td>97</td>
</tr>
</tbody>
</table>

Student attendance profile

The 2010 school attendance rate was 94% which is very similar to the regional average of 95.4% and the state average of 94%.
Management of non-attendance

This data confirms that the weekly Attendance Award at the K-6 Assembly needs to continue. The school figures are distorted by a very few students who are regular non-attenders. These students have been targeted through regional Home School Liaison Officer (HSLO) support.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The table over the page shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010:

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1 H/G</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2 U</td>
<td>1</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>1/2 U</td>
<td>2</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4/5D</td>
<td>4</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>4/5D</td>
<td>5</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
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<tr>
<td>5/6S</td>
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<tr>
<td>5/6W</td>
<td>5</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>16</td>
<td>26</td>
</tr>
</tbody>
</table>

Structure of classes

Classes were formed to ensure that all students were supported in an educationally nurturing environment. All classes included students with a range of learning and social needs.

Staff information

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

Chifley PS is staffed by the Principal, 2 Assistant Principals, 7 classroom teachers and a range of support and administrative staff. There are 2 School Learning Support Officers (SLSOs) who work with students with specific needs receiving funding support. The school office is staffed by a school administration manager (SAM) and 2 part-time school administration officers (SAOs). The school grounds are maintained by a general assistant (GA) for one and a half days per week.

The dedicated teaching staff at Chifley PS willingly give many hours of their own time to allow students access to specific extra-curricular learning activities and events that would otherwise be unavailable to them. Teachers continually enhance already close relationships with the community and there is a sense of trust and common purpose between parents/carers and teachers. Teachers and support staff at Chifley PS work as a highly effective team and their ongoing professional learning is an important part of long term planning.

No staff members identify themselves as being Aboriginal/Torres Strait Islander.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.522</td>
</tr>
<tr>
<td>Total</td>
<td>15.542</td>
</tr>
</tbody>
</table>

Staff retention

The majority of staff at Chifley PS are very experienced with 63% having taught for 10 years or longer. In 2010 there were 3 new scheme teachers on staff, 2 of whom had completed their accreditation with the NSW Institute of Teachers.

50% of teaching staff have been at Chifley PS for 5 years or longer. In 2010, 3 temporary teachers were appointed to work during the year.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13</td>
</tr>
</tbody>
</table>

Harmony Day 2010

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13</td>
</tr>
</tbody>
</table>

Harmony Day 2010

Kindergarten and Year Six Buddies

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>59,707.34</td>
</tr>
<tr>
<td>Global funds</td>
<td>100,736.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>97,828.35</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>95,785.19</td>
</tr>
<tr>
<td>Interest</td>
<td>4,014.57</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16,576.19</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>314,940.78</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**            | $          |
| Teaching & learning        |            |
| Key learning areas         | 23,208.94  |
| Excursions                 | 26,644.47  |
| Extracurricular dissections| 28,0818.10 |
| Library                    | 4,929.45   |
| Training & development     | 14,578.72  |
| Tied funds                 | 86,538.73  |
| Casual relief teachers     | 28,451.46  |
| Administration & office    | 49,887.17  |
| School-operated canteen    | 0.00       |
| Utilities                  | 9,304.02   |
| Maintenance                | 3,134.07   |
| Trust accounts             | 13,043.12  |
| Capital programs           | 17,583.30  |
| **Total expenditure**      | **305,321.55** |
| **Balance carried forward**| **69,326.57** |

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010
Chifley PS takes pride in the rich variety of educational opportunities available to our students. Below are recorded highlights in sport, creative arts and environmental education.
Achievements

Arts
Creative and Performing Arts are well supported at Chifley PS. Teaching and learning programs have a strong emphasis on creative arts and the extra-curricular programs give students the opportunity to participate in a range of different learning activities. In 2010 every child at Chifley PS had an opportunity to perform once a term in their class item at our weekly assembly. Students were able to showcase various class activities and units of work from a dramatic, musical or visual arts perspective.

In music the school choir continued under the tutelage of Mrs Strachan and Ms Spradbrow. The choir performed at the school ANZAC Day commemoration, during Education Week at Eastgardens Westfield, in weekly K-6 assemblies at the Presentation Day Awards Ceremony, at the formal Opening of the new Chifley Public School Hall and for the visit by swimming celebrity Ian Thorpe. Students also continued to take part in the guitar group.

During Harmony Day celebrations, the students attended Bali in Motion, a performance which provided the students with an insight into Balinese culture. It was a memorable experience for all who attended.

Dance continued to be an important and popular part of the arts program. The senior dance group, trained by Ms Jessica Tindall and Ms Roxy Patterson, displayed their skills in performances at Eastgardens Westfield and the South Sydney Showcase Event.

In 2010 Year 5 students from Chifley PS participated in the Sydney Region’s Dancesport Challenge competition. For an hour a week, students were instructed by a qualified dance teacher to reach competition level culminating in the finals held at Homebush Sports Centre with 25 schools from around the region performing. 2 Year 5 students from Chifley PS reached the quarter-finals in the Jive competition.

The Ben Chifley Art Competition again provided students with an opportunity to display their artistic abilities. This year’s theme was A Better World and attracted entries from schools across the region. This year the competition was sponsored by Auspak Financial Services who provided prizes.

A highlight of 2010 was Bushwahzee Day. The Bushwahzee band, a talented group of musicians, started the day off with the G’Day Show, and then taught each grade a song, dance or dramatic item which was performed at the evening concert. The new school hall and Covered Outdoor Learning Area (COLA) provided a wonderful venue for the performance of A Bush Christmas. The students entertained a large audience of friends and families who were invited to kick up their heels and join their children in some popular bush dances. A great time was had by all.

Sport
Chifley PS continues to have a long tradition of success in sporting endeavours. This has arisen from a positive attitude towards physical activity by the students, a high level of participation and the school’s emphasis on fair play and sportsmanship. Our school is constantly promoting physical activity and the benefits of a healthy lifestyle to the students.

The school swimming program was run in term 1 at the University of New South Wales pool. 34 students from Years 2 to 6 participated in this valuable program.

30 students participated in the Dance to be Fit program which provided students with an opportunity to have fun whilst improving their level of fitness and developing their fundamental movement skills. This program was extended to students in Years 2 to 6 during term two and those in Kindergarten and Year 1 in terms 2 and 3.

In 2010, we continued our introduction of Australian Football League (AFL) as an in-school sports option. This program allowed students to participate in an 8 week skills coaching session. This proved to be highly popular with students from Years 2 to 6 and 30 students took part in the program. In 2011, the AFL session will continue to be made available to our students as a term 3 sports option.

Boys and girls from Years 5 and 6 also participated in the zone Milo Cup cricket competition which is a modified form of cricket that encourages skill development in an enjoyable way. Our students took part in this inter-school event in a positive manner with our girls’ team finishing second in the zone. Our Year 5 and Six students also took part in the senior oztag competition. This program was extended to our junior students from Years 3 and 4 in 2010. Our junior girls were successful in winning their respective competition.

Involvement in the Eastern Suburbs Primary School Sports Association (ESPSSA) competition provided the opportunity for 60 students to participate in the summer sports of softball and cricket, with 62 students participating in the winter sports of rugby league and netball. Throughout these competitions:

• Our senior B netball team managed to finish second with the senior A netball team finishing sixth. Both teams displayed excellent...
sportsmanship and a commendable attitude throughout the season.

- Our senior softball team managed to finish second in their competition displaying great skills and teamwork, while our junior girls T-Ball team also displayed well-rounded skills in their competition.
- Our senior boys cricket team managed to finish third as did our junior boys in their respective competitions. Both teams developed excellent skills and sportsmanship throughout the season.
- Our boys’ rugby league teams this year continued to participate with enthusiasm each week. Their skill development grew as the season progressed.
- 1 student was selected to represent the region at the state rugby league carnival and one student was selected to represent the zone at regional golf.

In the inter-school ESPSSA carnivals:
- 2 students were selected to go to the Regional Sydney East carnival for Cross Country.
- 4 students who participated at the ESPSSA athletics carnival were selected to advance to the Regional Sydney East carnival.

With the assistance of Landcare Australia the idea evolved to establish and re-establish gardens and plants across the school grounds. The Chifley PS Environmental team worked collaboratively with Qantas, Landcare and Randwick Council personnel to beautify two main areas. Over two hundred native plants were planted as a part of the project.

This year the students grew and harvested beans, carrots, radishes, parsley, spring onions, garlic chives, rocket and zucchini in our outdoor learning area. Chifley PS was an enthusiastic contributor to the Sydney Region Vegetable Garden compilation sponsored by the Teachers Credit Union.

Other

Environmental Education
It was fitting that in 2010 - The International Year of Ecological Sustainability, Mr John Valastro, Head of Risk and Resilience, Risk and Assurance Qantas Airways was teamed up with our Principal Mrs Joanna French as part of the Australian Business Community Network’s Partners in Learning program. Through initial discussion and after spending a day at Chifley PS as part of the Principal for a Day program during Education Week, Mr Valastro saw at first-hand how the school was embracing ecological sustainability.

In Education Week the success and ongoing efforts of the students in water management was highlighted to the school community.

Our main focus in the immediate future is the continual maintenance and management of our resources and the formal establishment of the School Environmental Management Plan (SEMP). In 2011 we aim to reduce our water consumption and reduce energy wastage.

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy
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 Three)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5).

A comprehensive parent information evening to discuss 2010 results was attended by staff and 20 families in November. A school achievement summary was provided for all parents via the school website.

**Literacy – NAPLAN Year 3**

In 2010, 24 students sat for the Literacy NAPLAN tests in *reading, writing, spelling and grammar and punctuation*. This is a significantly smaller cohort than the 43 Year 3 students who sat the tests in 2009. This smaller cohort distorts the data.

*Reading* was identified as an area of concern with students achieving an average mark of 380.3 compared to 409.1 for the SSG of schools.

<table>
<thead>
<tr>
<th>Year 3 Reading</th>
<th>School</th>
<th>SSG</th>
<th>DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>380.3</td>
<td>409.1</td>
<td>414.3</td>
</tr>
</tbody>
</table>

*Writing* was identified as an area of strength with students achieving an average mark of 417.7 compared to 416.4 for the SSG.

<table>
<thead>
<tr>
<th>Year 3 Writing</th>
<th>School</th>
<th>SSG</th>
<th>DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>417.7</td>
<td>416.4</td>
<td>422.6</td>
</tr>
</tbody>
</table>

In *spelling* no students achieved a score in the lowest band compared to 4.1% in the SSG and 4.8% in the state. 12.5% (3 students) achieved *spelling* scores in the top band compared to 15.3% in the SSG and 19.3% across the state.

<table>
<thead>
<tr>
<th>Year 3 Spelling</th>
<th>School</th>
<th>SSG</th>
<th>DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>380.2</td>
<td>399.5</td>
<td>408.3</td>
</tr>
</tbody>
</table>

*Grammar and punctuation* one student (4.2%) achieved a score in the lowest band compared to 8.2% in the SSG and 7.7% in the state. 16.7% (4 students) achieved *grammar and punctuation* scores in the top band compared to 23.4% in the SSG and 26.4% across the state.

<table>
<thead>
<tr>
<th>Year 3 Grammar and Punctuation</th>
<th>School</th>
<th>SSG</th>
<th>DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2010</td>
<td>4.8</td>
<td>9.7</td>
<td>18.7</td>
</tr>
</tbody>
</table>
NAPLAN Year 3

In 2010, 25 students sat for the Numeracy NAPLAN test. This is also a significantly smaller cohort than the 43 Year 3 students who sat the tests in 2009. This smaller cohort distorts the data.

The Year 3 numeracy results showed that the average mark for Chifley PS students was 364.2 compared to 387.0 for the SSG. Analysis of data revealed that overall literacy performance had affected the students’ ability to interpret some of the numeracy tasks correctly.

LITERACY – NAPLAN Year 5

In 2010, 29 students sat for the Literacy NAPLAN tests in reading, writing, spelling and grammar and punctuation compared to 33 students the previous year.

Reading was again identified as an area of concern with students achieving an average mark of 462.2 compared to 482.0 for the SSG.

The Year Five writing results were identified as an area of great strength with students achieving an average mark of 500.3 compared to 480.3 for the SSG and the state average of 488.4.

The Year Five spelling average score of 493.5 compared very favourably to the SSG average of 493.1 and was slightly below the state average of 498.2.

The grammar and punctuation results showed that 6.9% (2 students) were in the lowest band compared to 6.8% for the SSG and 7.4% across the state. 31% (9 students) achieved results in the top two bands compared to 40.2% for the SSG and 42% across the state.
Numeracy – NAPLAN Year 5

In 2010, 29 students sat for the Numeracy NAPLAN test compared to 32 students the previous year.

Results showed that the students achieved very satisfactory results, scoring an average mark of 488.5 which is 3.4 above that of the SSG.

Progress in literacy

Literacy has been prioritised as a target area in the 2011 School Plan. A whole school focus on the explicit teaching of reading for all students (K-6) is being planned and will be implemented with rigorous self-evaluation measures. In 2011 the majority of tying professional learning funds have been allocated to the literacy target so that all staff are participating in either the state-wide Focus on Reading program or the regional Comprehension & Reading Vocabulary Enrichment (CRAVE) program. Participation in the consolidation of the state-wide Language Learning and Literacy (L3) regional trial will further enhance the teaching of English syllabus outcomes as students enter school and the introduction of academic literacy groups will enable the curriculum to be more effectively differentiated for all learners.

Results indicate that the specific focus on the teaching of reading across the school is justified and necessary in 2011. Students' achievement also indicates that the specific writing target over the last few years has benefitted overall performance in a significant way.
Progress in numeracy
Numeracy growth for matched students was excellent. Results showed that growth at Chifley PS was 8.8% higher than state growth and 10% greater than the growth of the SSG.

Average progress in numeracy for matched students

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>88.7</td>
<td>129.0</td>
<td>98.1</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>88.1</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

The above tables indicate that the reading target is a very important one and that 90% of students or above are reaching minimal standards in the other areas assessed in the NAPLAN tests.

Significant programs and initiatives
Aboriginal education
In 2010 there were 37 students at Chifley PS who identified themselves as Aboriginal or Torres Strait Islander. We continued to effectively incorporate Aboriginal perspectives into class programs as well as cater for the specific learning needs of our Aboriginal students.

In order to achieve the 2010 School Plan target for Aboriginal Education, the literacy acquisition of Aboriginal students was prioritised in various ways including:

- **A focus on Accelerated Literacy** – Our Principal jointly coordinated the implementation of this intensive professional learning program across the region and ensured five Chifley PS staff members participated in the five day training provided by external state facilitators. Knowledge gained was shared with all staff and elements of the program were trialled in class teaching/learning programs.

- Participation in the **Exodus** reading program - after extensive initial screening 7 indigenous students were accepted into the program run by Macquarie University Special Education centre. The students followed Professor Kevin Wheldall's *Making Up Lost Time in Literacy* (MultiLit) program over 20 weeks, travelling to the centre in Redfern on a daily basis. Transport was provided by private bus shared with students from La Perouse PS.

  **Exodus –Bicycle Award**

- After a semester end of program assessments showed significant gains in both reading accuracy and comprehension skills by 100% of students. The overall school attendance of these students also improved. Chifley PS students received numerous weekly awards to recognise determination and enthusiasm for learning goals. 3 students were awarded with new bicycles to recognise determination and enthusiasm for learning goals. One of our student’s achievements was recognised through Sydney Region’s *Deadly Kids* award ceremony for outstanding citizenship and academic application.

  Chifley PS students attended the launch of the *Deadly Shots* program which was held at the Aboriginal Health College in Little Bay. The program was organised by the Aboriginal Health & Medical Research Council of NSW (AHMRC) to celebrate an exhibition of photographs taken by
young Aboriginal people from around NSW to raise awareness about Hepatitis C.

In December Chifley PS was chosen due to its growing Aboriginal student population to host Swimming Australia’s announcement of Ian Thorpe’s charity - Fountain of Youth as its official charity of choice for 2011. Students, staff and parents were inspired by Ian Thorpe’s work with Aboriginal communities in remote areas of Queensland and Western Australia and enjoyed the opportunity of asking him many questions about his outstanding swimming career.

The Bemel-Gardoo garden continued to be developed with the help of LandCare and Qantas. The garden is an outdoor learning area which integrates Aboriginal cultural knowledge and traditional practices. This area, designed by students and built by community members, is utilised and shared by all students (K-6).

The traditions of the Aboriginal people are respected by the Chifley PS community and were celebrated this year during Reconciliation Week, NAIDOC week and at our school concert with dances performed by Chifley PS students with assistance from the Matraville Sports HS Dance Troupe.

**Spark 2010**

Chifley PS students were involved in the Spark Program twice throughout 2010. A total of 28 students participated in the program organised by the Australian Business Community Network (ABCN). Each student was partnered with a Qantas employee buddy each week and worked through a variety of teacher planned activities to improve or enhance reading skills. 9 students in 2M were involved in the Spark reading program in semester 1.

In semester 2, 19 students in Kindergarten, Year 1 and Year 2 identified by the Learning Support Team participated in the program. Both students and buddies found the program to be extremely rewarding and enjoyable. The one-on-one guidance provided during the 8 week program period was instrumental in helping students improve their overall reading acquisition, appreciation of reading and reading confidence. This was evidenced in School Based Student Report (SBSR) data collated from end of year assessments in reading.

As a result of our participation in this program, 17 students were fortunate enough to be selected to participate in a Qantas 747 joy flight. It was the first time many of these students had been in an aeroplane and they were treated to a fabulous experience which brought a smile to the faces of all those involved.

**Multicultural education**

Chifley PS serves a multicultural community with students from over 30 different language backgrounds, making up almost 25% of our school population. The school recognises the importance of the children’s first language, culture and traditions.

A specialist teacher provides English as a Second Language (ESL) programs twice a week for students primarily from Years 1 to 6. The programs enable them to acquire the language skills needed to function more successfully in the classroom.

The ESL teacher may work in a team-teaching situation with classroom teachers or by withdrawing small groups for more intensive, specialist work and to compliment the class program.

The annual Harmony Day celebrations have proven to be a wonderful occasion for parents from a non English-speaking background to come to Chifley School, meet other parents, and actively participate by helping at the students’ special picnic lunch.

**Respect and responsibility**

Chifley PS encourages the respect of individuality while prompting respect for others. Our students bring many and varied experiences to the learning environment and Chifley PS builds positively on these experiences to develop and extend the understandings of all. Respect for the school rules and acting as a responsible member of the Chifley PS community underpins all activities at the school.

The Peer Support program that is run every year gives senior students an opportunity to develop their leadership skills and to build positive relationships with younger students. Students learn about decision making, cooperation and problem solving strategies.
The formalisation of the revision of the Chifley PS Student Well-Being Policy is a priority for 2011 within the scaffold of the Positive Behaviour for Learning framework. A suggested improvement is to initiate the Student Representative Council (SRC) as a positive means of demonstrating and gaining respect as a student leader.

**Connected learning**

2010 was a very productive year for Chifley Public School in the area of Information Communication Technologies (ICT). Some of our achievements are as follows:

- A new server was ordered and installed and eight new computers were received through the Technology 4 Learning roll out. These acquisitions have ensured that technology hardware within the school is continually being updated to create an ongoing effective learning environment.
- **School Based Student Reports (SBSR)** were successfully introduced to allow students, staff parents and carers access to a clear, concise and informative online whole school reporting system.
- Students were introduced to the Web2.0 tool blogED. This tool allowed students to create private within school blogs, DET wide blogs and public blogs through teacher and Principal moderation. Students learned to post moderated blog comments to their class teacher, other members of their class, students in other classes and in other DET schools, their parents/carers, as well as the public at large as appropriate.
- **Mathletics** continued to be used as an effective online learning tool which helped students to develop, extend and consolidate their knowledge of mathematical concepts at their own ability level.
- Staff undertook professional development to ensure that they were confident when using new tools and technology.
- For the first time both Connected Learning Advisory Service (CLAS) and Data Analysis Skills Assessment (DASA) were completed online by staff in November to provide an initial benchmark upon which to build teacher knowledge about both the integration of ICT into class learning programs and the use of and understanding of the place of data in NSW schools.
- Thirteen teachers completed the CLAS data in the areas of **assessment, environment, ethical practices, integrating ICT, online interaction, perspective, professional contribution and skills**. The results are tabled below and show that further capacity building of staff and the acquisition of knowledge about ethical practices related to using ICT should be prioritised in 2011.
- **DASA** is especially important in the identification of appropriate teaching strategies acquired through backward and forward mapping of NAPLAN data using the School Measurement, Assessment and Reporting Toolkit (SMART). 11 teachers completed the online DASA survey about data driven pedagogy, ethical practice, internal and external assessment, navigating SMART, professional contribution, SMART for the classroom, SMART for the school, target setting and performance graphs. The results are tabled below and indicate again that more capacity building of staff through targeted professional learning is required in 2011. Using SMART in the classroom and how to effectively set whole school and individual targets also needs to be prioritised.

**Chifley Public School - CLAS Data 23.11.10**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
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</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>10</td>
<td>5</td>
<td>8</td>
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</tr>
<tr>
<td>Environment</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Ethical practices</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Integrating ICT</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Online interaction</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Perspective</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Professional contribution</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Skills</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>10</td>
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</table>

**Chifley Public School - DASA Survey Report as at 16 Nov 2010**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data driven pedagogy</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Ethical practice</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Internal and external assessment</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Navigating SMART</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Professional contribution</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>SMART for the classroom</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>SMART for the school</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Target setting &amp; performance graphs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>
Other programs

Reading Recovery

2010 was the second year Chifley PS conducted the Reading Recovery Program. The program was taught by Miss Ford who completed her Reading Recovery Training during the year and taught 3 students per day. 7 students entered the program during the year, representing 21% of the Year One enrolment of 33 students.

From the semester 1 intake, 3 out of 3 students successfully discontinued at Reading Level 16 or above. From the semester 2 intake, consisting of 4 students, 2 have successfully discontinued and 2 will continue the program into 2011.

Outcomes

71% of students who entered the program discontinued successfully at Level 16 or above. One of the students who has not yet discontinued has only been on the program for 6 weeks and has reached Level 13 and the other student has only been on the program for 8 weeks and has also reached Level 13. The average number of weeks for students on the program was 12 and the average number of lessons they received was 55. The average number of reading levels gained in this time was 14. End of year monitoring of students who discontinued in semester 1 has shown that they have continued to make progress in reading and writing, with Reading Level, BURT and writing vocabulary scores increasing.

Recommendations

Reading Recovery will continue in 2011 with the school receiving a staffing allocation to ensure four students are taught per day. This year the school will purchase some new levelled readers to compliment the implementation of the program.

Semester 1 and 2 results are tabled below:

Public Speaking

Public Speaking continued to be a valued part of the talking and listening strand of the English syllabus in all classes (K-6). The school competition in term 2 allowed all students to develop confidence in front of their peers and for students in stages 1, 2 and 3 to practise the art of impromptu speeches.

One student in Year 2 proceeded to the Botany Bay/Network Eight/Port Jackson Network finals of the Sydney Region competition. She also acted as host compère along with selected senior students at the Sydney Region Public Speaking finals hosted by Chifley PS in November. Four students in stages 2 and 3 were chosen to participate in the Multicultural Perspectives Public Speaking competition organised in collaboration with Arts Unit personnel.

Debating

The 2010 Chifley PS Debating team was entered in the state-wide Premier’s Debating Challenge (PDC) for the first time. This competition provided a new challenge for the students as they had to prepare their debates in 1 hour prior to the competition. They were not allowed any adult input. The 7 keen stage 3 students attended a 1 day workshop with their coach followed by a Flying Squad Day provided by the Arts Unit. The skills they acquired from these sessions and regular weekly coaching before school equipped them to win all 4 debates in their zone.

The team was narrowly defeated in a sudden death final against Clovelly PS who won their particular zone debates. Chifley PS hosted the regional finals of the PDC and team members acted as chair people and timekeepers at this prestigious event held in the new school hall. Congratulations to all students who participated and improved their debating skills each week.
The Little Bay Community of Schools

This initiative continued in 2010 with regular meetings between the Principals of Chifley PS, La Perouse PS, Matraville PS, Malabar PS and Matraville Sports HS.

Specific progress was made in terms of defining the roles of the School Learning Support Coordinators (SLSCs) to ensure equity of access to this valuable human resource by all participating schools. A defined referral system was established mirroring the regional model to prioritise support for autistic students, those with fine/gross motor problems, behavioural concerns or speech/language difficulties. SLSC expertise was identified through completion of the state-wide online learning courses for students with the above learning difficulties/disabilities. At Chifley PS the Learning Support Team Coordinators and 1 other staff member completed online state-wide special education modules in 2010 to assist students with identified needs.

Year 6 to 7 Transition - The successful transition of identified at-risk students going to Matraville Sports HS in 2011 from all four Little Bay Community of Schools primary schools was prioritised through the SLSC initiative.

As a result of the Little Bay Community of Schools project, positive partnership programs between Matraville Sports HS and Chifley PS were established in 2010. These included:

- A Year 7 Peer Reading program with Year 1 students from Chifley PS. In this program Year 7 high school students came to Chifley PS once per week to assist their younger peers in reading acquisition during guided reading group time. Close relationships were formed between the buddies and both high school and primary school teachers recognised improved engagement and a positive self-confidence amongst all students in Year 1 and Year 7.

- A Japanese program for all Chifley PS students in Year 4. For the last six months of the year, these students and their teachers benefitted from learning a foreign language from a trained high school languages specialist teacher in the brand new Commonwealth Building Education Revolution (BER) Languages Centre at the high school. Anecdotal self-evaluations by the students themselves in term 4 revealed 100% enjoyment by all participants. An end of year presentation demonstrated significant gains in Japanese language acquisition by the Year 4 students. This program will continue in 2011 for students in Year 4 this year.

School Promotion

During term 3, stage 3 students entered the Sydney Region Saying It With Signs competition. The purpose of the competition was the promotion of public schools through the use of the front noticeboard. The noticeboards provide a wonderful opportunity to send subtle and not too subtle messages about the great things happening in schools. Chifley PS students devised a number of interesting and eye catching slogans including: Chifley Public School... where you control the action. The school was awarded 2nd Place in the competition and the prize was a school banner and matching lectern banner valued at $840 from the company Schoolbanners. The students’ slogans were further promoted through photographs posted on the Chifley PS website.

The Support Teacher Learning Assistant (STLA) program

At Chifley PS, the STLA is employed two days per week to help ensure effective curriculum differentiation for all learners. This is achieved by:

- Identifying and assessing students experiencing difficulties in learning.
- Planning, implementing and evaluating programs for specific students.
- Assisting teachers cater for the needs of specific students in literacy and numeracy.
- Working with teachers and parents to modify class programs or develop individualised learning programs for students.

In 2010, the STLA’s role involved:

- Team teaching and mentoring to support class teachers in the effective implementation of class programs.
- Consultation with staff and parents to meet the needs of students with learning difficulties.
- Withdrawal of students for short intensive instruction and to monitor progress.
- Withdrawal for individualised intensive assessment.
Chifley PS Library program
The newly renovated Chifley PS library funded through Commonwealth National School Pride Funds and completed at the very end of 2009 provided a valuable learning space for students in 2010. It gave all students the opportunity to seek information from written texts and the internet. A strong emphasis is placed on students reading for pleasure and using technology as a tool to enhance their learning. Students are encouraged to regularly borrow books from the library and to participate in the Premiers Reading Challenge and MS Readathon.

In 2010, the school library underwent a transition period. Mr David Lewis was appointed on merit as the new Teacher Librarian and commenced the role in term two. ICT has provided a major focus during library lessons with blogED being used to support learning research activities in all classes (K-6).

KidsXpress
KidsXpress is defined as ‘a dynamic program for children 4-14yrs who have faced challenges, loss and or trauma in their lives’. During the term programs students are exposed to ways of coping with their situation through music, art and drama therapies. In this way, they learn with the positive coping mechanisms for life.

In 2010, 12 Chifley PS students over 3 terms - 4 per term - referred through the Learning Support Team benefitted from this positive experience and attended the centre in Moore Park on a weekly basis for 10 weeks accompanied by a teacher and School Learning Support Officer (SLSO). Specific parent sessions and feedback were also organised.

Target 1
Literacy: To reduce the percentage of Year 3 students in the 2 lowest reading standard bands on NAPLAN from 18.5% (2009) to 13% (2010).
Our achievements include:

- 12.5% of students achieved a Band 1 score for reading.
- Students at risk in terms of their reading ability were identified through an in-depth analysis of NAPLAN and school based achievement data.
- Follow up procedures at school and from regional support staff were negotiated through revised Learning Support Team processes.
- A review of reading assessment practices was initiated, including the introduction of a new school report.

Target 2
Numeracy: To reduce the percentage of Year 3 students in the 2 lowest numeracy standard bands on NAPLAN from 25.6% (2009) to 20% (2010).
Our achievements include:

- 4% of students achieved a Band 1 score in numeracy.
- Students at risk in terms of numeracy acquisition were identified through an in-depth analysis of NAPLAN and school based achievement data.
- Follow up procedures at school and from regional support staff were negotiated through revised Learning Support Team processes.
- The process of reviewing numeracy practices was initiated in terms of the teaching of number and the working mathematically strands and backward and forward mapping from NAPLAN and Best Start data.

Target 3
Aboriginal Education/Community of Schools: To identify that 98% of Aboriginal students have reached 90% of Personalised Learning Plan goals over four terms.
Our achievements include:

- The establishment of a collaborative approach to the learning goals of our indigenous? students through: the development of positive relationships with parents/carers, regional staff and Aboriginal Education Consultative Group (AECG) members so that a comprehensive school Aboriginal Education team was formed.
- Successfully bridging the gap between Aboriginal and non-Aboriginal students in terms of literacy acquisition: Year 5 NAPLAN grammar and punctuation growth for matched Aboriginal students was 100.9 compared with state Aboriginal student scaled score growth of 89.4.
- Successfully bridging the gap between Aboriginal and non-Aboriginal students in terms of numeracy acquisition: NAPLAN numeracy growth for matched Aboriginal students was 111.0 compared with state Aboriginal student scaled score growth of 89.1.
• Implementing an in-school support program to improve the literacy and numeracy skills of Aboriginal students by initiating the implementation of the Talk It Up program for Aboriginal Kindergarten students as part of the Best Start initiative.

Target 4
Technology: To ascertain through surveys that 95% of staff, 50% of parents and 95% of students have increased their knowledge of Web2.0 tools through a collaborative approach to the introduction of blogED in teaching and learning programs (K-6).

Our achievements include:

• Quantitative evidence to show that 100% of staff acquired knowledge of how to use blogED as an effective classroom learning tool after 6 months as compared to 56% who had a little knowledge and 44% who had no knowledge at the start of the year.

• Quantitative evidence showed 95% of surveyed parents acquired knowledge of how to use blogED as an effective classroom learning tool after 6 months compared to 50% who had a little knowledge and 14% who had no knowledge at the start of the year.

• Quantitative evidence showed that 78% of surveyed students (K-6) rated blogED as a fun way of learning about different subjects after 6 months and that 68% of them had not used a blogging tool previously.

• Teachers’ professional learning needs in utilising Web2.0 tools were met through a combination of school professional learning, after school courses, online learning, video conferencing and the use of specific Teacher Professional Learning funds.

Target 5
School Promotion: To complete the SEMP – through consultation with the school community as evidenced by a series of surveys by 60% of students, staff, parents and representatives from the wider community.

Our achievements include:

• A greater school community understanding of ecological sustainable practices in terms of water usage and the carbon footprint through participation in the DET Watertight program and through the Qantas/Landcare initiatives.

• The formal establishment of the student Environmental Education team with representatives from across the school, enhancing student leadership opportunities and further prioritising ecological sustainability.

• Specific professional learning opportunities for Chifley PS staff: 1. water wastage by DET Environmental Education staff members and 2. the Chifley PS Environmental Management Team coordinator’s participation in a stage 3 student-centred project with Sydney water personnel.

• The comprehensive establishment of the new Chifley PS website to promote all school learning programs and community activities including those relating to environmental education.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations about both leadership and the Key Learning Area of English.

Educational and management practice
The evaluation that was carried out in 2010 about school leadership provided a critical part of the cyclical self-evaluation process to identify areas of concern and highlight areas of strength.

Background
In 2010, the school sought the opinions of 128 students from Years 2 to 6; 45 parents and 11 staff members about the quality of leadership across the school. A summary of their responses are presented below:

Findings and conclusions
The vast majority of replies were positive from all sectors of the school. Some specific statistics demonstrating school strengths were:

• 80% of students believe that the school ensures that everyone at the school is treated fairly almost always or usually.

• 81% of students believe that the school is always looking for ways to improve what it does almost always or usually.

• 91% of parents/carers believe that the school ensures that everyone at the school is treated fairly almost always or usually.

• 93% of parents/carers and 82% of staff believe that staff, parents and students are encouraged to take leadership roles at the school almost always or usually.

• 91% of staff believe that school leaders demonstrate an interest in and accountability for student learning outcomes almost always or usually.
• 82% of staff believe that school leaders model commitment to school improvement almost always or usually.

Future directions
As part of the thorough planning for the 2012-2014 Chifley PS School Plan both target coordinators and all members of the Annual School report (ASR) committee will plan strategies to continue to prioritise leadership opportunities for students, staff and parents so that a culture of ongoing positive collaboration and capacity building is established for all community members.

Curriculum

Background
In 2010 the Chifley PS results in the NAPLAN assessments in literacy demonstrated the positive benefits of the emphasis on the teaching of writing over the last three years. However, the data also provided information to show that more explicit teaching and learning of reading comprehension skills would benefit all students. The talking and listening strand of the English syllabus receives a specific focus at Chifley PS for students (K-6) through the school, local network and regional public speaking competitions.

English surveys were developed for students, staff and parents to gain further information about areas of strength in school English programs and to pinpoint areas for improvement.

Findings and conclusions
Some of the key areas of strength are listed below:

• 75% of the 44 surveyed parents agree that the teaching of the Key Learning Area of English is a priority at Chifley PS almost always;
• 96% of the 95 surveyed students agree the teaching of the Key Learning Area of English is a priority at Chifley PS almost always or usually and
• 80% of the ten surveyed staff agree the teaching of the Key Learning Area of English is a priority at Chifley PS almost always or usually.
• 89% of the 44 surveyed parents agree that reading should be an ongoing priority at home and school for all students almost always;
• 82% of the 95 surveyed students agree reading should be an ongoing priority at home and school for all students almost always or usually and
• 100% of the ten surveyed staff agree that reading should be an ongoing priority at home and school for all students almost always.
• 66% of the 44 surveyed parents; 49% of the 95 surveyed students and 80% of the ten surveyed staff prioritised teacher professional learning as

being almost always very important in ensuring teachers demonstrate best practice in the teaching of reading.

Future directions
Survey results indicate that extensive ongoing data about the teaching of reading in particular needs to be prioritised to ensure ongoing improvement in students’ learning outcomes (K-6). The dichotomy between 87% of surveyed students but only 60% of surveyed staff considering that technology has changed the way texts are read indicates a generational gap about the definition of reading which needs to be examined further.

Consistency in terms of the explicit teaching of reading in all classrooms will be addressed through participation in the regional For and CRAVE initiatives in 2011.

Other evaluations

BlogED
Extensive whole school community professional learning about blogED was attained through a parent/staff forum with presenters from the DET Learning Tools team as well as comprehensive written documentation posted on the school website.

After four months of implementation of blogED both qualitative anecdotal data and quantitative zoomerang survey data about its implementation were collected. Key findings are documented below:
• 40% of class teachers voluntarily wrote comprehensive comments about the use of blogED in their general comments for semester one reports.
• 95% of 132 surveyed students (K-6) indicated that blogED is a safe learning tool.
• 68% of 22 surveyed parents indicated that gaining knowledge about blogged had increased their understanding of Web2.0 tools to a great or some extent.
• 69% of 16 surveyed staff indicated that the whole school approach to introducing blogED into classroom practice at Chifley PS had been a positive experience for staff, students and the community to a great or a certain extent.

The surveys will be repeated in 2011 to gather longitudinal data about the benefits of implementing Web2.0 tools into learning programs (K-6).

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers through a thorough
analysis of leadership processes. Leadership is defined in terms of opportunities for building capacity in others by staff, students and parents. While the majority of surveys were positive, specific statistics showed areas for ongoing improvement which will be addressed in both the 2011 School Plan as well as in future planning for the next three year accountability cycle.

These statistics indicating further necessary improvement are detailed below: use of italics inconsistent

- While 57% of students believe that school leaders talk to us about our work and find ways to help us improve almost always or usually, 43% believe that this only occurs sometimes or rarely.
- While 48% of students believe that school leaders discuss ways to improve my learning almost always or usually, 52% believe that this occurs sometimes or rarely.
- While 73% of parents/carers believe school leaders discuss ways to improve my child’s learning almost always or usually, 23% believe that this only occurs sometimes or rarely.
- While 73% of parents/carers and 64% of staff believe school leaders inspire and motivate learners almost always or usually, 23% of parents/carers and 36% of staff believe that this only occurs sometimes or rarely.

Professional learning
In 2010 staff professional learning continued to be prioritised to ensure alignment with School Plan targets and to ensure the best possible educational outcomes for students in the ever-changing world of the twenty-first century. Specific professional learning for School Administration Staff (SAS) and Occupational Health and Safety (O,H&S) and Financial Training for key personnel ensured the smooth running of the school in terms of effective management practices.

Teaching staff – Classroom teachers and support staff accessed a variety of professional opportunities in 2010:
- The five School Development Days (SDDs) at the beginning of terms one, two and three and at the end of term four concentrated on ICT, student welfare and literacy. Opportunities for collaboration with other schools were provided for staff via participation in a regional video conference and through extending an invitation to the Sydney Children’s Hospital School staff to join Chifley PS in revising the student welfare policies of both schools.
- Regular stage and whole staff professional learning sessions took place after school during all 4 terms and tied professional learning funds were used to allow staff opportunities to participate in whole day, after school and online training in ICT, especially classroom Interactive Whiteboard (IWB) implementation; Aboriginal Education; Literacy; Reading Recovery and Curriculum Differentiation for students with specific learning needs.

Executive and aspiring executive staff – 2 executive and 3 aspiring executive staff members regularly attended both the after school termly Sydney Region Primary Executive Network (SRPEN) professional learning sessions as well as the full day whole day conference in June. The latter provided pertinent information about the Australian Curriculum and Ecological Sustainability.

As part of the school’s participation in the ABCN’s Partners in Learning (PILs) program, Qantas personnel provided the opportunity for the Principal, the two Assistant Principals and three aspiring executive classroom teachers to carry out and confidentially analyse the Human Synergistics Lifestyle Inventories (LSI) survey. This provided very useful data to the participants to self-reflect on their leadership skills and to work out future goals with a trained external mentor.

School development 2009 – 2011
The 2009-2011 School Plan reflects a comprehensive community approach to planning, implementing and evaluating teaching and learning programs. The three year horizon reflects the revised Office of Schools priority areas of:

- Literacy
- Numeracy
- Student Engagement and Retention
- Aboriginal Education and Training
- Teacher Quality
- Connected learning

The one year School Improvement Plan for 2011 also reflects the Stages of Learning strategy papers and regional priorities in Ecological Sustainability, Aboriginal Education, Community of Schools initiatives, Literacy, Numeracy, and Collaborative Learning through Technology.

Targets for 2011
After a rigorous self-evaluation process the Chifley PS community have devised the following School Plan targets for 2011, acknowledging that this year is going to be one of consolidation of 2009-2011 priorities and collaborative decision-making about thorough planning processes for the next three years to ensure the learning needs of all students are comprehensively met.

Target 1
Literacy: To reduce, the percentage of Year 3 students in the two lowest reading standard bands on NAPLAN from 30% (2010) to 20% (2011); to
reduce the percentage of Year 5 students in standard Bands 3 and 4 on NAPLAN from 34% (2010) to 24% (2011); to increase the percentage of Year 3 students in standard Band 6 on NAPLAN from 17% (2010) to 22% (2011); and to increase the percentage of Year 5 students in standard Band 8 on NAPLAN from 7% (2010) to 12% (2011).

Strategies to achieve this target include:

- Revising the current K-6 scope and sequence teaching and learning activities for reading and devising a new Chifley PS reading policy in consultation with staff, students and community members.
- Prioritising the Support Teacher Learning Assistant (STLA) timetable to cooperatively plan, implement and evaluate Individual Education Plans (IEPs) for identified at-risk students.
- Participating in the regional Focus on Reading (FoR) and Comprehension Reading Vocabulary Enrichment (GRAVE) literacy projects and to continue participating in the Language, Learning and Literacy (L3) trial for ES1 students with other local schools as a regional pilot.
- Prioritising the consistent teaching and using of six comprehension strategies to enhance students’ reading progress.
- Implementing revised Learning Support Team practices to support students in literacy acquisition in the school and at regional level.
- Consultatively improving assessment practices within the school to ensure consistency of teacher judgement within and across stages in the teaching and assessment of literacy (K-6).
- Prioritising continued purchasing of appropriate Home Reading and Guided Reading materials.

Our success will be measured by:

- Quantitative data showing progress in literacy acquisition by students (K-6) between semester one and semester two school based reports.
- The completion of the revised scope and sequence and new school reading policy through a whole school community consultative process.
- External data gathered from NAPLAN and Best Start tests showing significant improvements in students’ reading acquisition – accuracy & comprehension.

Target 2

Aboriginal Education: To establish a community Aboriginal Education team, integrate Aboriginal policy and cultural awareness in learning programs (K-6) and identify that 98% of Aboriginal students have reached 90% of Personal Learning Plan (PLP) goals.

Strategies to achieve this target include:

- Writing PLPs for all Aboriginal students in collaboration with students, families, teachers, AECG representatives and the regional Aboriginal education team.
- Implementing in school support programs to improve the literacy and numeracy skills of Aboriginal students utilising SLSC training for this purpose.
- Initiating community understanding of the 2008 DET Aboriginal Education policy, 2009-2012 Aboriginal Education Training Strategy and 2009 AECG/DET Partnership Agreement.
- Incorporating Cultural Awareness knowledge into all programs K-6 after comprehensive staff training.

Our success will be measured by:

- Qualitative and quantitative data to demonstrate a positive collaborative approach to developing PLP goals for all indigenous students with families, community, staff and students.
- In school and external assessment data to show improvement to bridging the gap between Aboriginal and non-Aboriginal students in terms of literacy and numeracy acquisition.
- Community surveys to demonstrate an increased awareness and understanding of the implications of the 2008 Aboriginal Education policy and 2009-2012 Aboriginal Education and Training Strategy.
- 100% of staff programs showing evidence of an Aboriginal perspective in units of work taught each term.

Target 3

Science and Technology: To ascertain through ongoing surveys that 95% of staff and students have increased their knowledge of Web2.0 tools through a continued collaborative approach to the implementation of connected learning programs (K-6).

Strategies to achieve this target include:

- Supported staff professional learning in the continued effective use of blogED with all classes (K-6) through allocated after school sessions with the Computer Coordinator.
- Use of online learning with all classes to participate in the state-wide Schools’ Show Off competition.
• Ongoing informal and formal information gathering from students about their knowledge acquisition as they utilise blogED over a three term period.

• Parent participation in blogging sessions at school in classrooms (K-6).

• Continued implementation of the online reporting system (SBSR) to enhance staff understanding of the online collaborative learning environment.

Our success will be measured by:

• A significant increase in staff understanding of Web2.0 tools as evidenced in CLAS data acquired over a seven month period.

• Survey data gathered from students, staff and parents to demonstrate significant increases in understanding about blogED as compared to data collected in 2010.

• Qualitative and quantitative evidence gained about the continued practical implementation of blogED in classes (K-6).

• Whole school community understanding of SBSR as evidenced by parent feedback acquired at interviews in second term.

Target 4
Ecological Sustainability: To complete the long and short term goals of the SEMP through whole school community representation and a systematic formalised written plan.

Strategies to achieve this target include:

• Formalising of School Environmental Management Team with representative members from students, staff, parents and the wider community.

• Professional development for the School Environmental Management Team members through attendance at Sustainable Schools workshops and by accessing online support.

• Allocating meeting times for the planning and implementation of the SEMP, ensuring whole school community collaboration through school website postings and designated surveys.

Our success will be measured by:

• The publication of the SEMP document and evidence of planned environmental education activities in all learning programs (K-6).

• Consistently attaining a 60% or greater community response rate to School Environmental Management Team surveys over a three term period.

Target 5
Student Well-Being: To successfully introduce Positive Behaviour for Learning (PBL) at Chifley Public School as measured by a significant reduction in detention data over a 12 month period and monitoring through the Learning Support Team.

Strategies to achieve this target include:

• Establish the PBL team made up of the Principal, the two Learning Support Team coordinators and a School Council Representative.

• Conduct an initial briefing and consultation session with all staff conducted by regional personnel.

• PBL team to carry out initial two day training in term one.

• Members of the team to visit another school in another region which has carried out PBL successfully over an extended period of time.

• To begin the revision of the Chifley PS Student Welfare Policy – prioritised from feedback from the consultative process which occurred in 2010.

• To revise and ensure whole school community understanding of rules, values and playground procedures.

• To ensure whole staff understanding of SENTRAL – Edupro and Student Welfare programs through specific designated professional learning sessions.

• To endorse draft Student Leadership Policy & initiate formation of a SRC.

Our success will be measured by:

• PBL training completed by designated staff.

• Revised Student Welfare Policy endorsed with recommended changes from consultation in 2010.

• Whole school community understanding of rules, values, playground procedures.

• 100% of Learning Support team and behaviour incident data recorded with SENTRAL software.

• Community focus groups conducted; Student SRC members will have been elected for semester two.
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.

Joanna French  Principal
Peter Knight  P&C President
Rob Feeney  School Council President
John Spiteri  Assistant Principal
Paul Whittaker  Assistant Principal
Belinda Head  Teacher
Peter Merrick  Teacher
Kurtis Crumpton  School Captain
Brittany Ell  School Captain

School contact information
Chifley Public School
Mitchell Street, Malabar NSW 2036
Ph: 9661 3014
Fax: 9661 6934
Email: Chifley-p.school@det.nsw.edu.au
Web: www.chifley-p.school@det.nsw.edu.au
School Code: 4299

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr