School context statement

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, mathematics consultancy support and the provision of literacy mentor K-6. Learning support programs include LAS, 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 Technology committee who work closely with all students and staff.

The school has a proud history of success on the sporting field due to its excellent programs in gross motor and skills development. Grades 3-6 participate in summer and winter Primary Schools Sports Association (PSSA) competitions as well as Swimming, Cross Country and Athletics carnivals. Students are also able to embrace choir and dance activities through the school’s participation in major district and regional concerts and festivals. Students participate in a variety of extracurricular programs including the Tournament of Minds, the Premier’s Reading Challenge, Debating, Community Mentoring Program and the Districtl Public Speaking Competition. To support and enhance community participation and our focus of lifelong learning, a Community Hub leader works closely with parents to support involvement and understanding. We have several culturally based parent groups as well as a coffee club which meet regularly. The aim of Chester Hill Public School is to support increased student learning outcomes by strengthening home school relations. Adult workshops were offered in English Language acquisition, Computer proficiency, Positive Parenting and First Aid. To support the transition from home to Kindergarten we have a School Readiness Program and playgroups operating within the school.
Principal’s Message

The previous twelve months has seen a continual growth in both student numbers and school achievements. Academically the school has demonstrated increased growth across both literacy and numeracy as illustrated in our NAPLAN results. This growth has been the outcome of our involvement in the two National Partnership initiatives – Low Socio-Economic and Improving Literacy and Numeracy. The participation has enabled all staff members to participate in professional development programs as well as increased collaborative and collegial planning. This has increased their skills and knowledge and has enabled a higher degree of quality teaching and student learning engagement. We are very fortunate to have such an excellent teaching and administrative staff who work to ensure all students reach their learning potential. With all schools in the future being funded through a complexity model Chester Hill P.S. is at the forefront to continue to be able to support all student learning needs.

As well as academically, all students have been able to participate in many educational excursions, extra curricula activities such as Gillawarna and PSSA Sport and music through our inclusion in the Song Room program. The focus for 2014 has been the development of the “whole child” and though many students enjoyed success in these programs participation and enjoyment were the key criteria.

Our parent community again supported the school through in class volunteer support. Working as math tutors with our QuickSmart program or through the various fundraising activities of our P&C. We had increased attendance for both our Meet the Teacher night and Parent/Teacher interviews. There was also increased engagement of our many diverse cultural groups through the activities offered by our Community Hub program. The wider community supported our special events and celebration days and through our community newsletter.

The following document is just a snapshot of the year 2014 at Chester Hill Public School it is by no means exhaustive.

Brent Kunkler
Principal

P&C

As the outgoing P&C president for 2014 I would like to thank the school community for their contribution to the P&C, it is a pleasure to work with such committed and dedicated members of our school community.

The P&C have assisted the school by fundraising and actively supporting the school in all initiatives. This year the P&C raised funds through our annual activities including Mother’s Day and Father’s Day stall, raffles and through the introduction of meal deal days and our Multicultural Day Event which have been a great success.

Our uniform shop and canteen have continued to service our school community as best as possible with the ongoing support of volunteers, which have been an asset to our school this year. Monthly meetings have also been well attended by parents throughout the year, and parent input has been greatly valued.

During the year the P&C has continued to enjoy a positive working relationship with the school executive and staff and I wish the newly elected P&C all the best in supporting the school in 2015.

Lina Mourad P&C President
Student information

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

Student enrolment profile

Student enrolments are increasing. This has been due to the large number of Kindergarten students enrolling and a smaller number of year 6 students leaving. The student enrolment can change dramatically through the years as our school population is highly transient.

Student attendance profile

Chester Hill Public School has been a Targeted Attendance school for the past three years and has been placed on the program for 2015. The rate of absenteeism is continuing to increase. The school has been working very closely with the Home School Liaison Officer to arrest this trend. However, the continual changing of the HSLO has not helped in alleviating the increasing numbers of absenteeism.

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<tr>
<th>Year</th>
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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
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</table>
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 increasing student numbers the number of classroom teachers needed is also increasing. Many of these positions have been filled with temporary teachers. Unfilled vacancies will be filled when staffing has assessed the situation during 2015.

Mrs. Moore and Mrs. Weaver two long serving Chester Hill teachers retired at the end of this year. Their professionalism and enthusiasm for education will be missed by all the Chester Hill community.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>25</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>3</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>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

The workforce composition reflects the staffing entitlement as set by the Department of Education and Communities. Many of the full time positions are fractionally filled by part time teachers.

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

Two of our teaching staff identify as Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

22% of our staff has Institute accreditation. The majority of those are temporary teachers. All staff participated in professional learning experience throughout the year. The majority of the professional learning was in the areas of Literacy and Numeracy as well as new syllabus implementation.

Beginning Teachers

A beginning teacher is a substantive teacher in their first three years of permanency. As a result of a merit selection process that occurred at the end of 2014 two beginning teachers will be on staff in 2015.
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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>724999.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>350583.85</td>
</tr>
<tr>
<td>Tied funds</td>
<td>644330.77</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>142473.69</td>
</tr>
<tr>
<td>Interest</td>
<td>20358.54</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9813.60</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1892560.05</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 54242.31   |
| Excursions                 | 47058.54   |
| Extracurricular dissections| 77565.57   |
| Library                    | 10713.61   |
| Training & development     | 1103.60    |
| Tied funds                 | 706479.89  |
| Casual relief teachers     | 144638.60  |
| Administration & office    | 83160.27   |
| School-operated canteen    | 0.00       |
| Utilities                  | 66604.36   |
| Maintenance                | 16502.82   |
| Trust accounts             | 11690.41   |
| Capital programs           | 34990.00   |
| **Total expenditure**      | 1254749.98 |
| **Balance carried forward**| 637810.07  |

The school’s participation in National Partnership both Low Socio economic and Literacy & Numeracy along with the release of the Resource Allocation Method (RAM) that measures and funds schools according to complexity is reflected in the financial summary. Approximately 80% of the funds carried forward have been allocated to ongoing teaching and learning initiatives.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

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 and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
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<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

- **Year 3 Reading**
  - Percentage in Bands:
  - Bands 1 to 6,
  - Percentage distribution

- **Year 3 Spelling**
  - Percentage in Bands:
  - Bands 1 to 6,
  - Percentage distribution

- **Year 3 Writing**
  - Percentage in Bands:
  - Bands 1 to 6,
  - Percentage distribution

- **Year 3 Grammar & Punctuation**
  - Percentage in Bands:
  - Bands 1 to 6,
  - Percentage distribution

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

- **Year 5 Reading**
  - Percentage in Bands:
  - Bands 3 to 8,
  - Percentage distribution

- **Year 5 Spelling**
  - Percentage in Bands:
  - Bands 3 to 8,
  - Percentage distribution

- **Year 5 Writing**
  - Percentage in Bands:
  - Bands 3 to 8,
  - Percentage distribution

- **Year 5 Grammar & Punctuation**
  - Percentage in Bands:
  - Bands 3 to 8,
  - Percentage distribution
Aboriginal education

Chester Hill Public School continues to support Aboriginal history and culture and currently has five Aboriginal students enrolled within our school. Aboriginal Education is embedded in the teaching and learning experiences derived from NSW syllabus for the Australian curriculum. All students are exposed to Aboriginal and Torres Strait Islander histories and cultures that are embedded in cross-curriculum priorities. All teachers have had professional development in the ‘8 Aboriginal ways framework’ and are developing differentiated units of work to meet the needs of all students, through learning maps, sharing of stories and links to land and community. All school assemblies acknowledge and pay respect to Aboriginal elders past and present within the ‘Acknowledgement of country’. This year we will introduce all students to an Aboriginal themed version of the Australian national anthem with traditional didgeridoos accompanying contemporary electric guitars. Students K-6 participated in celebrations for NAIDOC week involving a school performance and in-class activities. All Aboriginal and Torres Strait Islander students have a Personalised Learning Plan (PLP) that a teacher must write and review every term. Student’s needs and strengths are identified with funding and support allocated to meet student needs. This year we continue developing meaningful and significant relationships with our community members by asking the parents of these students to be part of the writing of these Personalised Learning Plans and participating in whole school events. Unfortunately the Aboriginal identified playgroup that has been at our school for several years will not be continuing this year due to lack of numbers.
Multicultural education and anti-racism

With over 36 different language groups represented at our school, we celebrate diversity every day. Classes recognise and celebrate significant cultural events such as the Lunar New Year, Ramadan, Eid, Easter and Christmas as well as continuing the strong Australian tradition of ANZAC Day.

Students learning English as an additional language are supported in their learning by a team of specialist teachers who provide a safe learning environment. Students receive support in both their class and in small withdrawal groups.

The community language programs continue to support the home language of our Arabic and Vietnamese students. At Chester Hill PS we value and appreciate the importance of maintaining links to our various cultural heritage backgrounds.

Anti-racism is supported through our two anti-racism contact officers. These two teachers have had specialized training in anti-racism. Racism is reflected within our school behavior policy as an anti-social behavior and triggers consequences through our behavior committee. The incidents of racism has always been very low at Chester Hill with less than three very minor incidents reported in 2014.

Socio-economic background

Every public school in New South Wales is now funded through a complexity rating. One complexity is low socio-economic background. This is measured using the Family Occupation and Education Index (FOEI). The higher the index number the more complex the school in this category. The average level of FOEI is ranked at 100. Chester Hill P.S. in 2014 was ranked 154.

English language proficiency

English language proficiency is one of the school complexities that now drive our school funding. It measures the number of students that will need extra support to achieve proficiency in the speaking and writing of English. As at the end of 2014 we had 75% of our students needing this support. This percentage meant that the school received an increase in funding for specialist teachers. We now have two full time and one four day a week English as a Second Language teachers.

Learning and Support

Our Learning and Support Team (LAST) is a critical part of the school’s learning and support program. The LAST team meets weekly to work though student learning referrals as well as behavior concerns. The LAST works with many internal and external agencies to ensure that all students receive the learning intervention resources specific to their needs. The LAST is chaired by the Deputy Principal Mr Condon and has the school counselor, the learning and support teacher and a classroom teacher on the committee. The class teacher of any referred student is also a co-opted member. All documentation and intervention strategies of every student referred to the LAST is kept on file at school to ensure a continuity of support information.
Other significant initiatives

Improving Literacy and Numeracy National Partnerships

In 2014, our school was part of the Improving Literacy and Numeracy National Partnership Program. Resources provided through the Partnership have been used to implement quality numeracy practices in an effort to lift the performance of all students. These practices incorporated the use of the numeracy continuum as a tool to drive students learning, monitor and assess student achievement.

An Assistant Principal, Numeracy was employed to work with all staff from Kindergarten to Year 6 to facilitate and support the adoption of quality classroom teaching practices. The focus of the numeracy mentor was to build the capacity of teachers by developing a greater understanding of the new Mathematics Syllabus K-10 and the Numeracy Continuum. This support empowered teachers to plan differentiated learning experiences which cater to the individual needs of the students in their class.

Our quality learning experiences incorporate the use of explicit teaching, with an emphasis on modelled and guided instruction, flexible grouping and lesson differentiation. Increasing our knowledge and understanding in the use of the Numeracy Continuum has allowed teachers to effectively group students allowing for specific skills to be targeted whilst building on students’ prior knowledge.

The increased capacity of teachers to individualise learning to suit the needs of their students, has allowed for the development of greater self-confidence and has encouraged students to participate more actively in class lessons. As a result, students within the school as a whole, engage more positively with Mathematics.

To support our students in achieving learning outcomes, we implemented grade based number groups for the Number and Algebra strand and we implemented the QuickSmart Program. Our number groups support differentiation and also give students the opportunity to work with their peers from other classes.

2014 was a year of familiarisation of the new Mathematics Syllabus. Professional learning centred on unpacking the syllabus and the development of the resources necessary for its full implementation in 2015. Teachers were provided with opportunities to engage with the new syllabus and experiment with planning quality learning units.

Our classrooms are a buzz with hands-on activities which follow the strategies of explicit, modelled and guided instruction. Students are encouraged to communicate and explain their mathematical knowledge and understanding.

Differentiation in Learning

Chester Hill PS is committed to a range of strategies to provide differentiation across all Key Learning Areas K-6. In both Literacy and Numeracy students are grouped according to their needs and abilities. Where applicable, students are supported through both remediation with trained learning support staff, EAL/D teachers and extension through enrichment programs for gifted and talented students. These include Tournament of Minds, Gillawarna music festival, district debating and public speaking competitions, the Premiers Spelling Bee and PSSA sport and district, regional and sport knockout gala days. Students in years 5 and 6 have also been supported by University of NSW through the Aspire program to encourage them to set goals for their future tertiary education. Activities included visits to the university campus, university staff and student ambassadors running workshops at our school, environmental activities at Centennial Parklands and subsidised admission to the Science Festival workshops at the Australian Museum.
Home and School Communication

At Chester Hill Public School we are always looking for new ways to communicate with parents and keep them informed about things that are happening at school. We have decided to move with the times and embrace social media by trialling a school Facebook page. The page has been a huge success, with over 250 ‘likes’ to date. This platform enables us to send out last minute reminders and notify families of unexpected changes to routine. It has also been useful for directing parents back to our traditional school webpage to access newsletters, the calendar and to download permission notes. At times we have also posted pictures of students participating in excursions and other school activities and this has proved to be very popular. To view our Facebook page, go to https://www.facebook.com/chesterhillpublicschool?rf=183144775064321

Technology

Here at Chester Hill Public School we continue to innovate and integrate technology into all our classrooms, lessons and curricula. Our Wi-Fi school gives all classeses access to 1:1 set laptop computers. Our kindergarten students are equipped with an XO computer for their personal use for their first year at school. Each of our classroom is equipped with an Interactive Whiteboard to provide engaging and stimulating learning experiences.

Students use and are exposed to a range of software over their school life. Whether using photo-editing, blogging, movie-making, publishing, scientific, problem solving or mathematical programs students are constantly being challenged to acquire and develop information technology skills and knowledge.

Sport

Chester Hill Public has a proud history of sporting excellence and 2014 was no exception. This year we expanded our participation in PSSA sport to include boy’s softball, t-ball and soccer. Notable results include; joint premiers in mixed touch football and runners up in junior and senior mixed AFL.

The Sports in Schools Australia (SISA) team also visited our school this year to run their ten week program designed to teach students the importance of a healthy and balanced lifestyle.

We had a number of students compete in District swimming, athletics and cross country carnivals this year. A select group of students also represented the Bankstown District at the Sydney South West carnivals in those areas. In addition, there were a number of students from our school who represented the Bankstown District in the sports of Soccer, AFL & Touch Football.

We are looking forward to 2015 with excitement and anticipation to see what new feats CHPS will reach in the important Key Learning Area of PDHPE.
Arts
Creative and Performing Arts opportunities at Chester Hill Public School have enhanced the learning experiences of our students K-6.

The implementation of the Song Room program gave both teachers and students the opportunity to develop the skills and confidence to create and perform musically. A teaching artist visited weekly to develop and deliver the program.

In 2014, students in both the choir and dance group continued to showcase their singing and dancing talents as part of the Gillawarna Festival of Performing Arts. Performing at Bankstown Sports Club over 2 matinee and evening performances, the students joined over five hundred students from schools in the Fairfield and Bankstown districts.

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:

Parental Input
Parent input was sorted through consultation at three 2014/2015 P&C meetings as well as two parent forums. One held post to November P&C meeting and one held as a stand-alone in December for our major cultural groups. All meetings were either poorly attended or no attendance. Newsletter information was also distributed and feedback collated.

Staff Input
As in previous years the executive staff conducted analysis and review of all priority and portfolio areas of the school's management plan. As this was the concluding year of the 2012–2014 management plan a longitudinal review was carried out by the staff over several meetings to determine if long term goals had been met. The student value added component of the plan was met in the majority of cases. The school improved very favorably when compared to like school groups and Fairfield district schools. Not all target areas of the plan were met particularly in the area of writing.

Student Input
Student input was sorted through anecdotal feedback and NAPLAN analysis.
School planning 2012-2014:

School priority 1
Increased levels of literacy achievement for every student consistent with state and school goals

Outcomes from 2012–2014
Evidence of achievement of outcomes in 2014:

- Writing achieved its outcome of expected student growth as compared to state and like school norms. It also exceeded the school target growth by three points. The performance of writing was atypical of the student growth other areas of literacy. This will need to be measured through 2015 student testing to validate the high growth.
- Reading progressed at a slower rate and decreased in terms of growth against state and like school norms. The actual growth of the students increased as against years three results by almost three points. However, this was still below the five points set as a target by the school.
- Spelling and punctuation and grammar both maintained their level of student growth as measured against state and like school norms

Strategies to achieve these outcomes in 2014

- Continuation of Focus on Reading strategies within 3-6 classrooms
- Enhancement of literacy resources to support all literacy programs K - 6
- Increased support by specialist teachers and School Learning Support Officers in all classrooms
- Continual teacher professional development to improved pedagogy in all areas of literacy.

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

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2014:

- 2014 NAPLAN results in Numeracy indicated that we achieved and in some cases exceeded our numeracy targets for the year.
- Student growth as compared to neighboring and similar schools was above average and therefore though not quite meeting our projected target did demonstrate an increase across the two years
- Numeracy growth was not as strong as expected but all other mathematical strands did demonstrate growth through in school testing and evaluation.
- Students attitudes to mathematics improved as a result of more in class support with specialist teachers and improved grouping of abilities for success.

Strategies to achieve these outcomes in 2014:

- Through our final year of Improving Literacy and Numeracy National Partnership funding the continued employment of a Assistant principal Numeracy K-6
- The commencement of the QuickSmart program that gave intensive support to students in the area of *automaticity. (*learning basic number facts)
- Enhanced and increased Numeracy resources across all classes K-6
- The development of number groups in years 3-6 in which the curriculum has been differentiated to support individual student numeracy needs
- Improved support by the Learning and Support Team through the increased time allocated to School learning and Support Officers in the area of mathematics
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

As part of our 2012 - 2014 School Management Plan 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.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The new plan will represent a three year strategy that outlines whole school goals in teaching and learning, student engagement and community participation in learning.

About this report

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

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