Principal’s message

The 2010 Annual School report is a snapshot of our school and its achievements. Though by no means exhaustive it details accomplishments in academic, cultural and sporting areas, fiscal, parental, staff, and student and community information. Academic achievement is reflected by our NAPLAN results. All students in Year 3 and Year 5 sat these Australia wide external tests and our results again demonstrate the level of academic achievement attained by our students. 2010 also heralded the Building the Education Revolution (BER) which saw six new classrooms constructed, an elevator to service our library and refurbishment of our computer technology room. Educational technology continues to have a major impact on schools. All classrooms now have Interactive Whiteboards (IWB). As they say the future is upon us today and as a school we are very well positioned to ensure all of our students have access to the future of learning. Our school became a National Partnership school in 2010. This Federal government initiative will enable Chester Hill PS the opportunity to be involved in cutting edge learning programs specifically designed to improve student learning outcomes K-6. Our school will be part of this initiative until 2013.

The content of our Annual School Report is written by many members of our whole school community. I would like to commend our teaching and administrative staff for their excellent efforts during another hectic year. My thanks must also go to the P&C for their tireless efforts.

The future is looking very positive with the many new initiatives starting to take effect. If after reading this document you have any questions regarding its content I will be happy to answer them at any P&C meeting.

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.

Brent Kunkler

P & C message

I am honoured to be writing this report, my first as President of the School’s Parents and Citizens Association. 2010 has been a year of many changes for the school and this didn’t bypass the school’s P and C.

A new committee was formed and I would like to take this opportunity to thank them for their time and efforts through this year.

The P and C was proud to donate just over $13,000 this past year to the school for resources which included books for the School’s library, set top boxes for the interactive whiteboards and classroom tools to assist teachers in the day to day running of their classes. The P and C implemented new ideas this year and are working on holding a School Fete and Multicultural day for the early part of next year.

To the teachers of Chester Hill, the P and C would like to thank you for your support. I would also like to thank the two principals we worked with this year Ms Llewhellyn and Mr Kunkler for their efforts and advice.

Mathew Roper P&C President

Student representative’s message

Chester Hill Public School has been a great environment in which to learn over the years we attended the school. The teachers were always dedicated and helpful, the students loved to learn and the parents very supportive.

The school leadership team, of which we were school captains, thoroughly enjoyed the opportunity of supporting our fellow students. Though our roles and responsibilities were many and various – canteen duty, equipment duty and organizing student merit certificates to name a few, we were proud to be a part of the school leadership team. As captains and on behalf of all the prefects we have enjoyed the opportunities our leadership roles have given us and are sure we will use the experience positively in our future education.

Luke Arcuri Izaya Souter
School Captains 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.

Student enrolment profile

Student enrolments are continuing to decline. The school had both classes of special needs students disbanded in 2010.

Student attendance profile

Student attendance has been a concern to the school. There has been an increase in both parent condoned absences and partial absences.

Management of non-attendance

The school is now part of an attendance improvement program run by the Home School Liaison Officers and regional student welfare personnel. The aim of the initiative is to be more “hands on” in the identification of serial absenteeism and to put in place proactive strategies to support school attendance.

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 following table 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>KB</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KJC</td>
<td>K</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>KJC</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>KO</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>JMC</td>
<td>2</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>JMC</td>
<td>3</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>JW</td>
<td>1</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>JW</td>
<td>2</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>JB</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>JB</td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>JS</td>
<td>1</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>JS</td>
<td>2</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>JL</td>
<td>1</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>JL</td>
<td>2</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>MI</td>
<td>3</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>MI</td>
<td>4</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>ML</td>
<td>3</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>ML</td>
<td>4</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>JF</td>
<td>1</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>JF</td>
<td>2</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>MP</td>
<td>3</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>MP</td>
<td>4</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>MW</td>
<td>3</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>MW</td>
<td>4</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>MSC</td>
<td>4</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>MSC</td>
<td>5</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>SJ</td>
<td>5</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>SJ</td>
<td>6</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>SM</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>SM</td>
<td>6</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>SP</td>
<td>5</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>SP</td>
<td>6</td>
<td>17</td>
<td>30</td>
</tr>
</tbody>
</table>
Structure of classes
Learning at Chester Hill Public School is structured in four stages: Kindergarten; junior (Years 1 and 2); middle (Years 3 and 4); and senior stage (Years 5 and 6). Due to grade numbers there were two ‘bridging classes – a Kinder/Year 1 class and a Year 4/5 class. Within this structure children are placed into multi-age classes with the exception of Kindergarten. The multi-age structure allows for a flexible delivery of the curriculum to all students enabling them to progress through stage outcomes at a rate appropriate to their needs and abilities.

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

Of the teaching staff, 62% have taught fifteen years or more and 8% have taught for 5 years or less.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>20</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.425</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.062</td>
</tr>
<tr>
<td>(SASS)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>35.00*</td>
</tr>
</tbody>
</table>

* number has been rounded

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

We have one member of staff who identifies as aboriginal.

Teacher qualifications
All teaching staff meets 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>63</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>37</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>173 466.07</td>
</tr>
<tr>
<td>Global funds</td>
<td>261 298.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>414 746.34</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>128 004.05</td>
</tr>
<tr>
<td>Interest</td>
<td>13 598.33</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 602.19</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>996 715.03</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>20 234.92</td>
</tr>
<tr>
<td>Excursions</td>
<td>44 795.96</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>45 247.74</td>
</tr>
<tr>
<td>Library</td>
<td>3 847.56</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 851.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>310 799.37</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>69 205.19</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>78 871.49</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>43 935.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>22 549.51</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3 881.77</td>
</tr>
<tr>
<td>Capital programs</td>
<td>1 911.51</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>647 131.87</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>349 583.16</td>
</tr>
</tbody>
</table>

2010 was the first year of National Partnerships Low Socio-Economic funding. This accounts for the increase in Tied funding. The amount set aside for the annual voluntary school contribution is $30 per student rising to a maximum of $60 per family. During 2010 our total voluntary contributions were $4270.

A full copy of the school’s 2010 financial statement is tabled at the annual general
School performance 2010

Achievements

Arts

Chester Hill Public School students had the opportunity to showcase their artistic talents to a wide variety of audiences both within and outside the school community, including:

The school choir, senior dance troupe, as well as a Kindergarten dance group, participated in the Gillawarna Festival of Performing Arts at Bankstown Town Hall. Sabrine Akkaoui and Ellie Jang were selected to perform as soloists on each evening. Jessica Fallah represented C.H.P.S. as a compere at the event.

C.H.P.S. participated in the Fairfield and Hoxton Schools Public Schools Public Speaking competition. We were represented by Natalia Khanat -Kindergarten, Ethan Larche-Juniors, Safiye Abdullah-Middles and Halima Abdullah-Seniors. Safiyyah and Halima were successful and progressed to the semi-finals.

Students participated in The Western Sydney Environment Art Calendar competition. Karen Lee’s artwork was selected as the January page of the calendar. The theme for the calendar was, ‘Farms are our Food’. Students were encouraged to create artwork portraying the importance of conserving agriculture and farming in the Sydney basin. All artwork is being exhibited throughout various regional centres before being returned to students.

Students participated in an art through technology program. The innovative inter school art and technology program called ‘Through the Window’ had students describe and draw what it looked like through their classroom window. They then had to use their literacy skills to describe to students from another school what it looked like and they then in turn had to decipher and draw what they thought it looked like. This was done through the use of The Connected Classroom.

Students from Kindergarten and the School Choir visited the local community at Chester Square Shopping Centre to perform some Christmas carols accompanied by a nativity ensemble. It was so well received that a local community member sent a congratulatory letter to the local newspaper.

Sport

While 2010 was not as successful for C.H.P.S at the district carnivals as in previous years, the school still showed that we have many talented athletes in swimming, cross country and athletics. Not only did we have individuals and relay teams achieve representative honours at regional carnivals, there was also one who ran at state level.

This year C.H only participated in the Winter P.S.S.A competition. Six teams were entered in three sports, with three of those sides making their Grand Finals. Unfortunately the Senior Netball and Junior Touch Football sides were runners up. To compensate for these, the Senior Touch Football team easily won their Grand Final, helping to maintain a near perfect record this decade.

Many students successfully gained selection in District P.S.S.A teams, including cricket, tennis, touch football, soccer, netball and hockey.

Sport plays a major role in all student’s school life. We have an extensive gross motor program K-2 which leads onto an integrated skills acquisition approach 3-6. Sport forms an integral part of the Health/ Physical Education/ Personal Development Key Learning Area.
Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

**Numeracy – NAPLAN Year 3**
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.

### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>82</td>
</tr>
<tr>
<td>Numeracy</td>
<td>84</td>
</tr>
</tbody>
</table>

This data is calculated based on the total number of students in Year 3, including those exempted from the test.

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82</td>
</tr>
<tr>
<td>Writing</td>
<td>85</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87</td>
</tr>
</tbody>
</table>

This data is calculated based on the total number of students in Year 5, including those exempted from the test.

### Significant programs and initiatives

**T.E.L.L.**

Many students at Chester Hill Public School are learning English as a second language. It takes on average, five to seven years for ESL students to acquire the English they need for school learning and success. Although our school has three specialist ESL teachers, much of the responsibility for supporting English language learning falls on classroom teachers.

In 2010, all teachers at CHPS participated in a learning program called Teaching English Language Learners (TELL). Teachers were required to attend workshops, complete ‘homework’, including readings, action research, and reflections on their learning and make a final presentation to the whole staff. The approach taken in the course was one of scaffolding student learning based on an increased understanding of student language needs and the language demands of the curriculum.
Aboriginal education

All Aboriginal students have access to individual and small group support particularly in literacy. Support teachers work with Aboriginal students who demonstrate an educational need. Two Aboriginal students received assistance from School Learning Support Officers funded through the Norta Norta program. All Aboriginal students have a personalised learning plan in order to facilitate the children’s achievement of the syllabus outcomes.

Multicultural education

The school’s diverse community contributes thirty-two different language backgrounds to the experiences of our students. The largest language group, Arabic, is further supported by an Arabic Community Language program. English as a Second Language (ESL) teachers provide specialist language support to students, starting with an intensive language program in Kindergarten.

In 2010, all teachers completed an intensive course in Teaching English Language Learners across the curriculum. This training further enhanced teachers’ ability to provide appropriate learning experiences for students learning English.

The school was visited by students from Japan in terms 1 and 3 as part of our annual cultural exchange. The Kugenuma High School students participated in singing, games and craft activities.

Respect and responsibility

Encouraging students to undertake community service activities on a voluntary basis as part of the school culture is a challenge the school faces in future years. In the senior years, students are active participants in several community service programs. Our task is to develop this spirit of community service and provide a variety of opportunities where students can demonstrate a responsible and “other-centred” focus within the junior school and further develop this throughout the senior school. 2011 will see a review of our student leadership program.

National partnership programs

Our school was one of the first Fairfield schools to be placed on the National Partnership – Low Socio Economic Federal funding initiative in 2010. The funding from being part of this initiative will continue until the end of 2013.

During 2010 the school embarked on a four year plan to enhance and strengthen student learning outcomes. Two major professional learning programs were undertaken by all teaching staff – Teaching English Language Learners (TELL) and Quality Teaching Framework (QTF). Two other initiatives funded through National Partnership revolve around Community Engagement and Technology in Teaching. Funding was used to employ a specialist facilitator, Mrs. Barrett, to implement the TELL program and a Community Engagement Officer Mrs. Lina Mourad.

2010 was the first year of a four year journey and much was accomplished. Ultimately the students of Chester Hill P.S. will be the beneficiaries of greatly improved learning outcomes through participation in the National Partnership.

Connected learning

Chester Hill P.S. connected learning facility is located in our Library complex. The school now has the facility through the installation of video conferencing equipment to “connect” with any learning experience Australia wide. The connected classroom now gives our students unlimited learning opportunities as well as our staff access to cutting edge educational research and professional development through its video conferencing capabilities.

Other programs

Tournament of Minds

In 2010 a group of 30 students from Years 3-6 participated in activities to develop and expand skills in a range of areas such as drama, collaborative group work, time management and creative problem solving. These students attended weekly one hour workshops during Terms 1 and 2. They also attended a regional Tournament of Minds training course with other primary and high school students. During Term 3 two multi-aged teams worked on a six week long term challenge without any outside assistance and competed in Tournament of Minds at the University of Western Sydney in August.
Community Engagement

In 2010 Chester Hill Public School received funding through National Partnerships to strengthen home school and community partnerships. Part of this funding was to employ a Community Engagement Officer. Community engagement initiatives have since been established at the school. These initiatives have included the establishment of the Coffee Club and three Parents’ Groups catering for different community groups at the school. Links with local community services such as TAFE have been formed and an English course for parents and a community mentoring program are run at the school. A school readiness program in partnership with Uniting Care Burnside has also been established for students starting Kindergarten in 2012. These initiatives aim to increase the communication between the home and school and support parents in helping their children’s learning.

Progress on 2010 targets

Target 1
To improve student Literacy

Our achievements include:

- School trend for Year 5 students in the NAPLAN assessment for writing increased by 10 points from 2009 to 2010.
- 96% of Year 3 students are at or above the minimum standard in writing in the NAPLAN assessment.
- The average progress in spelling, grammar and punctuation results in the NAPLAN assessment between Years 3 and 5 were above that of the state.
- The percentage of Year 5 students below minimum standard for reading in the NAPLAN assessment is less than other schools in the Statistically Similar Group.

Target 2
To improve outcomes for students in Numeracy

Our achievements include:

- The implementation of ‘Count Me in Too’ and ‘Newman’s Error Analysis’ has been maintained and enhanced.
- The ‘TEN’ (Targeted Early Numeracy) program has been implemented into all Kindergarten to Year 2 classrooms.
- Average progress in numeracy results in the NAPLAN assessment for matched students from Years 3 to 5 improved 25% greater than the state and schools in the Statistically Similar Group.
- An increase of 7% of Year 5 students attained proficiency in numeracy results in the NAPLAN assessment.

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 of community engagement and Numeracy.

Educational and management practice

Community Engagement

Background

As part of the school situational analysis, completed at the end of 2009, increasing community engagement was identified as a primary target for Chester Hill P.S. in 2010. Reasons for the target included:

- Declining student enrolment
- Changing demographic
- Increasing mobility of families
- Changing cultural context

It was decided by the ASR team to revisit the strategies utilized in 2009 to judge the effectiveness of the future directions including the effectiveness of the employment of a Community Engagement Officer (CEO) through National partnership funding.
Findings and conclusions

The needs of the school community have been evaluated through a parent survey, parent meetings and through informal means. Both surveys and meetings have been conducted in different community languages. 53% of parents completed and returned the survey. Anecdotal feedback was also beneficial to understanding the needs of the community.

Welcoming Environment

- Strongly agree and agree were the highest responses on 75% of the survey questions

The School Supports Learning At Home

- It is apparent that parents need more guidance with regards to homework requirements and expectations

Effective Two Way communication between Home and school

- 93% of parents feel comfortable initiating contact with the school
- 64% of parents do not find language barriers an issue when communicating with the school

Other Important Engagement Issues

- All engagement issue responses reflected a positive relationship between home and school

The effectiveness of the CEO was completed through an events / attendance rubric which evaluated the effectiveness of the four areas of engagement:

- Communication
- Involvement
- Initiative
- Retention

In each of the four areas the CEO scored well over 75% in surveyed responses. Initiatives have included:

- The introduction and coordination of playgroups.
- The expansion of the parent groups to include Arabic, Vietnamese and Cross Cultural.
- Parent information sessions, and
- Co ordination of a Transition to School Network with neighbouring prior to school centres.

Future directions

Future directions to support identified needs as indicated by the evaluation data include:

- Increasing whole school activities to encourage parents to visit the school
- Reactivating the “Meet the Teacher” forum at the beginning of the year
- Initiating a “Look at Big School Day” to open early lines of communication with new student families
- A joint fete to be done in conjunction with the P&C

Curriculum

Mathematics - Numeracy

Background

Analysis of our NAPLAN data for 2009 reflected a need to target Numeracy in the early years as this was contrary to the growth against state norms in the area.

Findings and conclusions

In semester two 2010 the K-2 grades began initiating the Teaching Early Numeracy program (TEN). The findings of the benchmark assessment were:

- There were a total of 47 students who were identified as in need of intervention: 13 of these students were from Kindergarten, 22 were from Year One and 12 were from Year Two.
- After five weeks of intensive Numeracy lessons, a total of 38 students were identified as in need of intervention including 4 new enrolments to the school. At that time 13 students were able to progress from the program. There are currently: 11 Kindergarten students, 16 Year One students and 11 Year Two
students participating in the TEN program. By implementing the program an explicit benchmarking of students at risk of not achieving numeracy outcomes could be compiled. This has meant more focused and explicit teaching pedagogy targeted resourcing and increased professional development of the teaching of numeracy for those staff in K-2.

**Future directions**

The success of the program within such a limited timeframe has meant that the TEN program will continue in 2011. (see 2011 Target 2)

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. All school stakeholders were given the opportunity to participate in a whole school situational analysis as part of the National Partnership initiative.

The findings from these evaluations will lead to improvements in the areas addressed through the 2011 school targets and through school community initiatives.

**Professional learning**

- In the Key Learning Area of mathematics, junior teachers participated in the TEN (Teaching Early Numeracy) program.
- ‘Jolly Grammar’ was embedded into literacy programs of junior teachers following school developed professional development.
- Staff training in accessing and analysing NAPLAN data was continued.
- Through National Partnership funding an in depth and rigorous professional development program in the Quality Teaching Framework was undertaken by all staff.
- With the aid of National Partnership funding all teaching staff were trained in the TELL (Teaching English Literacy Learners) program. This program encompassed both theoretical and practical modules with explicit between module tasks and a final whole school presentation component.
- Uses for the new interactive whiteboards were delivered to staff at numerous professional development meetings.
- Staff updated their Cardio-Pulmonary Resuscitation accreditation.
- Staff was introduced to the concept of community mentoring and the benefits of the program for nominated students.
- Teachers worked with stage coordinators on the development of individual professional goals.

**School development 2009 – 2011**

2011 is the final year of the Chester Hill P.S. three year school planning cycle. The 2011 school targets have been closely aligned to the evaluation and assessment information collected through the school situational analysis done as a result of our participation in the National Partnership initiative.

All targets that were developed for this development cycle so far have been successfully implemented. The new school development cycle will differ as a result of the protocols and school criteria associated with the participation in the National Partnership Low Socio-Economic federal government initiative. The following targets reflect the schools emphasis on improving student learning outcomes in both Literacy and Numeracy through increasing the skills, knowledge and understanding of teachers through targeted professional development.
Targets for 2011
A full breakdown of all targets can be found in both the school management plan and the National Partnership situational analysis document.

Target 1
Improved literacy through the implementation of a sequential K-6 reading policy
Strategies to achieve this target include:
- Review of current reading policy
- Assessment of “best practice” reading programs and/or initiatives
- Assessment of current school reading resources
- Focused teacher professional development in the area of reading

Our success will be measured by:
- The production of a draft K-6 sequential reading policy
- The purchase of targeted reading resources to support the implementation of the draft policy
- Increased teacher skills, knowledge and understanding of the way children learn to read
- A policy that is actioned through thorough assessment analysis data generated by national, state and school student evaluations

Target 2
Improved Student Numeracy outcomes
Strategies to achieve this target include:
- The continuation of the Teaching Early Numeracy (TEN) program throughout K-2
- The review of professional development and resources to fully implement Count Me In Too (CMIT) K–4
- Assessment of the Counting On program targeted at Stage three
- Improved identification of students at risk in Numeracy
- Greater knowledge and understanding of the Working Mathematically strand of the mathematics syllabus

Our Success will be measured by:
- The implementation of the TEN program throughout years K-2
- Full implementation with targeted resources of CMIT K-4
- A draft student tracking program that incorporates “at risk” students across all Key Learning Areas
- Increased skills, knowledge and understanding of the mathematics syllabus strand Working Mathematically.

Target 3
Increased student engagement in learning
Strategies to achieve this target include:
- Employing a multi media mentor to develop both staff and student technology proficiency and pedagogy.
- Increased use of technology hardware and software by staff and students.
- Embedding the Quality Teaching Framework (QTF) across all strands of Literacy and Numeracy.
- The review and revisiting through teacher professional development and programming of the Gifted and Talented policy.

Our success will be measured by:
- Student centred learning programs developed through the use of technology that increase engagement in learning across the Key Learning Areas
- Teaching programs that reflect an increased understanding and use of the Quality Teaching strategies across all areas of Literacy and Numeracy
- A school response to identification and extension of gifted and/or talented students through engagement of learning, explicit teaching and programming for success.
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.

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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