Messages

Principal’s message

2012 has again been a very successful year for Chester Hill Public School. Three years through our four year National Partnerships Low Socio-Economic funding initiative has continued to see an increase in student learning outcomes across literacy and numeracy, expanded support of our school students and community through our affiliations with TAFE and the University of New South Wales as well as improved and expanded learning resources. As a result of increasing specific cultural enrolments we were able to establish a Vietnamese community language class for two days a week. Through continued funding we again had the support of a Community Engagement Officer four days a week to work closely with our cultural parent communities. This work is enabling the school to improve the home–school relationship to build trust and understanding of the educational programs and opportunities at Chester Hill for all students. This year, our P&C Association, again tirelessly supported all students through their many fundraising activities- the biggest and best being the school fete. Without the support of the P&C and the parents our school would not be the rich and cultural diverse community that it has become.

The following document outlines and explains many different areas of the school over the last twelve months. It is by no means exhaustive in its scope. It does not and could not in the space allowed give credit to the many hundreds of people who make our school “our school”. I hope that after you have read this report it does go some way in answering the question of how does a modern primary school function in the 21st century?

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 message

It is with pleasure I offer this, my third and last report as President of Chester Hill Public Schools P and C. Any person offering their time to work on a committee as a volunteer can only hope that they leave it in a better position than when they took it over. I am happy to acknowledge that the P and C has had its best year to date. The second Annual School Fete was a great success. We were at just under double the capacity that we were for our first year which is a great reflection on how the school has got behind the fete and all it brings. We were in a great position to once again drive the schools raffles and mufti days, with extended parental support shown to all of our activities. Towards the end of the year, the P and C were proud to donate $20,000 to the school to assist in playground infrastructure. The Upcoming BBQ / outdoor seating area and the Multipurpose all weather sports and mathematics area will be a real asset to the school and the P and C could not have been happier to again support these initiatives.

I would like to take this opportunity to take my hat off to Mr Kunkler and his wonderful teaching staff. The effort they put into the students and their classes is second to none, however the effort and care that they display on a day to day basis, as well as the assistance given at the fete is more than any P and C can hope for.

To the outgoing committee Rita Hamzey and Ronda Lozi, thank you both for a truly wonderful job. I will be forever proud of what a massive effort you put in to achieve so much. The school will miss hard working people like you. Ronda, being awarded life membership of the P and C is just reward for the time you have dedicated to your roles within the P and C. To the new committee, all the best of luck and I wish you every success in your future years.

Finally, to the families that support the P and C and the School, please continue to support what we are trying to achieve. Whether it’s by helping in the canteen, attending meetings, helping at the fete, whatever.....we will only be as strong and as active as what you are.

Mathew Roper President
Student representative’s message

Our journey at Chester Hill Public School has been superb. We have felt protected, valued and secure within the school environment due to the support and dedication of our teachers and parents.

We, the student leaders, feel privileged, to have had the opportunity to organise assemblies, assist younger students, attend special events and meet with various community members throughout the year. We are extremely grateful and proud to have had this opportunity and will use the skills and knowledge gained in the future.

Ofisa and Safiyah School Captains 2012

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.4</td>
<td>92.2</td>
<td>93.3</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90.7</td>
<td>92.1</td>
<td>92.0</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.8</td>
<td>92.6</td>
<td>92.4</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>91.0</td>
<td>93.8</td>
<td>92.6</td>
<td>92.9</td>
<td></td>
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<tr>
<td>5</td>
<td>91.8</td>
<td>94.4</td>
<td>93.5</td>
<td>92.8</td>
<td></td>
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<tr>
<td>6</td>
<td>92.7</td>
<td>94.3</td>
<td>92.9</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.7</td>
<td>91.4</td>
<td>93.3</td>
<td>92.8</td>
<td>93.0</td>
</tr>
</tbody>
</table>

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 2012 related to student partial absences as well as chronic “parent condoned” absenteeism. The school have one further year of the program.

Staff information

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

Please note that two extra Assistant Principal positions were created using National Partnership funding. 0.2 staffing equals one full day.

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</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</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>2.6</td>
</tr>
<tr>
<td>Teacher of Community Language</td>
<td>1.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.9</td>
</tr>
<tr>
<td>Total</td>
<td>35.32</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

We have two members of staff at Chester Hill who identify as indigenous.

**Staff retention**

There were no major changes to the permanent staff during 2012. Several temporary teaching positions were created to fill either maternity or National Partnership programs. With the implementation of Learning and Support Teachers (LAST) we have had a teacher appointed for an extra two days a week beginning in 2013.

**Teacher qualifications**

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

The qualifications of the staff are being extended through participation in several school and regional based accredited professional learning programs. Chester Hill P.S. recognizes and strongly supports the ideal of lifelong learning. The major whole school professional learning initiative, Focus on Reading, will be completed in 2013.

<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>
</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>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>458410</td>
</tr>
<tr>
<td>Global funds</td>
<td>275064</td>
</tr>
<tr>
<td>Tied funds</td>
<td>402499</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>124239</td>
</tr>
<tr>
<td>Interest</td>
<td>20753</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>24765</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1305730.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>73782</td>
</tr>
<tr>
<td>Excursions</td>
<td>38138</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>45299</td>
</tr>
<tr>
<td>Library</td>
<td>7700</td>
</tr>
</tbody>
</table>

Teacher professional learning was financed through National Partnership funding, teacher professional learning tied funds were rolled over to 2013.

In 2012 the school applied and was successful in becoming a Priority School. This is an equity program which will benefit the students’ learning both fiscally and in increased staffing for 2013.

2012 was the third of four years we received funding through the federal government National Partnership Low Socio-economic initiative. This explains the large amount of money in the tied account. The majority of the balance carried forward amount is tied and cannot be used by the school in a discretionary manner.

A full copy of the school’s 2012 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 2012

Achievements

Arts

Creative and Performing Arts opportunities at Chester Hill Public School have enhanced the learning experiences of our students K-6. In 2012, students have represented our school both within and outside in the wider school community.

20 Kindergarten students formed a dance troupe and performed at the Gillawarna Festival of Performing Arts. They stole the show on the night with their exuberant, high energy performance of “ABC, 123” They also performed for students and community members at whole school assemblies.

A senior debating team was selected to participate in the Premier’s Debating Challenge. These students had not debated at a competitive level before and were extremely successful in their efforts. Their hard work, eagerness and skills in public speaking and debating led them to be the overall winners of this prestigious challenge.

The school choir performed at the Gillawarna Festival of Performing Arts at Bankstown Sports Club in the combined schools choir over 2 nights and the matinee session.

Students K-6 participated in public speaking competitions in class and then stages. A representative from each stage went on to compete in the Fairfield and Hoxton Schools Public Speaking Competition during terms 2 and 3. Our students were successful and 1 student received a highly commended certificate.

An Art Gallery of students work was on display in the school’s administration building throughout the whole year. The gallery exhibited the student’s creative art work and writing.

Students were invited to attend stimulating in-school performances of Opera Australia’s “Hansel and Gretel” and Bell Shakespeare’s production of “A Midsummer Night’s Dream”

Sport

2012 was a very busy year in sport for Chester Hill Public School. We again sent full teams to our zone cross country, swimming and athletics carnivals with a number of our students going on to represent Bankstown PSSA at regional carnivals. In addition two of our students were selected to represent South Western Sydney at state carnival. Congratulations must go to Tremaine M in Rugby League and Zeeshaan A in Cricket for achieving regional selection.

Our school again achieved success in our weekly PSSA competition. The winter competition had our junior Touch Football team making the semi-finals and our senior Touch Football team runners up in their competition. The Summer PSSA completion heralded our fifth straight win in senior Cricket, while in our new sport of AFL the junior team were runners-up and the seniors brought home the premiers flag.

In 2012 we participated in the state PSSA knockout competitions in the following sports – Cricket, Netball, Softball and Touch Football. All teams performed to the best of their abilities with our Touch Football team making it through to the fourth round.

Whether successful on the playing fields or not all our students displayed sportsmanship and fair play and were a credit to our school. I would like to thank all those teachers who gave up their own time before school, after school and at lunchtimes to train these teams. Without them we would not have such a rich sporting culture.

Academic

In the National Assessment Program, the results across the Years 3 and 5, literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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)
Reading – NAPLAN Year 3

Percentage in bands:
Year 3 Reading

Percentage of students

Bands

0 10 20 30

School Average 2008-2012

Number of students

Year 3 Numeracy

Percentage in bands:
Year 3 Numeracy

Percentage of students

Bands

0 10 20 30

School Average 2008-2012

Reading – NAPLAN Year 5

Percentage in bands:
Year 5 Reading

Percentage of students

Bands

0 10 20 30

School Average 2008-2012

Year 5 Numeracy

Percentage in bands:
Year 5 Numeracy

Percentage of students

Bands

0 10 20 30

School Average 2008-2012
Progress in reading
Chester Hill Public School 2012 Year 5 student cohort have improved their mean score for reading from Year 3 2010 by 13.7 points greater than compared to the mean progress for the state.

![Average progress in Reading between Year 3 and 5](image)

Progress in numeracy
Chester Hill Public School 2012 Year 5 student cohort have improved their mean score for numeracy from Year 3 2010 by 18.5 points greater than compared to the mean progress for the state.

![Average progress in Numeracy between Year 3 and 5](image)

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.

Significant programs and initiative
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’.

2013 school management plan will include reviewing CHPS Aboriginal Education Policy 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 School. A visit to a Buddhist temple and lunch in Cabramatta allowed students to learn more of Vietnamese culture and its place in Australian history.

Mrs. El-Hassan, who developed the original Arabic Community Language program has bid farewell to our school. The school acknowledges her contributions over the years and we are looking forward to new experiences with her replacement.

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

Chester Hill Public School is in the third year of the Low Socio – economic partnership. Our major focuses through the program have been

- Enhancing student literacy through improved teaching pedagogy specifically in reading
- Developing early identification and support structures in numeracy
- Incorporating Technology as a learning tool across the school
- Improving home school partnerships to strengthen student learning outcomes
- Implementing whole school programs to support the teaching and understanding of Non English Background speakers
- Ensuring that Quality Teaching Framework is embedded in all teaching and learning programs

Next year will be the final year of funding.

Enrichment

Students at Chester Hill PS have been involved in a range of programs to expand and enrich their learning. Activities designed to encourage development of skills and talents in individual and groups of students include PSSA and the Gillawarna Festival of Performing Arts. One of our students was selected as a soloist while another student was chosen to be an announcer. Our student leadership program involves the team of twelve captains and prefects, school ambassador and house captains all of whom now have increased roles and responsibilities including regular training and discussion with the principal. The Tournament of Minds teams once again competed in the Regional competition in August following two terms of in school intensive training and twice weekly after school preparation with the competitors for the six week preparation period. All students in Years 5 and 6 participated in intensive and daily investigations as part of Murder Under the Microscope for a month in Term 3. Students in Years 3 and 4 participated in a Math’s Fun Day in Term 3. In 2012 two of the Kindergarten teachers were trained to specifically identify and cater for gifted and talented students in Early Stage 1. All teachers at Chester Hill are differentiating their programs to enrich and enhance the learning of identified gifted and talented students in every class.

Focus on Reading

2012 saw the completion of Phase 2 of ‘Focus on Reading’. All staff attended 26 hours of training and were supported in the implementation of the reading and vocabulary strands by the Assistant Principal Teaching and Learning. This in-school support position was funded by National Partnership monies. The teachers worked collaboratively to plan and resource units of work which embedded the teaching of reading, comprehension and vocabulary into other Key Learning Areas. New and engaging reading resources to support students in their learning were purchased as were dictionaries and thesauruses.

Other programs

Technology

Our Multi-Media Mentor worked with all our classes to continue the integration of Information and Communication Technology (ICT) into teaching and learning programs across the school. Students were able to experience and experiment with a wide range of software and innovative web-based media and platforms.

The school’s infrastructure has continued to be upgraded to ensure that it met the standards required for ICT in the 21st Century. New switches and servers have been installed and the school is over 70% wireless (100% in 3013).
Progress on 2012 targets

Target 1
Increased levels of literacy achievement for every student consistent with state, regional and school goals:
Our achievements include:

• Chester Hill Public School 2012 Year 5 student cohort have improved their mean score for reading from Year 3 2010 by 13.7 points greater than compared to the mean progress for the state.

• A decrease in the number of Stage 1 students not reaching expected Year 1 reading outcomes

• Continued implementation of quality teaching practices through the completion of the second Focus on Reading module.

Target 2
Increased levels of numeracy achievement for every student consistent with state, regional and school goals:
Our achievements include:

• Chester Hill Public School 2012 Year 5 student cohort have improved their mean score for numeracy from Year 3 2010 by 18.5 points greater than compared to the mean progress for the state.

• There was a decrease of 11% of students who needed support through the Teaching Early Numeracy program going into Year 2

• Numeracy resources were evaluated and supplemented to support all stage areas

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of how the school has supported and increased the participation of parents in the educational life of their children.

To further enhance home and school partnerships, the Community Engagement Officer has continued to work in consultation with both staff and the community to implement activities that meet school and community needs. The continuation of school based programs and collaboration with outside agencies has allowed for increased opportunities for the home and school relationship to move further from involvement into participation. Effective communication strategies have been implemented to relevant stakeholders including families, the community and local business to promote the schools’ many educational opportunities. This strategy has allowed for an increase in enrolments and an improvement of the school perception to the wider community. Opportunities for increasing participation in school governance from both mainstream and NESB families has been a priority, with 100% of K-3 parents working in partnership with the school in order to achieve increased funding for school programs. A greater interest from volunteers has also been evident in the participation in P&C initiatives including the school fete, uniform shop and also within the classroom setting. A focus on both transition to Kindergarten and high school has been a significant part of the community engagement portfolio, with the continued implementation and success of the community mentoring program for seniors and collaboration with community agencies and prior to school services to implement school readiness activities.

Major reforms include:

• Continuation of Indigenous playgroup in partnership with the Aboriginal Land Council

• School Readiness Program in partnership with Uniting Care Burnside
• English Conversation classes, Business Computer Course funded by Commonwealth Rehabilitation Service.
• Parent workshops catering for mainstream and NESB families
• School based adult educational and supportive opportunities that relate to supporting the learning of your child and parent wellbeing catering for mainstream and NESB families
• Cyber Safety awareness workshops for both parents and students to combat online safety and bullying in partnership with local and federal police.
• Events connecting learning between the home and school held quarterly during the year.

The initiatives stated above are only a summary of the 2012 community engagement portfolio. Strategies for 2013 will focus on enhancing parent participation in student learning to parent engagement in student learning.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

As part of our 2012 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.
Professional learning

In the Key Learning Area of mathematics, junior teachers participated in the TEN (Teaching Early Numeracy) program. In 2012 this was consolidated with the junior stages.

Staff training in accessing and analysing NAPLAN data was continued in 2012. 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 will continue into 2013. In 2012 the program concentrated on improving the teaching of comprehension. Through a Year 3-6 program all teaching staff mainstream and specialist are participating in the program. 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.

Teachers worked with stage coordinators on the development of individual assessment guidelines. The strategies of Consistent Teacher Judgement were also revisited.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014

Increased levels of literacy achievement for every student consistent with state, regional and school goals

2013 Targets to achieve this outcome include:

- 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.
- Increase the number of Phase 2 and Phase 3 students achieving at or above the minimum standard in Reading from 87% in 2012 to 92% in 2013.

Strategies to achieve these targets include:

- Employment of the AP T&L and the use of a professional development organisational model where the school staff are supported with training in class time therefore effectively embedding the pedagogical change in enhanced classroom practice.
- Teacher support through in class and collaborative planning with the AP T&L enhanced the effectiveness of the strategies. NAPLAN data indicates that the longitudinal benefits of the strategy are taking effect.
- The purchase of explicit resources enabled the successful implementation within the classroom. This also included the installation of "Teaching Walls" in selected classrooms to enhance the delivery of language saturation.
- The emphasis on the Early Learning Framework and Best Start plus the continuation and extension of FoR into Year 2 teaching and K-1 theory only.
School priority 2
Outcome for 2012–2014
Increased levels of Numeracy achievement for every student consistent with state, regional and school goals.
2013 Targets to achieve this outcome include:

- 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

Strategies to achieve these targets include:

- AP T & L Curriculum - Numeracy to be employed five days per week.

- Strengthen teacher capacity to improve student learning in Numeracy through the implementation of the Numeracy Continuum and QTF.

- The development and implementation of a mentoring cycle which will include an extra one hour per week professional development release time.

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.

Matthew Roper President P&C
Brent Kunkler Principal
Lina Mourad Community Engagement Officer
Lance Condon Deputy Principal

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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: