2009 Annual School Report
Chester Hill Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

The staff of Chester Hill Public School is committed to the welfare of each student, to the encouragement of excellence and the achievement of individual potential. The school’s programs and structure are designed to give the best possible groundings in all areas of development. Learning at Chester Hill Public School is provided in a multi-age class structure. This enables ongoing support and development of social, leadership and mentoring skills.

This report is a reflection of achievements in 2009 and provides an outline of future directions.

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.

Kaye Llewhellyn (relieving Principal)

P&C message

The P&C has had a busy time this year despite the fact that we have had only 5 active members and a few dedicated helpers. Fundraising has included barbecues at Bunnings hardware store, the Easter raffle and mothers’ and fathers’ day stalls. These events raised over $3000.

During 2009, the P&C donated more than $10000 to the school which helped to complete the electrical upgrade, purchase software licences and install hand sanitiser dispensers in all classrooms.

Our canteen, which supplies healthy lunches to our children, had a profitable year and has assisted us in supporting the school, its staff and students.

Many thanks to parents who have helped with fundraising activities and have volunteered their services in classrooms during 2009.

Karen Norberry P&C President

Student representatives’ message

Chester Hill Public School is a great school where students can feel safe and teachers teach you what’s right and wrong.

The students were lucky to attend some fantastic excursions during 2009. These included Hyde Park Barracks, Fairfield City Farm, the Royal National Park, Wildlife World and IMAX.

Seniors had a great camp at Bathurst and got to pan for gold and visit the old gaol. Middles camp was at Broken Bay where students were involved in all sorts of activities like kayaking and fencing.

We had interactive whiteboards installed in our classrooms at the end of the year and they are really cool. We also have covered walkways to keep us dry and in 2010 we will have 6 new classrooms which are going to be ‘flash’.

Members of 2010 prefect body

School context

Student information

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

In February 2009 575 students were enrolled. The school population peaked at 584 during 2009. A large cohort of 100 Year 6 students completed their primary schooling at the end of 2009.

Chester Hill Public School has 77% of its students coming from backgrounds other than English. The main languages represented are Arabic, Vietnamese, Cantonese, Samoan and Tongan, with over 30 languages in all.

Student enrolment profile

The following graph shows that attendance rates have dropped over the last two years which is of concern. For students to reach their learning potential their regular attendance at school is vital.
Management of non-attendance

Class rolls are kept by teachers and monitored by a member of the school executive. The Home School Liaison Officer also checks rolls regularly. Parents are reminded that explanations must be forwarded following a student's absence from school.

Punctuality is also a concern and notes are sent to parents informing them if a child arrives late to school. Parents are reminded that when students miss the commencement of lessons each day their learning is affected.

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.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>20</td>
<td>20</td>
</tr>
<tr>
<td>KO</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KJB</td>
<td>K</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>JEL</td>
<td></td>
<td>1 9</td>
<td>21</td>
</tr>
<tr>
<td>JG</td>
<td></td>
<td>2 15</td>
<td>24</td>
</tr>
<tr>
<td>JL</td>
<td></td>
<td>1 11</td>
<td>23</td>
</tr>
<tr>
<td>JP</td>
<td></td>
<td>2 12</td>
<td>22</td>
</tr>
<tr>
<td>JSR</td>
<td></td>
<td>1 12</td>
<td>22</td>
</tr>
<tr>
<td>JW</td>
<td></td>
<td>2 13</td>
<td>22</td>
</tr>
<tr>
<td>MB</td>
<td></td>
<td>3 16</td>
<td>29</td>
</tr>
<tr>
<td>MF</td>
<td></td>
<td>4 13</td>
<td>29</td>
</tr>
<tr>
<td>MI</td>
<td></td>
<td>3 17</td>
<td>28</td>
</tr>
<tr>
<td>MP</td>
<td></td>
<td>4 11</td>
<td>28</td>
</tr>
<tr>
<td>MW</td>
<td></td>
<td>3 16</td>
<td>29</td>
</tr>
<tr>
<td>MSP</td>
<td></td>
<td>4 21</td>
<td>30</td>
</tr>
<tr>
<td>SA</td>
<td></td>
<td>5 12</td>
<td>29</td>
</tr>
<tr>
<td>SC</td>
<td></td>
<td>6 17</td>
<td>29</td>
</tr>
<tr>
<td>SM</td>
<td></td>
<td>5 12</td>
<td>27</td>
</tr>
<tr>
<td>SP</td>
<td></td>
<td>6 15</td>
<td>27</td>
</tr>
<tr>
<td>SPA</td>
<td></td>
<td>5 14</td>
<td>28</td>
</tr>
<tr>
<td>SV</td>
<td></td>
<td>6 14</td>
<td>28</td>
</tr>
</tbody>
</table>

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>20</td>
<td>20</td>
</tr>
<tr>
<td>KO</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KJB</td>
<td>K</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>JEL</td>
<td></td>
<td>1 9</td>
<td>21</td>
</tr>
<tr>
<td>JG</td>
<td></td>
<td>2 15</td>
<td>24</td>
</tr>
<tr>
<td>JL</td>
<td></td>
<td>1 11</td>
<td>23</td>
</tr>
<tr>
<td>JP</td>
<td></td>
<td>2 12</td>
<td>22</td>
</tr>
<tr>
<td>JSR</td>
<td></td>
<td>1 12</td>
<td>22</td>
</tr>
<tr>
<td>JW</td>
<td></td>
<td>2 13</td>
<td>22</td>
</tr>
<tr>
<td>MB</td>
<td></td>
<td>3 16</td>
<td>29</td>
</tr>
<tr>
<td>MF</td>
<td></td>
<td>4 13</td>
<td>29</td>
</tr>
<tr>
<td>MI</td>
<td></td>
<td>3 17</td>
<td>28</td>
</tr>
<tr>
<td>MP</td>
<td></td>
<td>4 11</td>
<td>28</td>
</tr>
<tr>
<td>MW</td>
<td></td>
<td>3 16</td>
<td>29</td>
</tr>
<tr>
<td>MSP</td>
<td></td>
<td>4 21</td>
<td>30</td>
</tr>
<tr>
<td>SA</td>
<td></td>
<td>5 12</td>
<td>29</td>
</tr>
<tr>
<td>SC</td>
<td></td>
<td>6 17</td>
<td>29</td>
</tr>
<tr>
<td>SM</td>
<td></td>
<td>5 12</td>
<td>27</td>
</tr>
<tr>
<td>SP</td>
<td></td>
<td>6 15</td>
<td>27</td>
</tr>
<tr>
<td>SPA</td>
<td></td>
<td>5 14</td>
<td>28</td>
</tr>
<tr>
<td>SV</td>
<td></td>
<td>6 14</td>
<td>28</td>
</tr>
</tbody>
</table>
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 12% 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>18</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.71</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>Teacher of Community Language</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.425</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3.062</td>
</tr>
<tr>
<td>Total</td>
<td>36.197</td>
</tr>
</tbody>
</table>

We have one member of staff who identifies as Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>65</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35</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.

Date of financial summary: 11/30/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>129,250.61</td>
</tr>
<tr>
<td>Global funds</td>
<td>276,641.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>275,179.11</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>138,458.82</td>
</tr>
<tr>
<td>Interest</td>
<td>7,808.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,063.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>828,401.20</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>27,208.16</td>
</tr>
<tr>
<td>Excursions</td>
<td>46,498.29</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>57,062.72</td>
</tr>
<tr>
<td>Library</td>
<td>4,787.78</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,053.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>280,144.28</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>93,427.84</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>66,822.64</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>30,430.23</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8,418.40</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1,490.95</td>
</tr>
<tr>
<td>Capital programs</td>
<td>36,590.10</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>654,935.13</td>
</tr>
</tbody>
</table>

**Balance carried forward** 173,466.07

The amount set aside for the annual voluntary school contribution is $30 per student rising to a maximum of $60 per family. During 2009 our total voluntary contributions were $4170.

A significant proportion of the balance carried forward has been budgeted to cover committed funds (outstanding orders, teacher relief, lease payments, excursion payments and utility costs), tied funds and trust funds.

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

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 and dance group performing at a variety of assemblies and venues including participation in the Gillawarna Festival held at Bankstown Town Hall.
- A number of students displayed artwork at Bankstown Council for Harmony Day celebrations in March and also during Refugee Week in June. The students were complimented, not only on their talent, but also on the insight they displayed in the work presented.
- Students from Stage 2 and 3 entered the Triglav Panthers Fairfield Art Competition. Reane Waizani was the winner of the Stage 2 event competing against other local schools.
- Natalie Chhay and Amanda Ha had their artworks exhibited at the 2010 Western Sydney Environment Calendar Art Exhibition. Children of western Sydney were asked to illustrate how we can ensure parklands are a safe and welcoming environment for Australian native birds, animals and plants. Natalie’s work was selected to be displayed on the January page of the calendar.

Sport
Chester Hill Public School emphasises participation and sportsmanship. 2009 was an outstanding year in all areas of sporting endeavour.

- Students represented the school in Primary Schools Sports Association (PSSA) competitions in swimming, athletics, cross-country, touch football, netball, T-ball, softball, cricket, soccer and newcombeball. Our senior cricket team won the premiership for the third year in a row. The netball and touch football teams were both named champion schools. Both junior and senior touch football teams were undefeated throughout the competition.
- Chester Hill Public School won the district athletics and district cross country carnivals.
- Eight students demonstrated their sporting prowess by representing the Sydney South West region at a number of state carnivals: Raecene McGregor, Page McGregor, Rhiannon Minett, Ayatullah Qasimi, Dieme Muhimirwa, Hsa Ler Pweh Thein, Khaled Tamer and Zaki Yawary. 2 students, Dieme Muhimirwa and Ayatullah Qasimi then progressed to the national titles, representing the state in athletics and cross country.
- Ayatullah Qasimi was awarded the prestigious Primary Blue from the South West Sydney Public Schools Sports Association
- The school continued with the popular whole school programs, ‘Footsteps’ and ‘Sport in Schools Australia’. The students enjoyed these immensely whilst having their fitness and skill levels enhanced.

Other
Chester Hill Public School fosters and encourages student participation in a variety of extra curricula programs including:

- Participation in the University of New South Wales English Competition (seven credits and one distinction), Science Competition (eight credits and three distinctions) and Mathematics Competition (sixteen credits, eight distinctions and two high distinctions). High distinctions were awarded to John Bang and Sandy Thai.
- Two teams were entered into the Tournament of Minds competition. Our Social Sciences team were awarded ‘highly commended’ for their presentation which was a wonderful achievement. Four students represented the school in the Premiers Spelling Bee and the Multicultural Public Speaking Competition at area level. All students who represented the school, while not successful in winning, still acquitted themselves well.
- Participation in a number of educational excursions and performances within the school. Excursions included a three day trip to Bathurst and Dubbo, a three day Sport and Recreation Camp at Broken Bay, Fairfield City Farm, Hyde Park Barracks, Imax, Wildlife World, and Elizabeth Farm.
- During Book Week in Term 3, the students took part in a Book Parade, coming to school dressed as their favourite book character. Parents supported this event wholeheartedly and teachers also dressed up for the occasion. A great morning was had by all.

School and community partnership

The school continued its successful partnership with UBS, an international banking and finance company through the Australian Business and Community Network.

UBS contributed to our Kindergarten reading program by purchasing ‘Jolly Phonics’ materials for the school.
Our year 6 students spent a very interesting day at UBS offices in term 4 as part of their transition to high school program. UBS donated book vouchers to all class awardees at the Presentation Day ceremony.

**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 the 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**
Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 5 reading

Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 grammar and punctuation

Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy

Progress in literacy

Average progress in reading between Year 3 and Year 5
Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 3 students achieving at and above minimum standard</td>
<td>88</td>
<td>92</td>
<td>91</td>
<td>87</td>
<td>83</td>
</tr>
</tbody>
</table>

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

Significant programs and initiatives

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 order to facilitate the children’s achievement of the syllabus outcomes.

During 2009 all students had the opportunity to attend a performance from an Aboriginal storyteller.

Multicultural education

The school has an Arabic Community Language program which, in consultation with class teachers, enhances Arabic language skills and student learning across the Key Learning Areas (KLAs).

English as a Second Language (ESL) teachers track the development of targeted students by using ESL scales. This data informs the class and individual programs, which facilitate ESL students’ learning in all KLAs. In recent years the school has enrolled a number of students from refugee backgrounds. These students have arrived from Afghanistan, Burma and some African nations.

The school was visited by students from Japan in term 1. The students participated in singing, games and craft activities.

Respect and responsibility

Students participated in a number of activities and programs which were specifically implemented to encourage and promote respect and responsibility amongst students and towards others.

- As part of their Human Society and its Environment unit on ‘Beliefs’ our Middles students (Years 3 and 4) visited a number of religious places of worship (Muslim, Buddhist and Christian). Our students were accompanied by students from Al Noori Islamic School,
Greenacre on this most interesting and educational excursion.

- Circle Time, an emotional literacy program, is part of our school’s curriculum. The sessions encourage all students to listen to and talk about issues raised by their peers or by their teachers.
- The operation of a House competition encourages students to wear school uniform and to participate in day to day programs that engender respect and pride of their school.

Information and Communication Technology (ICT)

During Term 4 2009 the school’s ICT environment was greatly enhanced.

A connected classroom was installed in the library annexe which will enable teachers and students to utilise video conferencing facilities as a teaching resource.

Fifteen classrooms had interactive whiteboards installed. This remarkable technological tool will engage students and facilitate improved learning outcomes.

Programs for students with additional educational needs

A senior and junior support class caters for students with moderate intellectual disabilities. There is a maximum enrolment of ten students in each class and each class has a full time School Learning Support Officer who works with the classroom teacher. The curriculum is modified to provide individualised educational programs.

Chester Hill Public School also supports students in mainstream classes who have a range of disabilities including intellectual, physical, language and behaviour. In 2009, five students received funding support. Other students identified as needing support academically, were supported through the Learning Assistance Program. School Learning Support Officers manage and implement programs, designed by teachers, to support students with learning difficulties.

The Learning Support Team met regularly to review student progress and collaborate with classroom teachers on the implementation of remedial programs.

Fourteen Year 1 students were placed on the Reading Recovery program to improve their literacy skills, successfully reaching guided reading level 16.

Itinerant Support Teachers Integration and Behaviour worked closely with the school to support students’ needs.

Progress on 2009 targets

Progress on 2009 targets has been verified from NAPLAN data and school based assessment.

Target 1

Improve student outcomes in the number strand of the maths syllabus.

Our achievements include:

- Professional learning in ‘Count Me in Too’ and ‘Newman’s Error Analysis’ led to the development of problem solving kits for all classrooms.
- Growth in NAPLAN results from Years 3 to 5 improved by 22% from the previous year. 68% of Year 5 students achieved minimum growth.
- Average progress in numeracy results for the NAPLAN assessment from Years 3 to 5 were above that of the state.
- 99% of Year 5 students who sat for the NAPLAN numeracy assessment achieved at or above the minimum standard.
- 87% of Year 3 students who sat for the NAPLAN numeracy assessment achieved at or above the minimum standard.

Target 2

Maintain current impetus in improving student learning in English with particular emphasis on reading and writing.

- The implementation of the ‘Jolly Phonics’ program was maintained in Kindergarten. The average guided reading level in Kindergarten at the end of 2009 was level 7.
- ‘Drop Everything and Read’ (DEAR) was introduced across the school at the commencement of each day. Enthusiasm and interest in reading has increased.
- 51% of students achieved minimum growth from Year 3 to Year 5 in the NAPLAN assessment in reading.
- Average progress in writing results for the NAPLAN assessment between Years 3 and 5 were above that of the state.
- 90% of Year 5 students who sat for the NAPLAN literacy assessment achieved at or above the minimum standard.
- 98% of Year 3 students who sat for the NAPLAN literacy assessment achieved at or above the minimum standard.
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 2009 our school carried out evaluations of Community Involvement and Reading.

Educational and management practice

Community Involvement

Background

Community involvement was chosen for evaluation in order to develop the effectiveness of school life and to improve the engagement and participation of the whole school community.

Findings and conclusions

Surveys of parents, analysis of student attendance rates and average monthly attendance at P&C meetings were used. The following findings were obtained:

- 88% of parents believe the school is continually finding ways to improve what it does.
- 72% of parents believe there is not always support for the school by the parent body.
- 75% of parents believe the school is consistently aware of the community in which it serves.
- During 2008 and 2009 the student attendance rate decreased from previous years. In 2009 there was an average absence rate of 16 days per student. Lateness to school has also become of concern. This data is considered indicative of the need to promote in the community the importance of schooling.
- Average P&C attendance for 2008/09 was 8 community members. 2% of families attend P&C meetings.

Future directions

Analysis of the information collected indicated the need for the following:

- Employment of a Community Engagement Officer using funding from Low SES School Communities National Partnership.
- Establishment of a parent meeting room (coffee club) to encourage parent communication with staff and a venue to discuss matters informally.
- The continuation of workshops for parents in selected areas of school life and the curriculum.
- The introduction of English classes for parents during school hours.
- The provision of the opportunity for parents to experience and appreciate school practices e.g. parent excursions.

Curriculum

Reading

Background

Reading was chosen as the curriculum area to be evaluated as the school is consistently endeavouring to improve student outcomes in this subject.

Findings and conclusions

Teacher and parent surveys were conducted, student focus groups were interviewed and library borrowing was analysed. The following findings were obtained:

- The majority of teachers believe the strengths in the teaching of reading at Chester Hill PS include the guided reading program, Reading Recovery and the intervention from Support Teachers Learning Assistance and English as a Second Language teachers.
- NAPLAN data is not used extensively as a tool to improve reading outcomes.
- Teachers require further understanding in the teaching of literacy to English language learners.
- 43% of parents consistently read to their child in English.
- 47% of parents often listen to their child read.
- 37% of students often read at home independently.
- All students acknowledge the importance of reading but a number indicated it was ‘boring’.
- 79% of students are happy with their reading ability.
- Library borrowing decreases as the students move through the school with many students in Years 3 - 6 showing little interest in borrowing books.
Future directions
Analysis of the information collected indicated the need for the following:

- Further inservicing teachers in the use of NAPLAN data analysis as a tool to inform the teaching of reading.
- Professional development for teachers in the teaching of English language learners.
- Releasing teachers for collaborative stage planning to embed effective reading strategies in all programs.
- Purchasing high interest resources for guided reading programs and the school library.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Parents, students and teachers had significant input into the two whole school evaluations as reported above.

The findings of these evaluations will lead to improvements in the areas addressed and maintain the satisfaction that is consistently shown by all stakeholders.

Professional learning

- In the Key Learning Area of mathematics, teachers revisited the syllabus, the ‘Count Me In Too’ program and ‘Newman’s Error Analysis’.
- ‘Jolly Grammar’ was introduced to all staff following the success of the ‘Jolly Phonics’ program in Kindergarten.
- Staff were trained in accessing and analysing NAPLAN data.
- Uses for the new interactive whiteboards were delivered to staff at numerous professional development meetings.
- Staff updated their Cardio-Pulmonary Resuscitation accreditation.
- Kindergarten teachers were trained in the implementation of ‘Best Start’ for all Kindergarten students in 2010.
- De Bono’s ‘Six Thinking Hats’ was revisited and teachers shared the incorporation of this strategy into literacy lessons.
- Staff were 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
Chester Hill Public School has developed a school plan for 2009-2011 organised in priority areas. These areas are: literacy, numeracy, student engagement, parent engagement, Aboriginal education, teacher quality, connected learning and school programs. Our main targets for 2010 are indicated below.

Targets for 2010

Target 1
To improve outcomes for students in literacy.

Strategies to achieve this target include:

- Implement a professional learning program in Quality Teaching pedagogy including stage meetings, demonstration lessons and team teaching.
- Employment of an ESL Assistant Principal using funding from Low SES School Communities National Partnership to lead the delivery of professional development in English language learning.
- Develop language learning plans for targeted ESL and refugee students.
- Employment of a speech pathologist to develop the expressive and receptive language skills in Kindergarten students.
- Release teachers for collaborative stage planning to embed effective reading strategies in all programs.
- Purchase high interest resources and big books for guided reading programs.
- Train parents in how to best help their children at home with literacy development.

Our success will be measured by:

- 100% of Year 3 students achieve at or above the minimum standard in literacy in the NAPLAN assessment.
- 95% of Year 5 students achieve at or above the minimum standard in literacy in the NAPLAN assessment.
- 35% of Year 3 students attain a proficient standard in literacy in the NAPLAN assessment.
- 20% of Year 5 students attain a proficient standard in numeracy in the NAPLAN assessment.
- The average guided reading level for Kindergarten will be maintained at level 7 and for Years 1 and 2, the guided reading average will improve by one reading level.
Target 2

To improve outcomes for students in numeracy.

Strategies to achieve this target include:

- Analysis of NAPLAN results and the use of this information to inform and drive the teaching of mathematics.
- Students at risk identified and targeted for intensive support from Support Teachers Learning Assistance and School Learning Support Officers.
- Demonstration lessons to all staff by lighthouse teachers in the area of problem solving strategies.
- Develop 'take home' games for students to practise skills learnt in the classroom.
- Develop enhanced feedback practices by teachers to students.
- Review and revise assessment strategies.

Our success will be measured by:

- 95% of Year 3 students achieve at or above the minimum standard in numeracy in the NAPLAN assessment.
- 90% of Year 5 students achieve at or above the minimum standard in numeracy in the NAPLAN assessment.
- 20% of Year 3 students attain a proficient standard in numeracy in the NAPLAN assessment.
- 25% of Year 5 students attain a proficient standard in numeracy in the NAPLAN assessment.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Ms Kaye Llewellyn, relieving Principal
Mr Lance Condon, relieving Deputy Principal
Ms Jann Baird, Assistant Principal
Mr Peter Lawson, Assistant Principal
Ms Susan Weeks, Assistant Principal
Ms Penny Stavrinos, relieving Assistant Principal

School contact information

Chester Hill Public School
Proctor Parade, Chester Hill NSW 2162
Ph: 9644 1286
Fax: 9743 8094
Email: chesterhil-p.school@det.nsw.edu.au
School Code: 3698

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: