

# Chipping Norton Public School Annual Report



2015



1560

## Introduction

The Annual Report for 2015 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.



Mrs Davina Lewis  
Principal

## School contact details:

Chipping Norton Public School

Central Avenue

Chipping Norton 2170

[www.chippingno-p.schools.nsw.edu.au](http://www.chippingno-p.schools.nsw.edu.au)

[chippingno-p.school@det.nsw.edu.au](mailto:chippingno-p.school@det.nsw.edu.au)

9724 1565

## Message from the Principal

Chipping Norton Public School prides itself on being a respectful, embracing and inclusive school and as Principal, I am proud of all our achievements.

Our students are engaged in their learning, are well mannered and caring of their peers. They take great pride in wearing our school uniform at school and when representing our school at sport, dance, choir, debating, public speaking and at other extra-curricular programs. They are well behaved and respectful of their peers, their teachers and the school community. They are supported in their endeavours through our school Wellbeing and Discipline Policy and our valued whole school award system.

I am extremely proud of our staff who are highly professional and committed to ensuring that all students are cared for, engaged and achieve to their learning potential.

In 2015, our teachers engaged in intensive professional learning that focused on curriculum, Language Learning and Literacy (L3), Teaching Early Numeracy (TEN), Taking Off With Numeracy (TOWN) and a Concept based approach to teaching English. A new funding model significantly supported these programs.

Our parents are partners in their child's learning. Our open communication practices are designed to be informative and inviting as we share the learning 'journey' for all our students.

As a school community we embrace diversity, acceptance and respect for all cultures.

I am proud to be Principal of Chipping Norton Public School and of the shared achievements of our students, staff and school community.

## School background

### School vision statement

Chipping Norton Public Schools' vision is to provide a safe, challenging, highly engaging and creative learning environment for its students and staff.

We will achieve this through high quality teaching and learning programs that cater for the diverse needs of all students enabling them to reach their potential academically, socially, physically and emotionally.

By building strong and purposeful partnerships, we will inspire the development of confident, creative and innovative 21<sup>st</sup> Century learners.

Our school is committed to the values of respect, tolerance and inclusiveness to ensure a supportive, collaborative culture and meaningful parent and community partnerships.

### School context

Chipping Norton Public School is a dynamic school that provides a quality education for all students. The school's heritage dates back to 1920 and its motto, 'Deeds Not Words' is reflected in all aspects of school life. The school is ideally situated in the beautiful area of the Chipping Norton lakes and is surrounded by parklands, the Georges River and the Environmental Education Centre.

Our highly dedicated and professional staff provides challenging and supportive programs that promote high expectations and nurture individual talents and needs. Academic, social physical and emotional development is strived for through outstanding learning opportunities for all our students.

Our school population is currently 330 students. This enables us to provide a caring and supportive environment in which all students are valued as individuals. Our school promotes and values student welfare and parent partnerships. Tolerance, respect and inclusiveness underpin school-life.

Our school has 218 families of which 52% have a Language Background Other Than English (LBOTE). The main identified languages are Arabic, Vietnamese and Greek. We have 9 Aboriginal students.

Chipping Norton provides a caring and supportive learning environment in which all students are valued as individuals with unique talents and skills. Student welfare focuses on the values of respect, tolerance, understanding, acceptance and cooperation. Opportunities for student leadership are fostered from Kindergarten to Year 6. Other key enrichment programs include, Student Representative Council, Public Speaking, Dance, Choir, Sport (including PSSA) and Debating.

Technology is used extensively by our students and teachers to interact, engage and challenge learning. Our parents and community members are active partners in our student's education.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year.

As a team we examined our school plan against elements of the School Excellence Framework. The following was identified:

In the domain of **Learning**, our school plan has focussed on wellbeing, curriculum and learning. As such, our Wellbeing programs have encouraged our students to recognise and respect cultural identity and diversity. Our students are taught to accept responsibility for their own behaviour and to care for the wellbeing of others.

Student achievements are acknowledged and celebrated by the whole school community at assemblies and in the school Newsletter.

Our school and its community are active partners in our student's learning and wellbeing. To support the needs of our students, our teachers involve our parents in their child's learning plans through review and interview meetings.

A key feature of our school is the embedded commitment to providing a wide variety of extra-curricular activities for our students in dance, sport, debating, choir and public speaking.

In the domain of **Teaching**, our teachers have built a shared capacity for strong Stage based teams through collaborative practices. At team meetings, teachers work together to plan, monitor, moderate and give constructive feedback to their peers and students to improve their teaching practices.

Regular evaluation of teaching and learning programs includes the collaborative development of assessment tasks and of formative data analysis to identify student needs and improve student outcomes.

Our teachers are highly professional and are committed to their ongoing professional development. Teaching and learning goals are identified, developed, mentored and reviewed as an integral part of their performance and development plans.

In the domain of **Leading**, staff and parents opinions were sought and valued in the development of the school's vision which was based on our shared values, priorities and goals.

Our school is committed to the development of the leadership skills of all staff and students. This commitment is aligned to the school's leadership strategy of promoting succession planning and building the leadership capacity of our teachers and school.

Our school is committed to and highly values our partnership with our parents as active learning partners in their child's education. Our parents and the school community have regular opportunities to engage in school events and activities and celebrate our student's achievements and performance.

Our school prides itself on our commitment to equity and high expectations for the learning outcomes of each student. This new approach to school planning, assessment and review using the School Excellence Framework will assist us to continue to review, refine and plan future directions as a school community.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Developing effective and ongoing supportive leadership.

### Purpose

To establish collaborative leadership teams that develop effective skills and capabilities through communication, organisation, mentoring and management.

### Overall summary of progress

Our students were provided with a variety of opportunities to develop and demonstrate their leadership skills. The SRC was an active student voice when discussing topics of student concern and interest. Leadership roles were promoted and supported in classrooms and for senior students across the school.

Our Sentral noticeboard is promoted and actively used for daily staff and student communication practices. There has been a noted increase in informative communication practices.

Linked to Personal Development Plans is our commitment to developing formal and informal mentoring opportunities. Staff reported their support for peer observation of teaching practices and subsequent feedback to extend and improve teaching practices and strategies. Leadership opportunities were extended and encouraged as professional growth for succession planning.

An active P&C has increased parent involvement in events, fundraising and meetings. Involvement in school life has continued to grow. This has included Reading Partners, MULTILIT reading program, assemblies, concerts and sport events. Workshops focusing on curriculum and key programs have ensured our community being well informed and engaged.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<ul style="list-style-type: none"><li>Consistent opportunities for leadership for students, staff and parents;</li></ul>	<ul style="list-style-type: none"><li>Growth in leadership opportunities</li><li>Staff have developed a better understanding of the processes and outcomes of peer teaching observations, mentoring and feedback as a significant influence in developing teaching and learning strategies and practices.</li></ul>	\$2,500 Teacher Professional Learning
<ul style="list-style-type: none"><li>Increased opportunity for parent and community engagement in school life;</li></ul>	<ul style="list-style-type: none"><li>Increased parent and school community attendance at school events such as Grandparents Day, Book Week, Open Days, Easter Hat Parade, Teddy Bear's Picnic, concerts and fortnightly assemblies.</li></ul>	\$1,500 Socio-economic funding
<ul style="list-style-type: none"><li>Increased opportunities for MCOS TPL and program initiatives;</li></ul>	<ul style="list-style-type: none"><li>MCOS concert and programs were continued. Programs included transition to high school, art display, sport coaching and competitions. The bi-annual MCOS concert gave 124 students the opportunity to perform in a large venue to a large audience from 5 schools.</li></ul>	\$2,000 Teacher professional Learning \$1500 Socio-economic funding

## Strategic Direction 1

<ul style="list-style-type: none"><li>• TPL to include increased opportunities for staff to 'share' ideas, program initiatives, teaching strategies and expertise.</li></ul>	<ul style="list-style-type: none"><li>• Increased opportunities for professional learning to include shared ideas of teaching strategies and practices.</li></ul>	\$3,500 Teacher Professional Learning
--	---	--

## Next steps

- Strategic Direction One and the associated 5Ps will be modified for 2016 and more closely aligned to **Leading** and School Excellence Framework domains and elements;
- Leadership opportunities for students, staff and the community will be a priority strategy with extended opportunities;
- Improved opportunities for parents and community members to engage in and contribute to school practices and initiatives;
- Extend our Communication Partners and Parent Action Group programs and our P&C as active participants in school decision making and review;
- Actively encourage and promote the use of flexible learning spaces.

## Strategic Direction 2

Creating a high performing and dynamic learning school environment

### Purpose

To provide a high standard of education through a combination of curriculum resources, high quality professional learning, quality teaching and learning programs that inspires every student and teacher to excel and learn to their full potential.

To ensure that learning is personalised and differentiated for every student.

### Overall summary of progress

Our students were engaged and inspired to be active learners. Their personal learning goals were established, monitored and reviewed.

Staff teams collaboratively planned differentiated programs using elements of the Quality Teaching Framework. This supported accreditation practices aligned to the Australian Teaching Standards.

Embedded formative assessment informed collaborative planning and enquiry learning practices.

Collaborative and engaged learning practices have been built into our learning culture.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<ul style="list-style-type: none"> <li>5% increase in growth for Years 3 and 5 to achieve in the two highest bands in NAPLAN;</li> </ul>	<ul style="list-style-type: none"> <li>This remains a goal and priority for 2016</li> </ul>	\$5,000 Socio-economic funding
<ul style="list-style-type: none"> <li>Aboriginal students achieve at or above expected outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>100% Aboriginal students achieved at or above national minimum standard in 2015 NAPLAN</li> <li>100% of Aboriginal students achieved expected outcomes in school based assessments</li> </ul>	\$2,767 NORTA NORTA \$5,802 Aboriginal funding
<ul style="list-style-type: none"> <li>5% improvement in Year 5 achieving or exceeding State average growth;</li> </ul>	<ul style="list-style-type: none"> <li>This remains a goal and priority for 2016</li> </ul>	\$5,000 Socio-economic funding
<ul style="list-style-type: none"> <li>Continued TPL focus on new curriculum;</li> </ul>	<ul style="list-style-type: none"> <li>Training modules completed</li> <li>Trial programming implemented through collaborative stage team planning</li> </ul>	\$1,000 Teacher Professional Learning
<ul style="list-style-type: none"> <li>Quality teaching and accreditation to be a TPL focus;</li> </ul>	<ul style="list-style-type: none"> <li>5 members of staff accredited using Australian Teaching Standards</li> <li>4 members of staff completed maintenance of Proficient standard</li> </ul>	\$2,800 Teacher Professional Learning

## Strategic Direction 2

### Next steps

- Strategic Direction Two and the associated 5Ps will be modified for 2016 and more closely aligned to **Learning** and School Excellence Framework domains and elements;
- NAPLAN growth for Years 3 to 5 will remain a focus priority for 2016;
- Engage all staff in the collation and analysis of formative assessment data to direct and better plan for the future learning needs for all students;
- Professional Learning will remain a key to improved teaching strategies and practices;



## Strategic Direction 3

Creating an inclusive, supportive and engaging environment.

### Purpose

To increase support of our students, staff and community through a school wide focus on equity, wellbeing and inclusive welfare programs. To work collaboratively and engage all members of the school community to achieve their potential.

### Overall summary of progress

Our Wellbeing and Discipline Policy was reviewed to include additional levels of student awards of Sapphire, Emerald, Ruby and Platinum. These were awarded after Principal's Medallion. More than 800 awards were presented to students at our assemblies in 2015. The award system is highly valued by our students, teachers and parents.

All staff use Sentral as a primary source of daily communication and for a data entry system throughout the school. Internal communication was improved and extended with posted messages to both students and staff on the 'dashboard' every morning. This enhancement has been a successful and valued system of communicating daily.

Staff used Sentral to record student behaviour misdemeanours and positive comments. This data has been used by staff to develop student behaviour profiles and used at parent and teacher discussions and meetings.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<ul style="list-style-type: none"> <li>Consistent numbers of students receiving Bronze, Silver and Gold awards;</li> <li>Implement an extended merit system beyond Principal Medallion;</li> </ul>	<ul style="list-style-type: none"> <li>More than 800 awards were presented to students ;</li> <li>Additional award levels were introduced beyond Principal's Medallion – Sapphire, Emerald, Ruby and Platinum;</li> </ul>	\$2,500 Socio-economic funding  Global funds
<ul style="list-style-type: none"> <li>Decreased negative entries onto Sentral Welfare;</li> <li>More consistent Sentral entries about students;</li> </ul>	<ul style="list-style-type: none"> <li>Sentral system used to record both positive and negative behaviour incidents;</li> <li>Monitoring of reports was used to analyse data on the type of incidents and the students involved;</li> <li>Data used to develop wellbeing programs for counselling and supporting identified students and teaching strategies.</li> </ul>	Global funds
<ul style="list-style-type: none"> <li>Increased numbers of Punctuality Awards awarded.</li> </ul>	<ul style="list-style-type: none"> <li>Students who arrived at school before the morning bell are rewarded with Punctuality Awards;</li> <li>Staff and parents have supported initiative.</li> </ul>	Global funds

## Strategic Direction 3

### Next steps

- Strategic Direction Three and the associated 5Ps will be significantly modified for 2016 and more closely aligned to **Teaching** and School Excellence Framework domains and elements;
- Professional Learning opportunities for all staff will focus on curriculum and teaching plans, strategies and practices;
- Professional Learning will also focus on opportunities for staff sharing ideas, program initiatives and teaching practices;
- Teachers will focus on collaborative planning and review, enquiry learning, formative assessments, data collation and analysis, team moderating and peer observations and feedback.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p>All identified Aboriginal students had Individual Learning Plans (ILPs) developed and were monitored in their progress across the literacy and numeracy continuums.</p> <p>Parents were consulted in the development and review of learning plans. Respect for Aboriginal culture is embedded in school culture.</p> <p>In 2015 funding from NORTA NORTA employed SLSO to support Aboriginal students in their NAPLAN preparation. 2015 NAPLAN results indicated significant growth in literacy and numeracy.</p>	<p>\$ 4, 018</p> <p>Strategic Direction 3</p> <p>NORTA NORTA</p> <p>\$2,767</p>
<b>English language proficiency funding</b>	<p>Equity funding enabled EAL/D support teachers to focus on the learning needs of identified students in their English language proficiency to access the curriculum, transition to school and improve their learning outcomes.</p>	\$30, 110
<b>Targeted students support for refugees and new arrivals</b>	<p>Additional funding has significantly supported the wellbeing, transition to school and English proficiency needs for 5 identified students.</p>	\$1,198
<b>Socio-economic funding</b>	<p>These funds were used to support students with additional literacy and numeracy learning needs associated with their socio-economic background. Identified students were provided with individual or group support in curriculum outcomes and NAPLAN growth. Equity funds allowed for additional LaST and SLSO to be employed for in class support within the context of whole class programming.</p>	\$15,456
<b>Low level adjustment for disability funding</b>	<p>Our school has used equity funding combined with Funding Support and employed additional SLSO to work with identified high needs students to access and engage with the curriculum. Individual Learning Plans (ILPs) were developed, monitored and reviewed regularly. As a result, all identified students have been supported in their wellbeing and learning outcomes. Monitoring continues for students referred to the Learning Support Team.</p>	\$ 19,246

<b>Support for beginning teachers</b>	This additional funding provided additional release time for our beginning teacher, as well as, an experienced teacher to provide mentoring support. Targeted professional learning has focused on classroom and behaviour management strategies and building student engagement and relationship strategies. Ongoing peer feedback and support has been embedded in our school's collaborative practices.	\$13,127
---------------------------------------	--	----------

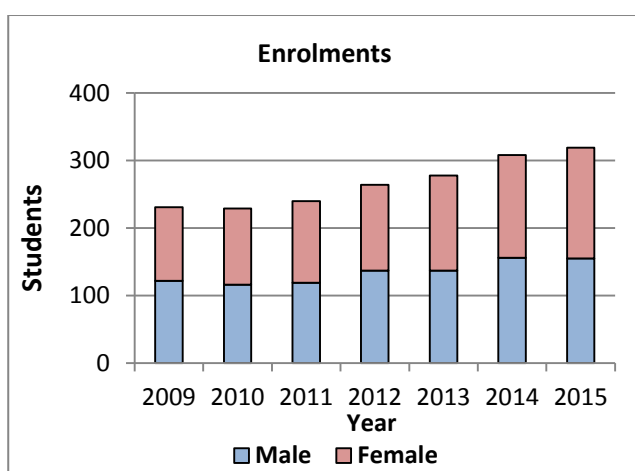
## Student information

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

### Student enrolment profile

#### Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	122	116	119	137	137	156	155
Female	109	113	121	127	141	152	164



### Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	95.7	96.3	94.1	95.2	95.2	94.5
	1	94.8	94.1	94.4	95.5	95.8	93.9
	2	94.9	96.4	94.6	95.1	95.4	94.1
	3	96.2	95.1	94.0	95.6	96.5	93.6
	4	94.8	95.7	95.1	94.3	95.7	94.7
	5	95.0	94.9	95.9	94.5	95.4	93.8
	6	92.6	92.1	94.1	95.1	95.7	94.2
	<b>Total</b>	<b>94.9</b>	<b>95.2</b>	<b>94.6</b>	<b>95.0</b>	<b>95.6</b>	<b>94.1</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

## Workforce information

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

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	13
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0.15
School Administrative & Support Staff	2.872
Other positions	0.11
<b>Total</b>	<b>19.948</b>

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

**No staff member has identified themselves as being of indigenous heritage.**

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	<b>100%</b>
Postgraduate degree	<b>45%</b>

### Professional learning and teacher accreditation

Significant professional learning was undertaken by Chipping Norton Public School staff in 2015. Areas focused on curriculum and key literacy and numeracy programs. Training, mentoring and demonstrating new teacher knowledge, skills and strategies were supported through the new funding model. This has had a significant impact on quality teaching and learning and, in student learning engagement and outcomes.

## Financial information

### Financial summary

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

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

Date of financial summary	
	30/11/2015
<b>Income</b>	\$
Balance brought forward	155,660.85
Global funds	179,170.31
Tied funds	141,899.60
School & community sources	156,392.90
Interest	3,933.35
Trust receipts	2,035.95
Canteen	0.00
<b>Total income</b>	<b>483,432.11</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	10,111.73
Excursions	14,948.05
Extracurricular dissections	63,987.38
Library	2,948.58
Training & development	0.00
Tied funds	100,073.75
Casual relief teachers	22,357.55
Administration & office	41,537.23
School-operated canteen	0.00
Utilities	20,931.39
Maintenance	30,348.91
Trust accounts	2,035.95
Capital programs	17,272.73
<b>Total expenditure</b>	<b>326,553.25</b>
<b>Balance carried forward</b>	<b>312,569.71</b>

### NAPLAN

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

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2015 our school used the Tell Them from Me student, staff and parent surveys and sought their opinions about the school.

Their responses are presented below:

- 97% of student respondents believe education will benefit them in the future;
- 82% of student respondents are interested and motivated to learn;
- 96% of student respondents try hard to succeed in their learning;
- 91% of year 5 respondents have a strong sense of belonging;
- the majority of parent respondents feel welcome at the school;
- the majority of parent respondents believe their child feels safe at school;
- the majority of parent respondents expect their child to pay attention at school;
- staff highly value peer discussions about student learning and engagement;
- the majority of staff respondents use assessment data to develop a better knowledge of student learning needs for lesson planning;
- the majority of staff use feedback to improve student learning and goal setting.

## Policy requirements

### Aboriginal education

Aboriginal Education is embedded in our school culture of teaching and learning. Our school plan included:

- using NORTA NORTA funding to support Aboriginal students in their NAPLAN preparation;
- Aboriginal funding supported the learning needs of identified students;

- Learning Plans were developed, monitored and reviewed with parental support for all identified Aboriginal students;
- all Aboriginal students achieved at or above expected outcomes on school based assessment tasks;
- all Aboriginal students who sat 2015 NAPLAN achieved at or above the National Minimum Standard.

### **Multicultural Education and Anti-racism**

As identified in our School Plan and in our school policies, our school facilitates culturally inclusive classrooms and school programs and practices. Cultural diversity, acceptance, respect and anti-racism values are embedded in all teaching and learning programs and community events.

Harmony Day is celebrated annually to develop and reinforce our school's understanding of inclusiveness, cultural diversity, racism and cultural acceptance.

Communication of school events and information has been extended to include a new LED screen in the front office and regular updates on the school's website.

Our Anti-Racism Contact Officer (ARCO) has regular training and ensures all staff are updated with system initiatives and policy changes.