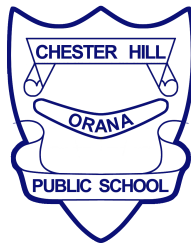


# Chester Hill Public School

## Annual Report



2016



3698

## Introduction

The Annual Report for 2016 is provided to the community of Chester Hill Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Brent Kunkler

Principal

### School contact details

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Proctor Pde

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9644 1286

### Message from the Principal

As always 2016 was a very hectic, challenging but rewarding year at our school. It was the first year of our participation in the Early Action for Success initiative which even after one year has proven to be very successful in improving student learning outcomes in Early Stage One and Stage One. We also continued with our successful QuickSmart Numeracy program, introduced our Stage two and Stage Three Mathematics / Numeracy groups as well as strengthening our learning support programs.

Our cultural and sporting programs were not forgotten. We participated in all zones sporting carnivals and weekly Primary School Sports Association competitions. Many of our students gained zone and regional representation across a number of sports. Gillawarna was again a highlight of the year for our dance and performing arts activities. These programs coupled with our very strong academic initiatives provided for a holistic learning culture for all students across all grades and stages.

I would like to thank our very hardworking Parent & Citizens Association both the executives and the volunteers for all their efforts during the year. Their support of our school is never taken for granted and very much appreciated. A very big thank you to all of our teaching and administrative staff for the huge effort they put in during 2016. The staff is an asset to our school and make Chester Hill Public School so special.

Finally thank you to our parent community who continue to support our school and value everything that happens that goes to make our school a rich and innovative learning environment.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

### Message from the school community

The P&C is a dedicated body of parents that come together for the interests of their children and the whole school community. The P&C have assisted the school by fundraising for physical improvements throughout the school. The fundraisers held by the P&C include, Mother's and Father's day stalls, Christmas and Easter raffles and sausage sizzles held throughout the year.

The P&C together with the Chester Hill Neighbourhood Centre annually host a Community Showcase every year on our school grounds. The P&C runs a food stall and provides rides on the day. This has enhanced the relationship between the school and the wider community.

A \$50 000 Community Building Partnership grant was obtained by the P&C to support the construction of a shared community facility in the school.

The uniform shop and canteen have continued to support the school community and heavily relies on volunteers. These volunteers have been an asset to our school and their time is greatly appreciated.

During the year the P&C has continued to enjoy a positive working relationship with the school executive and Staff and will continue to do so in the future.

P&C President

## School background

### School vision statement

At Chester Hill P.S. we foster a stimulating, positive and caring environment which is committed to the welfare of each individual student and to the encouragement of excellence and the achievement of individual potential.

### 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 strategy 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 Early Action for Success, LAS, Reading Recovery, EAL/D, 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.

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 Spelling Bee and Reading Challenge, Debating, Community Mentoring Program and the District 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 increased involvement and learning.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Excellence in Learning and Teaching

### Purpose

#### Purpose:

To improve students' outcomes and importantly narrow the achievement gap to stage appropriate levels

### Overall summary of progress

The three project areas of: Excellence in learning; Excellence in teaching and Data and evidence were all successful in reaching their midpoint milestones in 2016.

Of the improvement measures the academic achievement levels in literacy and numeracy were reached via the Early Action for Success initiative for students Kindergarten to year 2.

All teachers successfully completed their Personal learning Plans to support the excellence in teaching project. They also participated in major pedagogical development programs such as L3 (Literacy) and TEN (Numeracy).

The increasing use of data and evidence to drive teaching and learning was further developed. All staff K–2 uploaded five weekly assessment data with 3–6 staff doing it termly. This assessment information in literacy and numeracy was assessed and used to develop the next cycle of teaching programs. All staff were expected to use both assessment of learning and assessment for learning data.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Implementation of policies</li><li>Teaching and learning programs</li></ul> 100% of teaching and learning programs are developed from data and evidence	<p>The staff has consistently engaged in the cycle of reflecting, planning, implementing &amp; evaluating. 100% of staff demonstrated through their teaching and learning programs an increased ability to evaluate and plan using data and evidence to develop engaging lessons that support quality teaching and learning.</p> <p>The school has invested in high quality curriculum resource materials to support differentiated learning. This also includes state of the art technology easily accessible by all students and teachers</p>	\$75 000
All classrooms are engaged in learning	All staff have been engaged throughout the year developing differentiated teaching and learning programs. Differentiated lessons have been used extensively in mathematics and reading by all stages. Student engagement has increased. (see Tell Them from Me survey results)	\$75 000
Attendance in professional learning on how students learn	In school professional learning opportunities to support this goal were developed and implemented by the Instructional Leader and Assistant principal Teaching and learning throughout the year. All staff including specialist teachers attended these sessions	\$75 000
Increased student attendance	The increased attendance percentage was not achieved. However, we did improve attendance rates as compared to state average. Not having a Home School Liaison Officer for most of the year hinder our ability to achieve this goal.	\$5 000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parental involvement in workshops related to learning	Parent involvement data was collected by staff relating to parent participation and attendance at school organized activities across the whole year. The raw data indicated a 52% increase in parental participation. However, parental engagement in student learning as defined by the Tell Them From Me survey did not have such a large increase – 41%	\$16 000

## Next Steps

This section includes future directions for 2017 and ensures the 3–year plan remains on track to provide high quality educational outcomes.

The third and final year of the 2015 – 2017 5P management plan will see further work completed across all project areas culminating with student and teachers demonstrating engagement and an increased understanding of both the product: Policies and practices in place Engaging learning environment, Quality Teaching practices K – 6 are implemented such as L3, TEN, Comprehension programs (Focus onReading) and feedback strategies, Increase student outcomes through research based intervention programs such as Reading Recovery,LLI, MiniLit MultiLit, MacqLit and QuickSmart and EAfS, Data and evidence systematically collected and used to drive programs and the practises : A culture of curiosityand a community committed to learning, Differentiated learningenvironments that are child centred and data driven, Rigorous Performance Development Framework for teachers The most effective teaching methods areidentified, understood and implemented, Teaching and learning programs driven by data and evidence; in relation to the initial purpose of this strategic direction: To improve students' outcomes and importantly narrow the achievement gap to stageappropriate levels.

## Strategic Direction 2

### Equity for Success

#### Purpose

The wellbeing of the whole student is dynamic and integral to the students learning outcomes. The quality of the students' life affects the potential for the student to flourish

#### Overall summary of progress

Continued implementation of student learning support programs through the Learning Support team has had a positive impact on behaviour referrals. However, with better identification, communication and referral expectation there was only a minimal reduction in behaviour referrals. An increasing student population also contributed to the slight reduction.

Using the measure of NAPLAN results as an improvement measure over a one year cycle is always problematic. The progress target and improvement measures were to be over the full three year and as such the improvement for the first 12 months were slightly less than we expected but did show an improvement over the 2015 targets.

The improvement measures for K–2 were however right on track to being fully achieved in 2017. All three grades demonstrated strong growth in Literacy as a result of the Early Action for Success initiative and literacy initiatives that have been in place at the school for the last three years.

The emphasis on differentiated learning has had a positive effect but its impact on educational outcomes will be stronger over the next year years.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A 10% reduction in behaviour referrals and detentions  Increased student attendance to at state average  Increase in student achievements through the school awards program  A 10% reduction in the number of students who require Tier 2 and 3 intervention	Both reduction in behaviour and attendance targets were not fully reached in 2016.  More students, 8% increase, did award the Principal's Award level.  Greater and more focused identification, increasing student enrolments impacted on this improvement level being fully reached	\$35 000
Improved value added NAPLAN results  All ALPs are comprehensive and target identified individual student learning needs	Value added across literacy and Numeracy NAPLAN results were scattered across all major year areas, Key learning Areas and gender.  All ALPs were completed	\$135 000

#### Next Steps

This section includes future directions for 2017 and ensures the 3–year plan remains on track to provide high quality educational outcomes.

The improvement measures for the NAPLAN results will remain the same for another 12 months to assess the impact of the K–2 intervention in 2016 / 2017

The K–2 improvement measure will remain the same as they will be reached by the 2017 final evaluation phase of the plan

Differentiated learning will be extended across all Key learning Areas in 2017 as per the management plan

With an increase in intervention teacher support in 2017 the school will add additional funding to bring the teacher number up to three full time intervention teachers

To provide extra support in Literacy the MiniLit, MultiLit and MacLit programs will continue with increased funding. This will be through increased funding of School Learning Support Officers

Teacher vacancies in both Learning and Support and EAL/D will be filled by merit selection with substantive teachers to allow for better long term planning in those areas



## Strategic Direction 3

### Learning Communities

#### Purpose

Buildingschool-wide and inter-school relationships to engage the whole school community

#### Overall summary of progress

The full implementation of the Performance Development Framework in 2016 supported our first improvement measure. As part of every teacher's PDP they had to have identified professional learning to support the achievement of their personal goals. The Department of Education still mandates compulsory training and the school completed its program of professional learning as per the first year of the 5P management plan. Professional learning opportunities included work with our school Parent and Citizens Association and our Community Hub to support student and family learning engagement

As has been the case over the previous planning period parental involvement in school activities has increased. This can be attributed in large to both the school Parent and Citizens Association and the Community Hub working in tandem to engage the whole school community. The school again utilized the Tell Them From Me survey tool to collect parent feedback (see below).

Our milestones indicated that we are on track for the last year of the three year plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sustained high levels of student engagement, learning, and wellbeing 10% Increased parent participation in school events and school-home partnerships.  as a result of quality and innovative strategic community learning partnership sand consultation.  Increased ability of the whole school community to drive whole school strategic directions	The 10% increase in parent participation was reached in partnership with the Community Hub.  School driven parental opportunities did reflect a significant engagement increase .	\$60 000

#### Next Steps

This section includes future directions for 2017 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

Full implementation of the Performance Development framework

A Professional Learning and Institute of teachers committee will be formed. This will coordinate the professional learning needs of all staff. It will also ensure that the school has developed professional learning support for those teachers attempting accreditation levels through the institute of teachers

Continuation of funding for the Community Hub for the Hub leader and third party parent learning programs.

Continued support of the University of New South Wales Aspire program within the school.

Key Initiatives	Impact achieved this year	Resources (annual)
<p><b>English language proficiency</b></p>	<p>Strategic Direction 1 &amp;2</p> <p>Accelerative Literacy engaged in practising skills in this area under the guidance of experienced practitioners. They are involved in coaching and feedback to improve their skills and understandings.</p> <p>Strategic Direction 3</p> <p>Our community hub program facilitates English language courses for parents. This supports our EAL/D program within our school</p>	<p>\$3500</p>
<p><b>Low level adjustment for disability</b></p>	<p>Strategic Direction 2</p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 35% of students were referred for learning support to our learning support team in 2016. All these students are monitored by both classroom teachers and then LST.</p>	<p>\$35 000</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>QTSS funding did not come to the school until the second semester of 2016.</p> <p>During semester two the funding was used by each Assistant principal to support teachers in the PLP process and to develop programs aimed at improving pedagogy through reflection on data and evidence</p>	<p>\$41 743</p>
<p><b>Socio-economic background</b></p>	<p>Strategic Direction 1 &amp; 2</p> <p>Employment of an Assistant Principal Teacher and learning to deliver, support and mentor quality teacher across stage 2 and stage 3. Participation in the Early Action for Success initiative (see below)</p> <p>Strategic Direction 1</p> <p>Increased funding allocation to teacher professional learning budget. This facilitated greater accessibility to courses, mentoring and school based quality teaching initiatives.</p> <p>Strategic Direction 2</p> <p>Funding of an increased staffing allocation in the areas of EAL/D and Learning and Support</p>	<p>\$250 000</p>
<p><b>Support for beginning teachers</b></p>	<p>Two beginning teaching commenced in 2016. After their induction programs each was assigned a mentor teacher. Allocation of funding for used predominately to support in school learning with regular mentors timetabled. Support was given in the areas of programming, assessment, classroom management, interpersonal skills and report writing.</p>	<p>\$21 066</p>

<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>The influx of refugees and new arrivals was not as large as expected in 2016.</p> <p>EALD teachers were sent to professional learning in relation to supporting refugee families.</p> <p>Our community hub also participated in support all refugees and new arrivals</p>	<p>\$7 250</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	307	314	324	333
Girls	229	268	306	324

The school has been experiencing continual growth in student numbers over the last four years. This growth has generated the need to increase staff numbers as well as classrooms and resourcing. Student growth is expected to continue to increase over the next several years.

Many out of area applications are sent to the school. These applications are assessed through our enrolment committee. Criteria such as student safety, parental support. Before and After School availability and in boundary student numbers are all taken into consideration. Once an out of area placement is granted younger siblings are automatically enrolled once they are eligible for Kindergarten.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.1	95.1	94.3	94.6
1	93.9	94	92	93.8
2	94.6	95.2	89.6	94
3	94	95.4	92.9	93
4	95.3	94.1	94	94
5	94.9	95.5	92.5	94.5
6	94.8	95.6	93.3	91.9
All Years	94.4	95	92.7	93.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

As part of Chester Hill Public School Attendance policy all teachers are required to keep updated rolls regarding student attendance. Attendance issues are referred to the Learning Support Team for review and assessment. Attendance issues that cannot be solved through Learning Support team intervention are forwarded to the regional Home School Liaison officer assigned to our school.

Overall our attendance rate for the whole school is just below state norm. A large part of this is directly related to the number of parents who continually remove students for long periods of time outside holiday periods.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.68
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	2
Teacher Librarian	1.2
Teacher of ESL	3
School Counsellor	0
School Administration & Support Staff	4.26
Other Positions	0.9

\*Full Time Equivalent

In 2016 the school through the Early Action for Success strategy employed one Deputy Principal / Instructional Leader as well as three fulltime learning support intervention teachers. We had a school counsellor for 2.5 days per week – this allocation will increase to 3.5 days a week in 2017.

One member of staff identifies as aboriginal.

### Teacher qualifications

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

## Management of non-attendance

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	35

## Professional learning and teacher accreditation

63% 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. The professional learning of staff are now aligned with their individual Professional Learning Plan as this new initiative was fully implemented in 2016. Personal professional learning now aligns with personal learning goals which are directly derived from the teaching standards. These goals, though personal, may reflect both whole school or initiative based content.

100% of staff completed the mandatory training as set down by the Department of Education. The training included Anaphylaxis Awareness, CPR, Child Protection, Work Health and Safety, Code of Conduct and Secondary Employment. At the beginning of 2016 all staff members completed Emergency Care online training as our three year accreditation will expire.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This year the school moved across to a new financial software program called Learning Management and Business Reform (LMBR). This involved extensive professional learning for our School Administration Manager and School Administrative Officer.

Income	\$
<b>Balance brought forward</b>	<b>885 114.00</b>
Global funds	399 225.00
Tied funds	1 189 245.00
School & community sources	179 338.00
Interest	20 487.00
Trust receipts	9 876.00
Canteen	0.00
<b>Total income</b>	<b>2 683 285.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	8 908.00
Excursions	25 729.00
Extracurricular dissections	94 949.00
Library	17 894.00
Training & development	0.00
Tied funds	619 444.00
Short term relief	107 481.00
Administration & office	71 999.00
School-operated canteen	0.00
Utilities	57 182.00
Maintenance	23 779.00
Trust accounts	7 236.00
Capital programs	7 236.00
<b>Total expenditure</b>	<b>1 041 837.00</b>
<b>Balance carried forward</b>	<b>1 641 448.00</b>

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016. The school as part of the change over to SAP finance completed a partial roll over of income and expenditure at the beginning of October 2016. The above figures are from that accounting procedure.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	1 675 002.81
(2a) Appropriation	1 648 681.37
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	25 839.18
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	482.26
<b>Expenses</b>	-358 436.49
Recurrent Expenses	-358 436.49
(3a) Employee Related	-162 200.65
(3b) Operating Expenses	-196 235.84
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1 316 566.32
<b>Balance Carried Forward</b>	1 316 566.32

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

#### Financial notes:

- Chester Hill's financial management processes and governance structures meet financial policy requirements
- No unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure) were identified as a result of normal account keeping practices
- intended use of funds available include – renovations for a Community Hub space, renovations to form a new Learning support unit space, increased technology capabilities and hardware, new teaching and learning support positions created.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	4 143 378.23
Base Per Capita	33 889.13
Base Location	0.00
Other Base	4 109 489.10
<b>Equity Total</b>	1 299 693.61
Equity Aboriginal	2 251.40
Equity Socio economic	687 902.17
Equity Language	329 462.28
Equity Disability	280 077.76
<b>Targeted Total</b>	25 793.45
<b>Other Total</b>	192 327.00
<b>Grand Total</b>	5 661 192.29

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

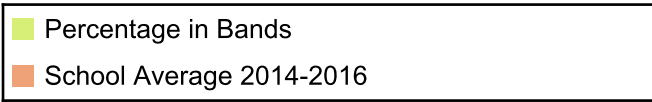
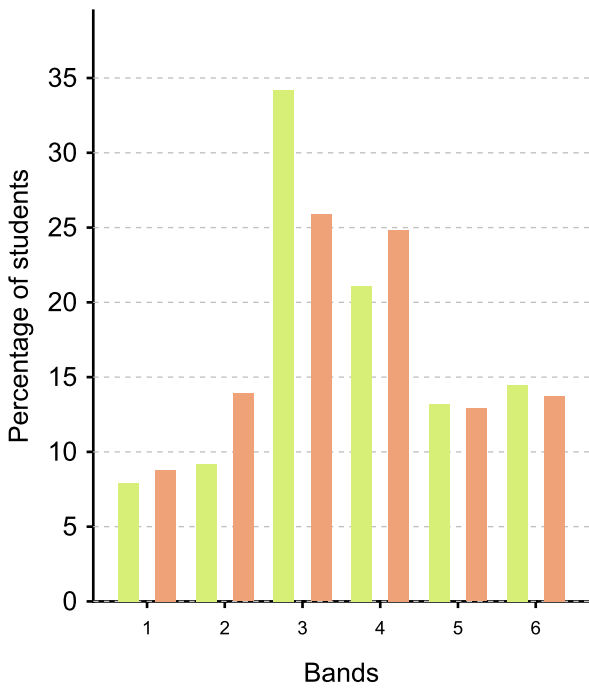
### NAPLAN

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.

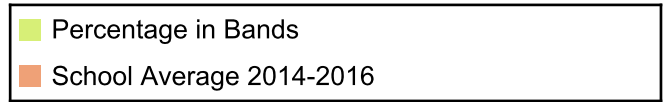
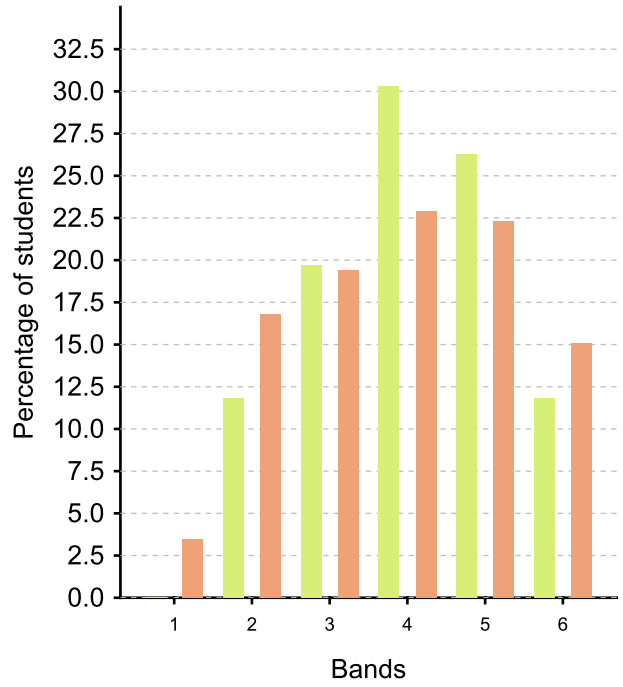
The assessment data generated by NAPLAN testing represents a "point in time" comparison to students at the same age level across Australia. Our student are compared to school identified as "like" schools. This comparison though useful can be flawed as a measure of both student academic ability and learning growth.

In several areas of Literacy and Numeracy we have met our learning targets. The school's high student mobility rate does impact on single year student results. Growth across year 3 to year 5 however is only assessment using the same student cohort so it is a far more meaningful assessment of student learning. Our growth data has been very pleasing

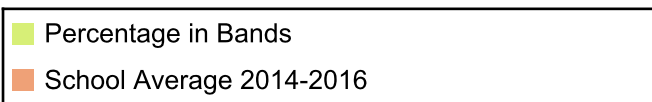
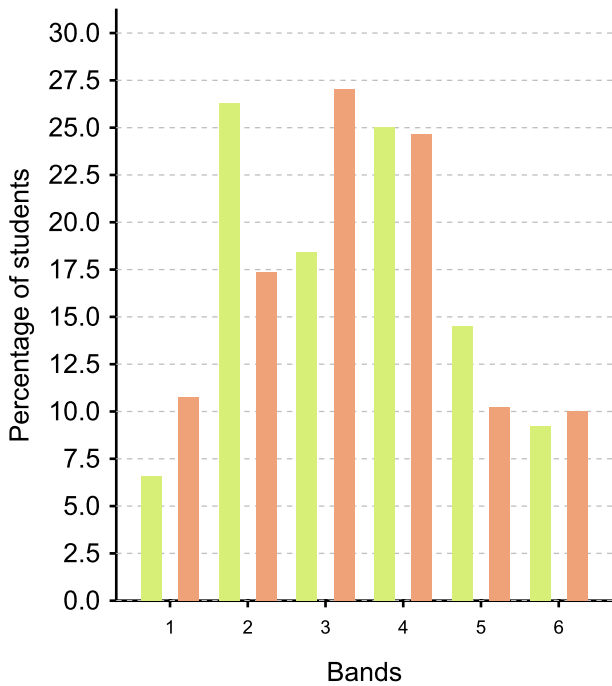
**Percentage in bands:**  
Year 3 Grammar & Punctuation



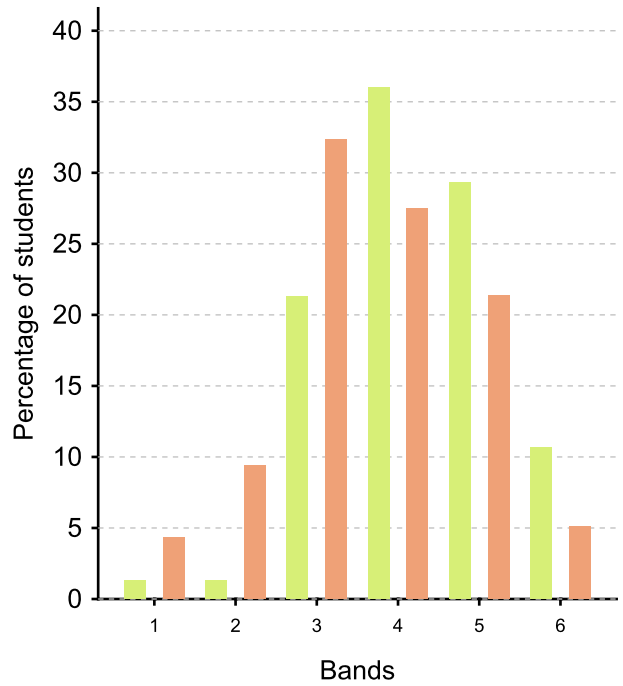
**Percentage in bands:**  
Year 3 Spelling



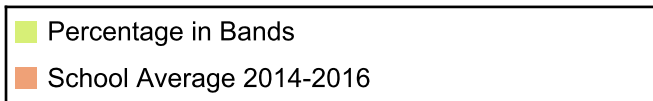
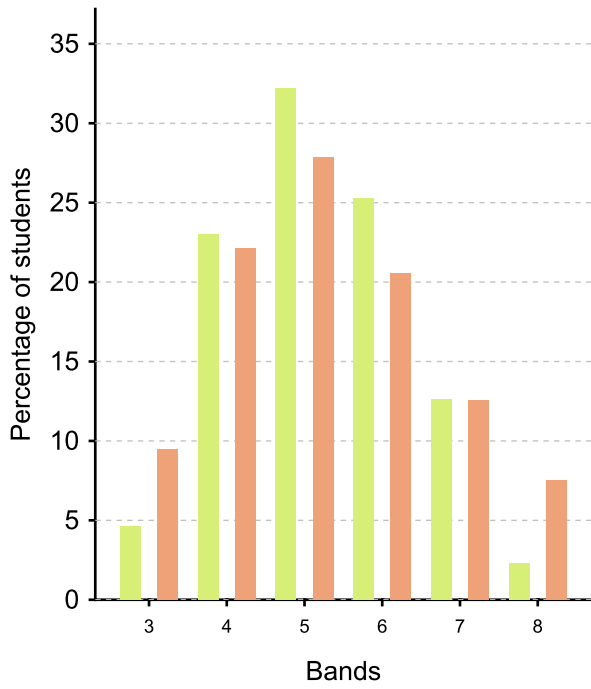
**Percentage in bands:**  
Year 3 Reading



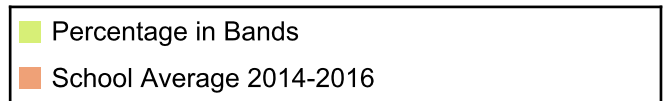
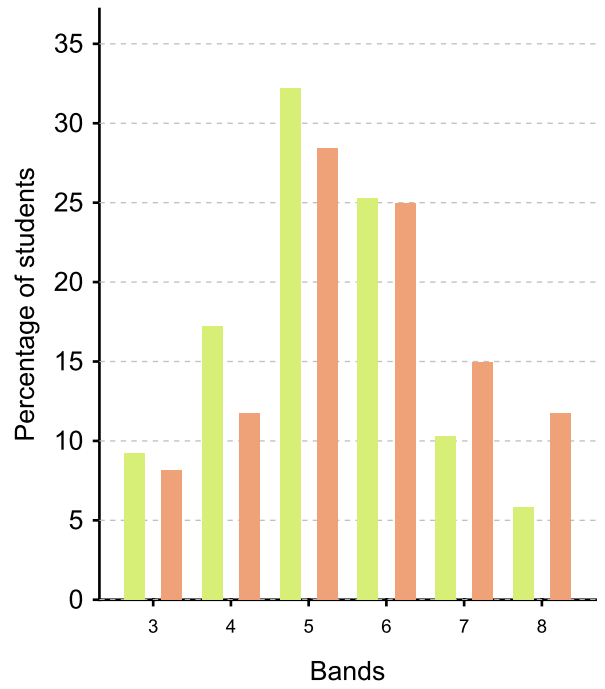
**Percentage in bands:**  
Year 3 Writing



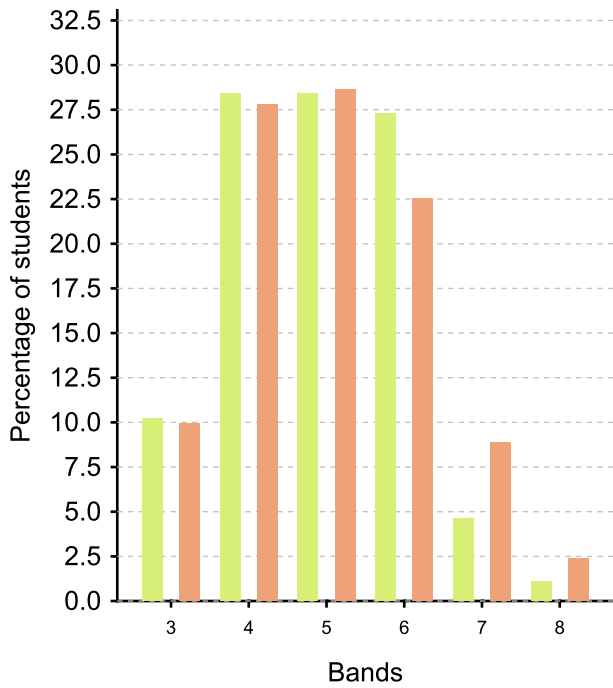
**Percentage in bands:**  
Year 5 Grammar & Punctuation



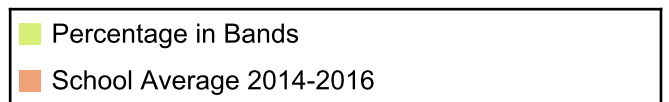
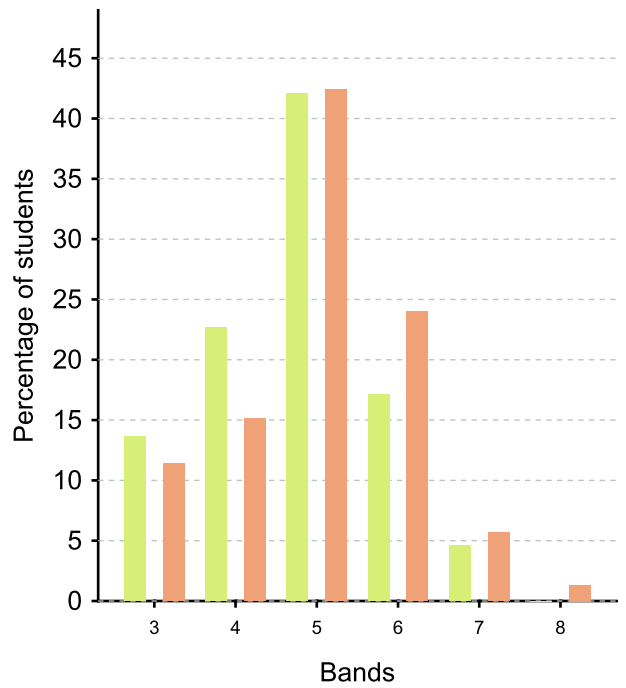
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

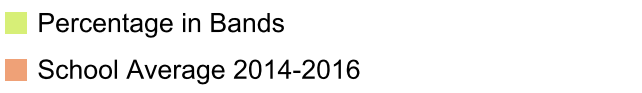
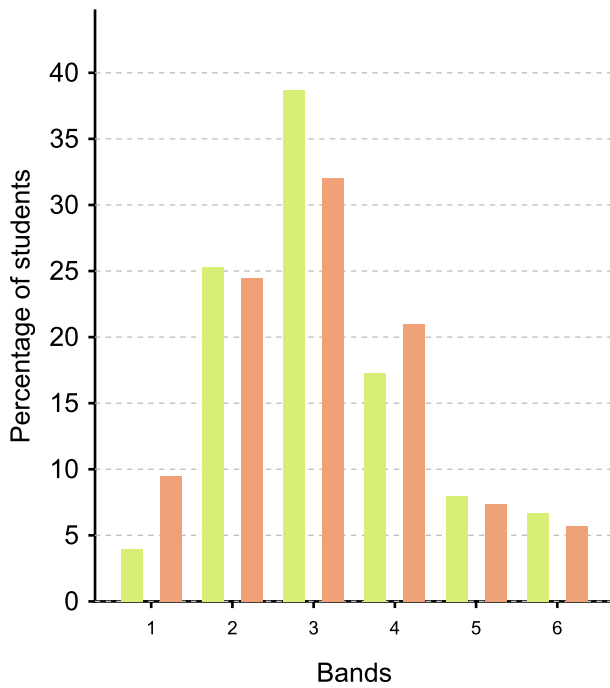


**Percentage in bands:**  
Year 5 Writing

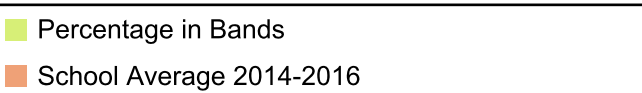
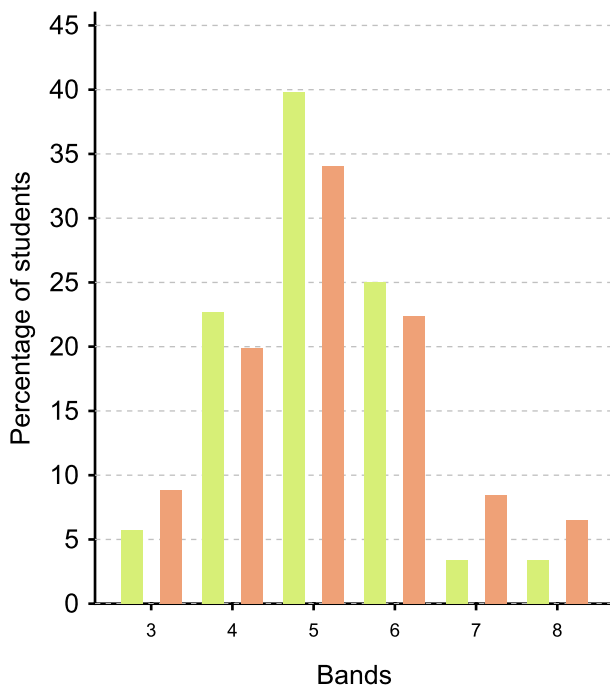




**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016 Chester Hill Public School participated in the 'Tell Them from Me' surveys for teachers, students and parents. These surveys aim to help improve student learning outcomes and measure factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey was on student wellbeing, engagement and effective teaching practices. The survey was scored on a ten-point scale. The scores for the questions ranged from strongly agree to strongly disagree. Participating in the survey was entirely voluntary.

The responses from the various surveys are listed below:

### Parent Survey

The "Partners in Learning", parent survey focused on aspects of parents' perceptions of their children's experiences at home and school. The survey also provided feedback about the extent to which parents felt the school supported learning and positive behaviour and promoted a safe and inclusive environment.

62 parents completed the survey.

The survey reinforced that parents feel welcome when they come to the school and they are well informed about events at school through the various forms of sharing information. Teachers listen to any concerns that they have and parents are generally well informed about their child's progress. 52% of parents have spoken to their child's teacher more than 3 times and 41% of parents have attended meetings more than 3 times in a year. Parents agreed that teachers devote much of their own time planning extra curricula activities for the students and have high expectations for their learning.

### Student Survey

251 students from Years 4 to 6 completed the 'Tell Them From Me' student survey. The survey was designed to measure, assess and report insights at the school and system levels. The focus of the NSW survey was on student wellbeing, engagement and effective teaching practices.

## Well Being:

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- 80% of students feel accepted and valued by their peers and by others at their school.
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- 83% of students have friends at school they can trust and who encourage them to make positive choices.
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- 95% of students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

## Engagement:

- 84% of students are interested and motivated in their learning.
- 93% of students try hard to succeed in their learning.
- 
- 83% of students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

## Effective Teaching Practices

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- 85% of students agreed that important concepts are taught well and class time was used efficiently
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- 81% of students found classroom instruction relevant to their everyday lives.
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- 86% of students found classroom instruction to be well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

## Teacher Survey

The teacher survey provided insights into school and classroom effectiveness from the perspective of teachers. 94% of teachers completed the teacher survey.

The survey asked questions related to the following drivers of student outcomes:

Leadership, Teaching strategies, Selecting challenging and visible goals for students, The use of data to inform practice, Teacher collaboration, Classroom technology, Planned learning opportunities, Parent / carer involvement, The learning culture, School inclusiveness, Quality feedback to students, Helping students overcome obstacles to learning, Highlights from the teacher survey are as follows:

- 76% of teachers give students written feedback on their work.
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- 80% of teachers discuss the learning goals for the lesson.
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- 83% of teachers set high expectations for student

learning and monitor student individual progress.

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- 87% believe their assessments help them to understand where students are having difficulty and use the results to inform lesson planning.
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- 89% of teachers establish clear expectations for classroom behaviour.

## Policy requirements

### Aboriginal education

Chester Hill Public School continues to support Aboriginal history and culture and currently has 3 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.

### Multicultural and anti-racism education

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 have always been very low at Chester Hill with two very minor incidents reported in 2016.

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 2016 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 three full time English as a Second Language teachers.

### Other school programs

#### Early Action for Success

This strategy included:

**Early identification** of the level of attainment in literacy and numeracy of each individual child (K-2) and tailoring a specific program of learning to that child's needs

Change in teaching practice from a focus on the whole class to a focus on the **needs of the individual student. The building of teacher capacity through professional learning.**

**On-going, close monitoring** of individual student progress against the Literacy and Numeracy continuums

**Evidence-based use of tiered interventions** in literacy or numeracy according to need

#### Quality professional Learning:

Consolidation of L3 Kindergarten and implementation of L3 Stage 1. All Stage 1 classes participated in Literacy, Learning, Literacy (L3) training in 2016.

This professional learning produced the following results:

#### Kindergarten: % of students 'on track' in

Reading texts: 84%

Comprehension: 72%

Writing: 66%

#### Year 1: % of students 'on track' in

Reading texts: 88%

Comprehension: 70%

Writing: 48%

#### Year 2: % of students 'on track' in

Reading texts: 76%

Comprehension: 69%

Writing: 49%

Implementation of TEN (Targeted Early Numeracy) for Early Stage 1 and consolidation in Stage 1.

This resulted in 93% of students being on Track for Numeracy in Year 1 and 73% of students being on track in Year 2.

#### Other initiatives included:

Employment of 3 Interventionist Teachers for Kindergarten, Years 1 and 2 to support the implementation of Tier 2 and 3 interventions.

#### MiniLit and Levelled Literacy Intervention (LLI):

MiniLit and LLI were introduced in 2016 and implemented by interventionists and student support learning officers