School context

Learning at Chester Hill Public School is provided through innovative and enriched teaching and learning activities. Grade based learning enables ongoing support and development of social, leadership and mentoring skills. Our early learning emphasis model provides for flexible delivery of curriculum in the K-2 years, allowing students to progress through stage outcomes at a rate appropriate to their needs and abilities. Years 3-6 are placed in classes that support and enable explicit teaching across all Key Learning Areas. Literacy and numeracy remain the principal areas of focus and these continue to be supported, developed and enhanced through professional learning, purchasing of resources, maths consultancy support and the provision of a literacy mentor. Learning support programs include STLA, Reading Recovery, ESL, Targeted Early Numeracy (TEN), Focus on Reading initiative guided and home reading, Best Start, and Count Me in Too. Chester Hill Public School is completely computer networked with Interactive Whiteboards in all classrooms, the library and specialist teaching areas. Learning through technology is embedded in all teaching programs with support from a dedicated Multi Media Mentor who works closely with all students and staff.

Since 2010 Chester Hill Public School received extra funding through the National Partnerships Low Socio Economic Federal initiative. That funding will conclude at the end of 2013. At the end of term one 2013 Chester Hill was placed on the Improving Literacy or Numeracy National Partnership program for 2013/2014.

Principal’s message

At the end of 2013 Chester Hill Public School completed four years of intense and prolonged professional and pedagogical change for both the staff and the school community. This can be directly attributed to its participation in the Low Socio Economic National Partnership Program. The extra funding provided over the four years enables Chester Hill P.S. the opportunity to evaluate, analyse and implement sweeping changes to how children at our primary school learn and how our teachers teach. The challenge for the school is to maintain this initiative and to use the skill, knowledge and understanding of what has been accomplished to continue to raise the learning outcomes for all students. The achievements of the last few years have been written in previous ASR’s and is completed in this edition of our Annual School Report.

Specifically for 2013 I would like to thank all the teaching and administration staff for their herculean efforts throughout the year.

Also to our amazing parent community which is ably led by our wonderful Parents and Citizens Association. Without their support our students would miss out on so many learning and community opportunities.

Finally to all our students who make it all so worthwhile to lead Chester Hill Public School.

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 Principal

P & C

It is with pleasure I write this report, my first as President of the School’s Parents and Citizens Association. A new committee was formed this year and I would like to take this opportunity to thank them and all our members for their time and dedication throughout the year.

The P&C has made the most of 2013, working in partnership with staff, our parent body and wider community to further enhance our school environment.

Although most of the work of the P & C cannot be measured in dollar terms, we have been proud to donate over $25,000 to the school this year. These funds were put towards the new sports courts, BBQ area and teaching programs.

The year has seen many successes for the P&C including a successful application to the 2013 Volunteer Grants submission which granted the committee $3600 to purchase much needed IT equipment, trestle tables and marquees to be used for fundraising events throughout the year.

The P&C also came together to hold another school fete, successfully raising just over $4000 thanks to the outpouring support of the staff, parents and community members who worked
endlessly to organise and run the event. Thank you to all who made the day a success.

Ongoing initiatives by the P&C such as the canteen, uniform shop and school banking scheme have continued to provide profitable services to the P&C, whilst supporting the school, staff and students. These services cannot be possible without the dedicated parents who regularly volunteer their time.

Finally, I would like to thank Mr. Brent Kunkler, our administrative staff and teachers for their efforts and advice to the new committee this year; it has been a learning experience for us all.

Lina Mourad       P&C President

Student representative’s message
This year has been a great year for everyone. We’ve had lots of excursions, including two overnight camps for seniors, Year 5 to Bathurst and Year 6 to Sport and Rec at Broken Bay. We also had a very successful school fete. We have watched the school change in many ways like the new sporting playground. The Year 6s got a new passive area to sit around at lunch and recess. The technology has changed a lot since we were in Kindergarten, we now have smart boards, many new laptops and we have headsets when we do reading groups. As a Student leadership group we have learnt a lot this year and most of us are ready to go to high school to continue our leadership journey. We would like to thank Mr Schou for all his help and support during the year in his role as student leaders mentor. He had high expectations for us all and we hope we all lived up to them. We know the students leaders coming next year will have a lot of fun and learn many new skills as we did this year when. We both feel greatly appreciative for what the school has done for us and for all the 2013 student leaders

Jack Pragnell and Shantae Phan

School Captains       2013

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>273</td>
<td>281</td>
<td>304</td>
<td>307</td>
</tr>
<tr>
<td>Female</td>
<td>255</td>
<td>237</td>
<td>248</td>
<td>229</td>
</tr>
</tbody>
</table>

The school’s enrolment profile is typical of the high student mobility in the area.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.2</td>
<td>93.3</td>
<td>93.0</td>
<td>93.1</td>
</tr>
<tr>
<td>1</td>
<td>92.1</td>
<td>92.0</td>
<td>93.1</td>
<td>93.9</td>
</tr>
<tr>
<td>2</td>
<td>92.6</td>
<td>92.4</td>
<td>91.5</td>
<td>94.6</td>
</tr>
<tr>
<td>3</td>
<td>93.8</td>
<td>92.6</td>
<td>92.9</td>
<td>94.0</td>
</tr>
<tr>
<td>4</td>
<td>93.5</td>
<td>92.7</td>
<td>94.0</td>
<td>95.3</td>
</tr>
<tr>
<td>5</td>
<td>94.4</td>
<td>93.5</td>
<td>92.8</td>
<td>94.9</td>
</tr>
<tr>
<td>6</td>
<td>94.3</td>
<td>92.9</td>
<td>93.3</td>
<td>94.8</td>
</tr>
<tr>
<td>Total</td>
<td>93.3</td>
<td>92.8</td>
<td>93.0</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Each year the school is below regional and state attendance percentages. See below

Management of non-attendance
The school continues to be a 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 the school. The emphasis of the program in 2013 continued to focus on student partial absences as well as chronic “parent condoned” absenteeism. The school have one further year of the program.

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

With the completion of the National Partnership program the school will loses several of its temporary teachers who were employed using the federal funding.

Several permanent staff members did not teach at CHPS for the majority of the year as a result of secondment or health issues. Chester Hill P.S. continues to attract high ability teaching staff.

In 2013 two members of the teaching staff at Chester Hill P.S. identified as indigenous.
Workforce composition

<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>7</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>20</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>23</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>11</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>474897.57</td>
</tr>
<tr>
<td>Global funds</td>
<td>309718.16</td>
</tr>
<tr>
<td>Tied funds</td>
<td>658605.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>112427.74</td>
</tr>
<tr>
<td>Interest</td>
<td>17299.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15765.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1588714.88</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>27404.81</td>
</tr>
<tr>
<td>Excursions</td>
<td>41511.06</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>49011.91</td>
</tr>
<tr>
<td>Library</td>
<td>12197.22</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>708.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>421280.57</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>83522.99</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>75689.48</td>
</tr>
</tbody>
</table>

| School-operated canteen                             | 0.00      |
| Utilities                                          | 67186.99  |
| Maintenance                                        | 24016.98  |
| Trust accounts                                     | 20605.97  |
| Capital programs                                   | 40578.74  |
| **Total expenditure**                              | 863715.28 |
| **Balance carried forward**                        | 724999.60 |

Please note that 99% of the training and development expenditure was financed through National Partnership federal funds. The balance carried forward includes funds that have already been assigned to ongoing programs and initiative. Casual teachers’ salaries and the salaries of School Learning Support officers may also be several month behind as a result of state officer billing procedures.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the Parent & Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

SPORT

Chester Hill Public School emphasises participation and sportsmanship. 2013 was an outstanding year in all areas of endeavour. Chester Hill again entered the weekly P.S.S.A competition. For the summer competition, the following teams were entered-

- Girls T-ball and Softball. Junior and Senior AFL- the juniors being undefeated premiers and the seniors reaching the semi-final. Junior and Senior Cricket- the seniors were also undefeated premiers. Further, Zeeshaan the captain of this team, not only gained selection in the Sydney South West Side. He was named captain too.

The winter competition saw the following teams compete-

- Two Senior Netball Teams, Junior and Senior Touch Football, both teams won their Grand Finals and Chester Hill was named Champion School and Junior and Senior Girls Newcombe Ball.

Chester Hill again had teams involved in District Swimming, Athletics, and Cross Country Carnivals. A number of these students went on to represent Bankstown District at the Sydney South West Carnivals.
For the second year our school participated in the state PSSA knockout competitions in the following sports: Cricket, Netball and Touch Football. All teams performed to the best of their abilities with the touch Football team making it to the second round.

At the school presentation assembly four students were recognised for their sporting prowess. These students were: Junior Sports Champions, Walid and Otile and Senior Sports Champions Justin and Tia.

The school continued with the popular whole school program “Dance to be Fit”. The students enjoyed this innovative program while enhancing their fitness and skill level.

Whether successful on the playing fields or not all our students displayed sportsmanship.

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Significant programs and initiatives

Focus on Reading
In 2013 the teachers at Chester Hill completed the final phase of Focus on Reading training. The focus of this training was sustainability and all teachers participated in the construction of a sustainability plan, prepared and presented digital presentations which showcased the learning and change in teaching practice that had occurred over the past three years in relation to reading, comprehension and vocabulary and which could be used to assist new teachers at the school. Teachers also had the opportunity to see Focus on Reading 'in action' in other classrooms around the school to assist them if they teach a different grade in subsequent years. Resources were continued to be purchased and they supported both the school HSIE scope and sequence and the new English syllabus. As part of the sustainability plan all reading, comprehension and vocabulary resources were labelled, accessioned into the library and housed in theme boxes for ease of access by the teachers and for monitoring by the librarian. These resources became part of the newly renovated 'Reading to Learn’ room.

The final part of the sustainability plan saw the training of a group of permanent classroom teachers across years 3-6 as Focus on Reading mentors. These mentors will provide in-class support for teachers who are new to Chester Hill in subsequent years.

The Assistant Principal Teaching and Learning continued to provide in-class support for all grades K-4, with the focus shifting from Reading and comprehension to writing. A package of training around writing in the new English syllabus was delivered over two full day training. Teachers had the opportunity to plan lesson content, review lessons and design assessment tasks around writing with the support of the Assistant Principal Teaching and Learning during their additional hour of Teacher Professional Development each week.

The contribution and hard work of the staff over the past three years embracing and embedding Focus on Reading pedagogy was acknowledged by the principal at a final presentation session held in Term Four, where teachers were presented with a book and certificate and a package of teacher reference books were presented to the library.

Aboriginal education
All students K-6 have increased their knowledge and understanding of Aboriginal Australia through explicit teaching of content linked to the NSW syllabus. Teachers have developed and purchased resources linked to the topic of Aboriginal Australia. Students have been exposed to Aboriginal Dreamtime stories through e-books and past and present issues relating to Aboriginal Australia and the importance of acknowledging Aboriginal history.
All school assemblies acknowledge and pay respect to Aboriginal elders past and present with the ‘Acknowledgement of country’. All identified Aboriginal students have a (PLP) Personalised Learning Plan that a teacher must write and review every term. Student’s needs and strengths are identified and funding and support has been allocated in accordance with student needs.

All students K-6 participated in celebrations for NAIDOC week involving a school performance and in-class activities.

The Aboriginal identified playgroup is continuing and providing early learning opportunities for Aboriginal children to help ‘Bridge the Gap’.

2014 school management plan will include reviewing CHPS Aboriginal Education Policy in relation to the production of PLPs in accordance with the DET policy.

Multicultural education

The refurbished Language Centre has come alive with the sound of music! The Vietnamese Community Language program recognizes the tonality of the Vietnamese language and students use recorders to contrast how changes in tone create changes in meaning. Vietnamese students conducted a whole school assembly and performed specially written songs celebrating life at Chester Hill Public.

The school welcomed Mr. Salah Tadros as our new teacher of Arabic Community Language. Mr. Tadros has come with a wide experience base of teaching Arabic community language and we look forward to his continual reenergizing of the program over the next few years.

Classes recognised diversity with activities throughout the year celebrating significant cultural events such as Ramadan, Eid, Easter and Christmas.

Community Hub Program

A major of focus of our National Partnership Low Socio Economic program was the employment of a Community Engagement Officer (CEO). The role of the CEO was to increase the participation and engagement of our parent community in the learning journey of their children. The CEO also formed networks and links with community organisations to help facilitate our parent community to undertake their own learning journeys. The programs has been very successful but were solely reliant on National Partnership funding which is concluding this year.

An application was made through the Scanlon Foundation to access funding to become a Community Hub School. The role of a Community Hub Leader is very similar to that of our own CEO role and the priorities of the program mirror the school’s community centered philosophy. Late in 2013 we were informed that we had been successful and that the Community Hub Program would begin at Chester Hill Public School at the commencement of the 2014 school year.

Transitional Equity Funding

Transitional equity funding replaces for twelve months the funding school received through Priority School Funding program. The funding received by Chester Hill P.S. in 2013 included both financial and an increased staffing entitlement. The staffing entitlement of 0.9 (four and a half days) was distributed through both English as a Second Language and Learning and Support programs. The financial assistance of $67000 was used for purchasing teaching and learning resources in both those areas as well as funding increased professional learning opportunities for all teachers.

National partnerships and significant Commonwealth initiatives

In 2013 Chester Hill P.S. participated in the following initiatives.

- National Partnership Low Socio Economic
- Improving Literacy and Numeracy National Partnership

Our participation in National Partnerships Low Socio Economics ceases at the end of this year.

Improving Literacy and Numeracy National Partnership is for 2013-2014 school years. After extensive evaluation of both key learning areas the school will focus on Numeracy K-6. The emphasis will be on developing teaching pedagogy in relation to numeracy, the implementation of the new national Mathematics syllabus and improving student learning outcomes through the teaching of automaticity in number facts.
School planning and evaluation
2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- National Partnership Low Socio Economic evaluation and analyses procedures.
- Improving Literacy and Numeracy National Partnership evaluation and analyses benchmarks.
- NAPLAN results and analyse data.
- SMART data.
- School based evaluation and assessment data across all Key learning Areas.
- Parent and community survey and feedback data both written and anecdotal.

School planning 2012—2014: progress in 2013

School priority 1
Outcome for 2012–2014
Increased levels of literacy achievement for Every student consistent with state, regional and school goals’

Targets 2013

- To increase the mean score for reading in Year 3 from 13 below Fairfield District in 2011 to at or above Fairfield District in 2013 for Year 5.
- To decrease the percentage of students at or below minimum standard for writing from 8.6% above Fairfield District in 2011 for Year 3 to at or below 2% of Fairfield District in 2013 for Year 5.
- 100% of K – 2 teachers will implement Literacy Early Learning Plans in 2013.
- 100% of K – 2 teachers will implement Literacy Early Learning Plans in 2013.

Evidence of progress towards targets in 2013:

- Though the target was not met the student cohort did improve by 2.7 points against district results.
- The target was not met and the differential of 12.4 was a significant increased against Fairfield results.
- Data gathered during the TARS process indicated that most teachers have gathered and entered data on the Best Start site and produced Literacy Early Learning Plans.

Strategies to achieve these outcomes in 2014

- Due to the completion of National Partnerships the AP T&L will no longer be employed. Substantive APs have been trained to lead and support the continued development of Focus on Reading.
- Successful implementation of K to 2 writing initiative has been reflected in Year 3 NAPLAN positive trend data. As the Years 3 to 6 program commenced semester 2 students improvement will be reflected in future NAPLAN results. 2013 strategies will be maintained and funded for 2014.
- The strategies of collaborative planning, consistent teacher judgment and network meetings have supported staff to achieve this target. Therefore these strategies will be maintained and funded in 2014.

School priority 2
Outcomes from 2012–2014
Increased levels of Numeracy achievement for Every student consistent with state, regional and school goals.

Targets 2013

- To reduce the gap by 10 points between the school and Fairfield District of the mean scores for Numeracy from 19.8 points below District in Year 3 2011 compared to Year 5 2013.
- To increase the percentage of students achieving proficiency standard in
Numeracy from 22% in Year 3 2011 to 27% in Year 5 2013

- 100% of teachers K – 6 in 2013 will embed working mathematically by using the Numeracy Continuum and QTF in Numeracy Teaching and Learning Programs.

Evidence of progress towards targets in 2013:

- Little or no progress was made. The gap was decreased but by only 0.2 points. Some of the can be offset by the overall increase in numeracy scores across the majority of Fairfield schools. From the data we can state that the gap remained static however the trend data indicated that students improved at the same rate as Fairfield district. The Numeracy Mentor ensured that the gap remained static through targeted professional development and student intervention K-6.

- Despite solid improvement in the lower band, improvement in the upper band had not achieved the anticipated target growth. Therefore overall the target was not achieved.

- The evidence derived from TARS, quality teaching surveys and Assistant Principal anecdotal responses indicated that not all teachers demonstrated full implementation of the target. However, since both the continuum and the syllabus document are not mandatory until 2014 more professional learning will been assigned for this target area next year.

Strategies to achieve these outcomes in 2014:

- The employment of a Numeracy Mentor Assistant Principal to work with and lead all members of staff through targeted numeracy professional learning

- To introduce the Numeracy remediation program of “Quickstart” in grades four and five. This program that was developed through the University of New England will support assessment identified students to gain automaticity in numeracy.

- The formation of homogeneous number groups in grades 3-6. This will include “Quickstart” sessions and Learning and Support Teacher intervention.

- The key strategies from 2013 were effective however the implementation timeline was such that the target could not be reached. A greater emphasis will be placed on a more focused approach and greater staff accountability.

Professional learning

In the Key Learning Area of mathematics, junior teachers participated in the TEN (Teaching Early Numeracy) program. In 2013 this was consolidated with the junior stages.

Staff training in accessing and analysing NAPLAN data was continued in 2013. Specific attention was given to the use of SMART data software as a tool for teacher learning program planning.

Through National Partnership funding an in depth and rigorous professional development program in literacy was undertaken by all staff. The Focus on Reading program is multiphasic and was completed in 2013. In 2013 the program concentrated on improving the teaching of comprehension. Though a Year 3-6 program all teaching staff mainstream and specialist are participated in the program. In the second semester the focus was changed to writing but continued to use the Focus on Reading strategies and professional learning model. Early Stage 1 and Stage 1 teachers (K-2) continued to be professionally developed in Best Start and the Literacy and Numeracy Learning Continuums.

Teaching strategies for the new interactive wireless technologies were delivered to staff at numerous professional development meetings. New learning hardware included the Hover-cam and an executive trial of iPads.

Staff updated their Cardio-Pulmonary Resuscitation accreditation along with their emergency care certificates and anaphylaxis awareness training...

Teachers worked with stage coordinators on the development of individual assessment guidelines. The strategies of Consistent Teacher Judgement were also revisited.
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

As part of our 2013 National Partnership evaluation and analysis process we conducted ongoing evaluation of parents, teachers and students. The major evaluation and feedback tool was a survey. These surveys were conducted in order to evaluate the effectiveness of community engagement, literacy, technology and English as a second language initiatives implemented over the last 12 months. Parent surveys were conducted at differing times alternating from a written response to anecdotal to allow for the varying proficiency in written English. Teachers were surveyed during planning days, staff development days and in stage team meetings. Teachers were allowed to remain anonymous when completing the major survey that related to program effectiveness. All teachers which included mainstream, ESL, Learning and Support and Community Language took part. Students were represented by stage 2 and stage 3. They were asked to comment on “has their learning habits changed?”

The findings collated from all survey groups clearly demonstrated a shift in the general school culture, with many similarities apparent from both parent and teacher responses. Most evident in the findings was the agreement of both groups on a positive response to the question asked relating to learning habits. Survey responses that were found across all stakeholder responses included:

- Higher learning expectations for students
- Improved communication between home and school in relation to learning expectations
- Consensus by all stakeholders in regards to the focus on early intervention strategies
- Targeted and fully resourced teaching and learning professional development
- Higher expectations of the school for parents to become partners in their child’s learning

Furthermore, the findings also highlighted the positive impact community engagement initiatives have had on creating a welcoming school, hence allowing for greater opportunities for home and school interaction. Also, the numerous partnerships established between the school and community agencies were referred to as being a beneficial resource for students, staff and parents.

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. The people below compiled and edited this report from information supplied by the above committees.

Penny Stavrinos Assistant Principal
Rose Henderson Classroom teacher
Lina Mourad President P&C
Lance Condon Deputy Principal
Brent Kunkler Principal

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School Code: 3698

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: