Introduction

The Annual Report for 2018 is provided to the community of Chipping Norton Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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 has determined targets for the school's future development.

Shelley Diamond, Principal
Sarokhan Malla, Assistant Principal
Vicky Valensise, Assistant Principal
Chris Hannan, Teacher
Sharmayne Movrin, Teacher
Nicole Millar, Teacher
Crystal Washington, Teacher

School contact details
Chipping Norton Public School
Central Ave
Chipping Norton, 2170
www.chippingno-p.schools.nsw.edu.au
chippingno-p.school@det.nsw.edu.au
9724 1565
School background

School vision statement
At Chipping Norton Public School, learning opportunities are challenging, personalised and facilitated by expert educators.

We promote excellence and engage our learners through innovative experiences to prepare them as future global citizens.

School context
Chipping Norton Public School is a very special public school. Every day, we strive to ensure we prepare young people to be lifelong learners and future global citizens.

The school services a very diverse school community, with 64% of students from a language background other than English. Our largest cultural groups are Arabic, Vietnamese and Greek.

The teaching staff are dedicated, passionate professionals who genuinely care for every student.

The school enjoys strong community support, with a growing Parents and Citizens Association.

Self-assessment and school achievement

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

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this self–assessment process indicated that in ten out of 14 elements in the School Excellence Framework, our school showed evidence to be assessed at Sustaining and Growing. Additionally, in three out of 14 elements in the School Excellence Framework, our school showed evidence to be assessed at Excelling, including the elements of Curriculum (under the domain of Learning), Effective Classroom Practice and Professional Standards (both under the domain of Teaching).

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
Excellence at Chipping Norton Public School requires expert teachers to deliver a high standard of education in order to allow students to excel and reach their full potential and successfully gain lifelong literacy and numeracy skills.

Key achievements have included: the development of whole school scopes and sequences for spelling and mathematics, consistent approach to the planning and programming of mathematics and spelling across K–6, increased understanding of modelled, guided and independent practices to improve explicit teaching. An online program, 'Maths Online,' was purchased for use K–6 to provide homework and teaching ideas. This service was accessed by close to 80% of the school population. Innovative and engaging teaching experiences were trialled and implemented, including 'Number Talks.'

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| Increased proportion of Year 3 and 5 students achieving expected growth in literacy and numeracy. | $10 555 | • 75% of students at or above expected growth in numeracy, compared to 60% of students across the state  
• 63% of students at or above expected growth in reading, which is on par with the state average growth  
• 53% at or above expected growth in writing, compared with 59% stage average growth. |
| Increased proportion of students across K–6 achieving internal reading and writing benchmarks. | | • 88% of Kindergarten students achieved reading and writing benchmarks  
• 84% of Stage 3 students achieved reading and writing benchmarks, compared with 78% in 2017. |
| Increased proportion of students across K–6 achieving internal numeracy benchmarks. | | • All year levels improved in internal numeracy benchmarks by 5–8% in 2018. |

Next Steps

- Reading project group established to work with Curriculum Advisor Amy Page, in establishing sound practices in Modelled and Guided Reading
- Developing a love of quality literature in all students through promotion of borrowing, Premier's Reading Challenge, author visits
- Consistency developed in school based assessments and the tracking of student reading data.
Opportunity at Chipping Norton Public School connects all students, staff, parents and the wider community in supportive, welcoming and caring ways, to allow all students, teachers and leaders to thrive and succeed.

Overall summary of progress

Key achievements have included: developing leadership capacity through external professional learning where staff have engaged with world renowned educators and experts. Spirals of Inquiry has provided leaders with an opportunity to lead staff through change in practice and pedagogy. Two staff members became accredited at proficient and aspiring leadership opportunities arose. The Learning Support Team worked collaboratively to provide opportunities for students to thrive in the school setting by engaging in internal and external experiences to support learning and wellbeing needs. The You Can Do It! (YCDI) social/emotional wellbeing program was introduced at the school to both staff and parents. An establishment of a community space allowed for information sessions and opportunities for partnerships between school and home to develop.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| Increased proportion of students displaying resilient behaviours and positive relationship building skills. | $1750 (YCDI! training and subscription) | • Training of all staff in the You Can Do It! program  
• Parent forum – You Can Do It!  
• review of school wellbeing and discipline code  
• liaising with external agencies such as speech therapy to support targeted students in K–2  
• all students with complex learning and wellbeing needs supported with human, financial and physical res  
• ensuring that “Every child is known, valued and cared for” by promoting that every child has a place at Chipping Norton Public School  
• establishing an effective and productive Learning Support Team to support the learning and wellbeing needs of targeted students |
| Increased proportion of school events are communicated to parents, carers and community members through a range of media. | Seesaw subscription $2500 | • high percentage (94%) of parents connected to their student learning journals (Seesaw), hence fostering the partnership between school and home |
| Increased proportion of parents and carers are engaged through parent forums and the other opportunities. | $12 000 Community Grant (Department of Education Community and Engagement Grant) | • an increase in parent and community involvement in school events, inclusive of information sessions and community fundraising efforts  
• establishment of a community space and community calendar used for parent forums and supporting parents in identified areas of need, eg. autism parent support group |
| Increased number of staff access leadership opportunities and demonstrate increased leadership capabilities. | $4000 NOII Symposium Helen Timperley residential | • providing opportunities for aspiring leaders through relieving executive roles |

Next Steps

- Social Emotional wellbeing program implemented across the school K–6
- Launch of Chippo Champions
- Visible learning: Negotiating learning goals with students and sharing with parents at Three way conversations in Term 1
- Playground audit: Focus group of students identify areas in the playground where safe and unsafe behaviours occur
- Ensure the NSW Department of Education's Goal 2 from the 2018–2022 Strategic Plan, ‘Every Child is known, valued and cared for’ is promoted
- Familiarise and plan for teacher professional learning in implementing the new PD/H/PE syllabus in 2020.
## Strategic Direction 3

### Innovation

**Purpose**

**Educational innovation** at Chipping Norton Public School promotes communication, collaboration, creativity and critical thinking, to develop the next generation of problem solvers and global citizens. Innovation at our school also promotes formative assessment to determine all students’ precise learning needs.

### Overall summary of progress

Key achievements have included: increased use of innovative curriculum design by class teachers across K–6, the commencement of the Creativity Leadership in Learning project in partnership with the Sydney Opera House, enhanced opportunities for students to engage in coding and robotics learning, as well as the development of a whole school approach to utilising formative assessment practices in every classroom.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| Increased proportion of students will know, understand and be able to identify the 4Cs. | $20 000 Equity (Low–SES) | • Teachers across the school engaged in internal and external professional learning around innovative curriculum design, including STEM, SOLE and project–based learning (PBL)  
  • Three teachers worked with artists–in–residence through a collaborative partnership with the Sydney Opera House to develop their understanding of teaching creativity. |
| Increased proportion of teaching and learning programs across the school show evidence of the 4Cs embedded in at least two Key Learning Areas. | | • K–6 teaching and learning programs in Science and Technology, Human Society and Its Environment (HSIE) and Creative Arts Key Learning Areas showed evidence of 4Cs skills learning. |
| Increased teacher confidence and capability to incorporate innovative curriculum design (e.g. PBL, SOLE, STEM etc.) in at least one Key Learning Area within their teaching and learning programs. | $15 000 Futures Project | • Stage 2 and Stage 3 teachers experimented with embedding PBL through the teaching of the HSIE Key Learning Area  
  • All teachers across the school have trialled activities with students K–6 that promote STEM learning. |
| Increased proportion of students will be able to identify and describe at least one of their learning goals and articulate their progress towards that goal. | | • Teachers across K–6 utilised formative assessment strategies to personalise learning goals and support students in identifying their own learning needs  
  • At least 50% of teachers across the school used "Walls that Teach" and "Bump It Up" walls in order to make their students' learning journeys visible and provide students with a deeper understanding of their learning goals, and how they can achieve those goals. |

### Next Steps

- Continuation of the Creativity Leadership in Learning project partnership with the Sydney Opera House, with three new teachers commencing professional learning in 2019
- Expansion of teacher professional learning around 4Cs (21st Century skills) through the investigation of digital technologies resources and learning experiences, further engagement with STEM kits and STEM professionals, coding and robotics, and 3D printing
• Investigate the use of Google Classroom
• Expanding 4Cs resources, including green screen, Lego Mindstorms, flexible learning spaces furniture
• The development of school–wide resources to establish a consistent metalanguage around formative assessment strategies for both teachers and students
• The creation of resources and provision of professional learning in order to build teacher understanding of and capacity to create quality differentiated assessment tasks
• The development of a whole school assessment and reporting policy.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
</table>
| Aboriginal background loading                 | $10 874           | • ATSI students achieved above state average growth in Numeracy and reading  
• SLSO targeted support for all ATSI students below expected internal and external benchmarks. All identified students experienced shifts in reading and writing benchmarks as a result.  
• Improved confidence levels amongst ATSI students as evidenced through Art Club, Acknowledgement of Country, NAIDOC celebrations.                                                                                                  |
| English language proficiency                  | $38 787           | • SLSO appointed three days a week  
• Minilit was implemented this year. Students in Years 1 and 2 were the focus group for this intervention program  
• Multilit was implemented by SLSO for students in Years 3–6. 12 students successfully graduated from the program.                                                                                                           |
| Low level adjustment for disability           | $38 181           | • SLSO appointed three days a week  
• Occupational Therapy group initiated. Students in K–2 received small group instruction focussing on developing fine motor skills  
• Sensory Room was created. Sensory aids and materials were purchased for the five ASD students within the school. This room was used for students to regulate their emotions and as a space to assist with their sensory processing issues. |
| Quality Teaching, Successful Students (QTSS)  | 0.587 FTE         | • Throughout Terms 2, 3 and 4 the QTSS allocation was utilised to support Spirals of Inquiry each Thursday. Teams of teachers worked through an inquiry process to reflect on their own practice as educators.                                                                                                      |
| Socio–economic background                     | $45 927           | • All Kinder and Year 1 students were assessed by our school Speech Therapist, with weekly groups and one to one support provided for identified students. Parent forums for OT and Speech were also conducted.  
• $20 000 was used to implement the first year of the Creative Learning and Leadership project with the Sydney Opera House. Targeted students and staff worked with an artist in residence to design a performance. Student and staff knowledge of creativity increased as a result.  
• Additional funds were used to boost professional learning opportunities for all teachers and staff across the school, including the use of Lesson Study each semester to improve teacher practice and knowledge. |
| Support for beginning teachers                 | $17 950           | • Additional RFF provided for beginning teachers to plan, observe, team teach and assess with colleagues  
• Regular meetings with teacher mentor  
• External internal PL opportunities based on PDP goals  
• Time allocated for accreditation process                                                                                           |
| Targeted student support for refugees and new arrivals | $4383 | • Student assistance provided to families with school resources, excursions and uniforms  
• Bilingual resources  
• SLSO support for targeted students |
Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>155</td>
<td>168</td>
<td>172</td>
<td>183</td>
</tr>
<tr>
<td>Girls</td>
<td>164</td>
<td>165</td>
<td>154</td>
<td>159</td>
</tr>
</tbody>
</table>

Our student population remained fairly stable throughout 2018, with few students leaving or commencing during the year. Overall, our numbers remained between 330–350 students. We anticipate that student numbers at Chipping Norton Public School will continue to remain stable throughout 2019.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>94.5</td>
<td>93.9</td>
<td>94.1</td>
<td>93.6</td>
<td>94.7</td>
<td>93.8</td>
<td>94.2</td>
</tr>
<tr>
<td>2016</td>
<td>93.3</td>
<td>92.9</td>
<td>96</td>
<td>93.8</td>
<td>93.6</td>
<td>94.8</td>
<td>93.5</td>
</tr>
<tr>
<td>2017</td>
<td>93.4</td>
<td>93.2</td>
<td>93.7</td>
<td>94</td>
<td>92.7</td>
<td>93.6</td>
<td>93.8</td>
</tr>
<tr>
<td>2018</td>
<td>93.5</td>
<td>94.2</td>
<td>92.2</td>
<td>93.1</td>
<td>94.1</td>
<td>91.1</td>
<td>92.3</td>
</tr>
</tbody>
</table>

State DoE

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>94.4</td>
<td>93.8</td>
<td>94</td>
<td>94.1</td>
<td>94</td>
<td>93.9</td>
<td>93.5</td>
</tr>
<tr>
<td>2016</td>
<td>94.4</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
<td>93.9</td>
<td>93.8</td>
<td>93.9</td>
</tr>
<tr>
<td>2017</td>
<td>94.4</td>
<td>93.8</td>
<td>94.2</td>
<td>94.1</td>
<td>93.9</td>
<td>93.8</td>
<td>93.8</td>
</tr>
<tr>
<td>2018</td>
<td>93.8</td>
<td>93.4</td>
<td>93.6</td>
<td>93.4</td>
<td>93.4</td>
<td>93.2</td>
<td>92.5</td>
</tr>
</tbody>
</table>

Management of non-attendance

Overall attendance at Chipping Norton Public School remains pleasing, falling close to state averages. A targeted intervention for a small number of students who had high numbers of unexplained absences was carried out by relevant class teachers, with the support of the Principal and the Home School Liaison Officer (HSLO). Attendance and targeted interventions for these students were monitored through a Lateness and Attendance Monitoring Program (LAMP) and this resulted in fewer unexplained absences for most of these students, with attendance improving for some.

Class sizes

<table>
<thead>
<tr>
<th>Class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS</td>
<td>16</td>
</tr>
<tr>
<td>KH</td>
<td>16</td>
</tr>
<tr>
<td>KB</td>
<td>18</td>
</tr>
<tr>
<td>1D</td>
<td>22</td>
</tr>
<tr>
<td>1SD</td>
<td>23</td>
</tr>
<tr>
<td>2O</td>
<td>22</td>
</tr>
<tr>
<td>2M</td>
<td>21</td>
</tr>
<tr>
<td>3/4A</td>
<td>28</td>
</tr>
<tr>
<td>3/4W</td>
<td>29</td>
</tr>
<tr>
<td>3/4F</td>
<td>30</td>
</tr>
<tr>
<td>4/5M</td>
<td>30</td>
</tr>
<tr>
<td>5/6S</td>
<td>28</td>
</tr>
<tr>
<td>5/6H</td>
<td>31</td>
</tr>
<tr>
<td>5/6VM</td>
<td>30</td>
</tr>
</tbody>
</table>

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12.74</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>2.87</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

We do not have any staff members that identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>50</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

A targeted approach to ongoing professional learning was facilitated for staff through our key school plan projects – Whole School Assessment, Futures Learning, Spelling and Phonics, Mathematics, Leadership Capacity, Community Partnerships and Wellbeing. Staff in each of the projects participated in external professional learning, undertook professional readings and worked together to develop teaching resources and deliver professional learning to all staff across the school. These PL sessions were a key feature of our Wednesday afternoon professional learning program. A significant number of Wednesday afternoon sessions was also dedicated to stage teams of teachers working together on stage–specific professional learning around English and mathematics syllabus implementation, moderating work samples, data tracking using school–based benchmarks, the new National Literacy and Numeracy Learning Progressions as well as collaborative planning days. The entire staff also participated in mandatory professional learning, including the Code of Conduct, Child Protection, CPR and anaphylaxis. Once again this year, a major investment was made in providing individual teachers, as well as project teams, with opportunities to attend external professional learning, where the PL was linked to a school plan focus and/or one of their Performance and Development Plan (PDP) goals. These included:

- Lesson Study: each Stage team participated in lesson study days in each semester in 2018
- Kindergarten professional learning with consultants from TRIO professional learning
- Early Stage 1 and Stage 1 team professional learning on Phonics and Spelling with consultants from TRIO professional learning
- Helen Timperley Residential delivered by the Network of Schools for Innovation and Inquiry (NOII–NSW) for Assistant Principals
- Early Reading Conference
- National Literacy and Numeracy Learning Progressions
- Aboriginal Education Conference
- NOII–NSW Symposium
- HOST Leadership training for all executive staff
- Sydney Opera House Creative Leadership in Learning program
- Spirals of Inquiry: an integral component of our professional learning program at Chipping Norton Public School. Each Stage team, led by an executive team member, undertook Spirals of Inquiry based on the needs of their students.

Chipping Norton Public School continues to commit to the NSW teacher accreditation processes stipulated by NSW Education Standards Authority, in order to ensure that we have the highest quality teachers in each of our classrooms every day. A number of beginning teachers worked towards completing their accreditation at Proficient Teacher status, including two class teachers submitting their accreditation throughout the year. All other teachers worked towards completion of their first or second cycle of maintenance, as all teachers, including those who were in the Teaching Service prior to October 2004, are now accredited at Proficient Teacher. At least two members of staff have indicated an interest in seeking accreditation at either Highly Accomplished or Lead.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>76,664</td>
</tr>
<tr>
<td>Revenue</td>
<td>3,295,069</td>
</tr>
<tr>
<td>Appropriation</td>
<td>3,050,732</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>4,478</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>237,019</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>100</td>
</tr>
<tr>
<td>Investment Income</td>
<td>2,741</td>
</tr>
<tr>
<td>Expenses</td>
<td>-3,210,265</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-3,210,265</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-2,679,834</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-530,432</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>84,804</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>161,468</td>
</tr>
</tbody>
</table>

Chipping Norton Public School received funding from the NSW government, allocated by the NSW Department of Education. The school also received significant funding from community sources, including school fundraising and the Parents & Citizens Association (P&C). The school managed its finances and budget with due diligence and appropriate financial responsibility.

The finance committee continued to ensure that budget accrual and spending was managed in line with NSW
Department of Education policies and procedures, and supported the implementation of our School Plan. Accrual financial accounting was monitored and reviewed during finance committee meetings. Budgets were formulated by the school leadership team and acquitted by the SAM and the Principal.

The P&C were updated on financial matters at each meeting and were given regular opportunities to contribute to decision making pertaining to major expenditure. Annual funding was committed against RAM loadings as determined for our school by the NSW government and always spent in keeping with these priorities. During 2018, we continued to expend funding in alignment with school plan strategies and targets, the learning needs presented by our students, as well as NSW Department of Education priorities.

Financial summary equity funding
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Total</strong></td>
<td>2,410,378</td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>63,038</td>
</tr>
<tr>
<td>Base Location</td>
<td>0</td>
</tr>
<tr>
<td>Other Base</td>
<td>2,347,339</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td>323,583</td>
</tr>
<tr>
<td>Equity Aboriginal</td>
<td>10,874</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>45,927</td>
</tr>
<tr>
<td>Equity Language</td>
<td>134,900</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>131,882</td>
</tr>
<tr>
<td><strong>Targeted Total</strong></td>
<td>40,961</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td>106,245</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>2,881,167</td>
</tr>
</tbody>
</table>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 reading results indicate that 11% of students are achieving beyond Bands 5 and 6, compared to 3% of the state. Writing results indicate 48% of students are performing in the top two + bands (Bands 5 and over), compared to 45% of the state.

Year 5 reading results indicate that 38% of students are performing in the top two + bands (Bands 7 and over), compared to 36% of the state.

Year 3 results show 20% of students are in the top two + bands (Band 5 or higher) in numeracy, while 35% of Year 5 students are in the top two + bands (Band 7 or higher).

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Premier's Priorities: Improving education results
The Premier's priorities call for an increase by 8% of students performance in the top two bands. On average, 36.63% of Years 3 and 5 students were in the top two bands in NAPLAN reading and numeracy, compared with an average of 27.04% of students in 2017.
**State Priorities: Better services – Improving Aboriginal education outcomes**

The Premier's priorities call for an increase in the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%. In 2018, we had one Aboriginal student complete NAPLAN in Year 3, compared with no Aboriginal students in Year 3 completing NAPLAN in 2017. In Year 5 in 2018, we had two Aboriginal students complete NAPLAN in Year 5, compared with three Aboriginal students in 2017. As such, we are unable to provide a statistically valid measure of Aboriginal student growth in performance by this measure.

**Parent/caregiver, student, teacher satisfaction**

Chipping Norton Public School is proud to have strong, positive links with our parents/carers, as well as the wider school community. We recognise and value the importance of student, parent and teacher feedback as a crucial aspect of school improvement and the pathway to school excellence. The school elicits feedback through both qualitative and quantitative measures to assess aspects such as school climate, student learning experiences, connectedness, curriculum implementation and positive relationships. The data that we collected was invaluable in understanding and responding to our community’s ideas about the way forward for continuous improvement in our school. Chipping Norton Public School is held in high regard by its students, parents and the local community. There is a strong sense of community within the school, and the students and parents/carers report that staff are knowledgeable, passionate, dedicated and caring.

The community appreciated and highly valued the wide range of extracurricular activities that are provided by the school, with 20 different extra-curricular opportunities provided throughout each school week.

**Parents/Carers**

Overall, parent/carer participation remains high, and this is evidenced through all staff members continuously developing authentic positive relationships with parents/carers, as well as through the following:

- An average of 10–15 parents attend the school's bi-termly P&C meetings
- An average of 40–50 parents attend the school's fortnightly whole school assemblies
- High numbers of parent/carer, grandparent and community attendance at whole school special events, such as Harmony Day, NAIDOC Week celebrations, Grandparent's Day, Education Week/Open Day, Father's Day breakfast and Mother's Day breakfast which had over 100 mums and grandmothers attend.
- The school's newsletter is being electronically delivered through our eSchoolNews app, Facebook and seesaw
- Parent/carer and community engagement in our social media presence on Facebook and Twitter, as well as through the Seesaw app (95% of parents and family members subscribe to Seesaw across the school)
- Our electronic sign and message board at the front of the school, which regularly displays messages about current events and school achievements, as well as parent/carer reminders
- We held our first Iftar Dinner during the Muslim holy month of Ramadan, which was attended by over 120 guests.

A regular and committed group of parents met each Friday morning to run a Playgroup for their toddlers and preschool aged children.

Parent/carer satisfaction remains above state average, according to the Tell Them From Me – Partners in Learning parent survey conducted in October. A very high majority of parents/carers indicated that they can easily speak with their child's teacher, and that if there were concerns about their child's behaviour they would be informed immediately. A high majority of parents/carers believed that teachers at our school encouraged their child to do their best work.

We will continue to build our relationships with parents/carers and community members during 2018 through continuing our online social media presence, welcoming parents/carers and community members to more whole school special events, as well as investigating strategies to enhance the scope for parents/carers and community members to become more involved in school life and classroom experiences.

Qualitative data was also collected, seeking feedback from parents/carers about how they see our school vision in action, and how they perceive that their child is valued at our school. The collated data indicated the following:

- Teaching and learning – quotes included: "there is a constant focus on new approaches to teaching and learning... future focused learning... "I constantly see teachers doing more training... learning more current ways to teach our children..."
- Inclusion – quotes included: "The school strives to meet the needs of all children and all cultures..." , "She is valued and loved... is part of the school family...", "He (the child) is not just a number."
- School vision – quotes included: "I can see the
school vision in action every day – this is a school where the teachers and leadership team truly lead by example... From the principal to the front office staff to the teachers, they all help to foster a sense of belonging and care."

The main issues that parents/carers identified as needing to be addressed were concerning more opportunities for students requiring extension.

Students

In 2018, Chipping Norton Public School sought the opinions of students through the completion of the Tell Them From Me student survey tool. The student survey was completed by the majority (more than 90%) of students in Years 4, 5 and 6. The surveys were coordinated by the NSW Department of Education’s Centre for Education Statistics and Evaluation (CESE). The survey questions were grouped to assess eight of the most important drivers of student learning: leadership, collaboration, learning culture, data information practice, teaching strategies, technology, inclusive school and parent involvement.

The survey showed that students at Chipping Norton Public School participate in a range of school sports, feel accepted by their peers and others at their school, have friends at school that they can trust and encourage them to make positive choices.

In regards to drivers of student outcomes, students reported they are taught well by their teachers, that their classroom instruction is well organised with a clear purpose and immediate feedback, and that they feel that they have someone at school who consistently provides them with encouragement and whom they can turn to for advice.

Teachers

All teachers completed the Tell Them From Me – Focus on Learning survey in October. The survey, coordinated by CESE, grouped questions to assess the eight drivers of student learning, as with the student survey. Teachers reported rates that met or were above NSW government norms in all of the eight drivers. Two of these drivers, leadership and teaching strategies, were rated well above NSW government norms by teachers.

Teachers reported that school leaders supported them in creating a safe and orderly school environment, and that school leaders take time to observe their teaching. With regards to learning culture, teachers reported that they consistently set high expectations for student learning, and monitor the progress of individual students. They utilise assessments to help them understand the areas of the curriculum where their students are having difficulty, and use formal assessment tasks to inform their lesson planning. Teachers reported that they link new concepts to previously taught skills and knowledge that their students have mastered, and they use a variety of teaching strategies within their learning experiences. With regards to inclusive school practices, teachers stated that they establish clear expectations for classroom behaviour and ensure that they plan learning modifications and adjustments to allow students with special needs to experience success in their learning.

Policy requirements

Aboriginal education

Chipping Norton Public School is committed to improving Aboriginal and Torres Strait Islander students’ educational outcomes by providing students with additional support in areas of need based on Personalised Learning Pathways (PLPs) and participation in a range of cultural activities.

In 2018, 10 Aboriginal students participated in NAIDOC Day celebrations where they engaged in Aboriginal and Torres Strait Islander dance, stories, artefacts and art. Students attended Moorebank High School during Reconciliation Week to work with an Aboriginal artist in music and dance. Acknowledgment of Country was recited by most Aboriginal students and included in whole school assemblies and important occasions including Harmony Day.

Throughout 2018, we worked extremely hard to promote respect, understanding of culture and academic growth in the following ways:

- All Aboriginal students had a Personalised Learning Pathway (PLP) developed in collaboration with the classroom teacher, parent/carer and student. Review meetings occurred early in Semester 2 with the Principal and class teacher.
- Providing all Aboriginal students with opportunities to lead the school in saying the Acknowledgement of Country at each whole school assembly and at special events. Acknowledgement of Country also became a permanent fixture at staff and community meetings.
- All Aboriginal students who achieved below school based benchmarks in literacy and numeracy received additional learning support from a School Learning and Support Officer. This involved intensive one on one and small group instruction based on need from the PLP that was developed.
- All Aboriginal students attended weekly art sessions with Aboriginal Elder Aunty Margaret. They all entered artworks in the Mil–Pra AECG and KARI Art Competition and Exhibition at the Casula Powerhouse Arts Centre.
Multicultural and anti-racism education

A review of our Language Background Other Than English (LBOTE) data this year showed that our population of students using English as an Additional Language or Dialect (EAL/D) was 63%. The majority of these students came from an Arabic, Vietnamese, Greek, Serbian or Indian background. As a result, we continued our focus of providing high level support to EAL/D students across the school through a combination of withdrawal groups and in-class support, thereby ensuring access to EAL/D instruction from a specialist teacher (1.0 allocation) for a wider number of students. Additionally, we had one student newly arrived in Australia enrol in our school – a new immigrant from Vietnam. The school was able to access New Arrivals Program Funding. This student, in addition to two other students who were new arrivals from Vietnam late in 2016, were provided with specialist withdrawal support from our EAL/D teacher in order to participate in the New Arrivals Program (NAP). We have seen growth in their English language learning so far, as a result of their participation in the NAP.

Additionally, our school is committed to ensuring that issues concerning multiculturalism and anti-racism are embedded across all aspects of the curriculum, for all students across Kindergarten to Year 6. For the second year, we celebrated Harmony Day as a whole school. Students wore traditional dress from their cultural backgrounds and brought along food from their cultural background to talk about during a lunchtime "multicultural picnic." Classes also joined together in "buddy classes" to complete an activity about acceptance and diversity. This event was a great success, and helped to improve all students' understanding of multiculturalism, acceptance of others and the value of diversity. A further positive outcome was the enhanced sense of belonging and pride in their cultural heritage that the majority of LBOTE students experienced throughout the day.

One of our Assistant Principals was trained in anti-racism in Semester One 2018, in order to become our school’s new Anti-Racism Contact Officer (ARCO). As part of the training, staff reviewed the complaint handling procedures regarding racism and were introduced to resources to support their teaching of anti-racism awareness in their classrooms.

All class teachers are expected to embed understanding of both difference and diversity, intercultural understanding and anti-racism awareness across the curriculum. We plan to further build on this during 2019.

Other school programs

Sporting Achievements

We achieved great sporting results in 2018. There were 96 students from Years 3–6 who represented our school in the Summer PSSA competition in cricket, newcombeball, and league–tag. In addition, 108 students from Years 3–6 represented the school in Winter PSSA competitions in netball, boys soccer, girls soccer and touch football. Many of these teams had successful seasons. In particular, the junior touch team coached by Mr Hannan, who were premiers of their competition. Additionally, skills based sporting programs were provided for school sport.

All students participated in school swimming, athletics and cross country carnivals. Students aged 8 and over were given the opportunity to compete at a combined schools swimming carnival. Many of these students went on to represent the school at Zone carnivals. Of these, three students were selected to represent the Liverpool Zone at a regional carnival in cross country. Two students represented the Liverpool Zone at the regional athletics carnival in various events. Two students were also selected to represent the Liverpool Zone at the swimming carnival. Akaysha Jones went on to represent Sydney South West region, competing at the state swimming carnival in three individual events.

Throughout the year, senior students were given the opportunity to trial for Liverpool Zone teams in a variety of sports. Eight students from our school were selected to compete in various teams in South West Sydney sporting competitions.

Olivia Pyda was named sports girl of the year, after representing the Liverpool Zone in cross country, various athletics events and swimming. Jhye Foat was named sports boy of the year for the second year running, representing the Liverpool Zone in rugby league, rugby union, AFL, softball, touch football and cross country.

Debating

Last year Chipping Norton Public School competed in the Bankstown/East Hills District Debating Competition. Our team consisted of eight students from Years 5 and 6. The students worked hard and demonstrated their commitment and engagement by attending weekly training sessions. During this time, students planned, conducted research and formed arguments. They practised speaking, refined their tone and drew upon evidence to produce more compelling arguments. Our debating team were undefeated in a total of seven rounds, ultimately winning the grand final against Revesby Public School.

NSW Premier’s Spelling Bee

This year our Stage 2 and Stage 3 classes were encouraged to familiarise themselves with, and learn
words from the word lists on the Premier's Spelling Bee website. They were made available to all students, and were also included in teaching and learning programs to build student's vocabulary and improve their language competence.

Stage 2 and Stage 3 classes selected their top two spellers to represent their class at our stage based school spelling bee competitions. From here our two best spellers from each stage represented our school at regional finals.

Dylan Lugstein finished in first place in the Stage 3 Regional Competition. Maimuna Ahsan was runner–up in the Stage 2 competition and Aaron Lugstein achieved third in the Stage 3 competition.

Dylan Lugstein went on to represent our region at the State competition at the ABC studios.

**Wellbeing Initiatives**

In 2018, the Wellbeing Project was a key focus area in the school plan. The Learning and Support Team worked to support teachers with students who were referred for learning, behavioural or wellbeing needs. A caseload was developed on Google Drive and this was shared with all staff, inclusive of the SLSOs and the school counsellor. Staff were able to receive up to date information on referred students and the actions that had taken place. PLaSPs were written for all funded students and those who were achieving a 'Limited' understanding in either English or Mathematics.

The Wellbeing Project Team ensured that the You can Do It! program was ready for implementation and that staff were prepared to teach the program. All students in the school were introduced to the five keys to success and happiness – resilience, persistence, getting along, organisation and confidence.

Another success in 2018, was the ‘Every Face has a Place’ session at staff meetings where targeted students are introduced to the staff. Staff have an opportunity to hear and share information about the students that not everyone may necessarily know. The challenge is then presented to the staff to reach out and connect to that child to ensure that they are known, valued and cared for.