

Chatswood Public School

Annual Report



2016



Chatswood
Public School
inspire | engage | nurture

7409

Introduction

The Annual Report for **2016** is provided to the community of Chatswood 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.

Tim Dodds

Principal

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Message from the Principal

Chatswood Public School continues to provide excellence in a caring and enriching environment. I would like to thank the exceptional students, teachers and parents that make up the Chatswood Public School Community.

2016 saw the school continuing to operate over two campuses with great success. The school provides outstanding educational outcomes for all students. The high standard of extra-curricular activities continues with Music, Sport, Clubs and much more being offered. All students move between both campuses undertaking activities suited to the nature of each site.

At Chatswood Public School 85% of our students come from a non-English speaking background. I am proud of the fact that our school is culturally responsive and promotes inclusivity as we celebrate the differences amongst our student population. It is these differences that give us strength.

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.

Tim Dodds

Principal

School background

School vision statement

Excellence in a caring and enriching environment

Chatswood Public School is committed to delivering excellence in the spheres of **learning, teaching** and **leading**.

Chatswood Public School is:

a **caring** place of **excellent learning**, where students are encouraged to achieve their full potential in their academic, creative, personal, physical and moral development;

a place of **excellent teaching**, where collective responsibility for student improvement is achieved through the observation and evaluation of colleagues' practices resulting in a strategic and transparent learning culture; and

a place of **excellent leadership**, where the highest levels of learning will be supported in the future via the creation of a self-sustaining and self-improving educational community.

Our school leaders are dedicated to fostering a school-wide culture of high expectations and collaborative responsibility for student engagement, learning, development and success. (School Excellence Framework Jan 2015).

Our strategic priorities are:

1. Quality Teaching and Leadership;

2. Real World Connection; and

3. Creative Lifelong Learners.

Our school Projects are:

1. Quality Teaching Rounds;

2. Coonamble Connection; and

3. Problem Based Learning.

School context

Chatswood Public, established 132 years ago, is a dynamic school catering for a diverse student population from Sydney's Northern Suburbs.

The school enjoys close ties with its community and its range of programs acknowledges both community and individual student needs. Special programs for gifted and talented students are conducted, including Opportunity Classes (OC), and individualised programs for students with varying intellectual and physical disabilities are followed throughout the school.

The school has a proud tradition of achievement in the Creative Arts with outstanding established programs in Visual Arts and Music. More recently, opportunities for students to participate in the Performing Arts have expanded in the areas of Dance and Drama. The school also has extensive LOTE programs in both Chinese and Korean.

Our key programs are hugely successful, providing our students with challenging and rewarding experiences. These include:

1. an outstanding academic program with 60% of Year 6 students accessing Selective High Schools and the school performing at the highest level in NAPLAN;
2. music programs (instrumental and choral) earning the Director-General Excellence Award;
3. visual arts and physical fitness programs for all students taught by specialist teachers;
4. enriching Gifted and Talented program;
5. a commitment to Asian Literacy with all students learning either Chinese or Korean;

6. teacher exchange program with Coonamble Public School;
7. multicultural education earning the Director–General Excellence Award;
8. well–established Confucius Classroom to support neighbouring schools;
9. extensive Sister School program (Korea, China and New Zealand), including visits from principals, staff and students;
10. overseas student excursion to visit Korean sister school;
11. a comprehensive and engaging extra–curricular program.

At Chatswood Public School, 85% of our students come from non–English speaking backgrounds (NESB), and we are proud that our school is both culturally sensitive and responsive to student and community needs. This emphasis on inclusivity, celebrating the differences existing throughout our student population, continues to strengthen our school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

Learning: Learning Culture

Statement of Excellence

*In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning. The school's on–balance judgement for this element is: **Excelling***

The descriptors chosen are:

Delivering

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Sustaining and Growing

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well–developed and current policies, programs and processes identify, address and monitor student learning needs.

Excelling

There is school–wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Wellbeing

Statement of Excellence

In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Sustaining and Growing

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Curriculum and Learning

Statement of Excellence

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students. The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

Sustaining and Growing

Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

Excelling

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Assessment and Reporting

Statement of Excellence

In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum. The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children.

Sustaining and Growing

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

Excelling

Evaluating and reporting student performance data underpins the whole-school assessment strategy.

Student Performance Measures

Statement of Excellence

In schools that excel, students consistently perform at high levels on external and internal school performance measures. The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

The school achieves value-added results. Students are at or above national minimum standards on external performance measures. Students are showing expected growth on internal school performance measures.

Sustaining and Growing

The school:

- achieves good value-added results, and/or
- around 20 per cent of students achieve at high levels of performance on external performance measures.

Students are showing higher than expected growth on internal school performance measures.

Excelling

Performance for equity groups within a school is comparable to the performance of all students in the school.

Teaching: Effective Classroom Practice

Statement of Excellence

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Sustaining and Growing

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own

teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Excelling

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

Data Skills and Use

Statement of Excellence

In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions. The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions.

Sustaining and Growing

Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data.

Excelling

Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

Collaborative Practice

Statement of Excellence

In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice. The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Sustaining and Growing

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Excelling

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Learning and Development

Statement of Excellence

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need.

Sustaining and Growing

Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

Excelling

The school evaluates professional learning activities to identify and systemically promote the most effective strategies. The school is recognised as expert in the provision of support to beginning and early career teachers.

Professional Standards

Statement of Excellence

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher-level accreditation. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

Sustaining and Growing

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

Leading: Leadership

Statement of Excellence

In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement. The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

Sustaining and Growing

The school solicits and addresses feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

Excelling

Staff have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

School Planning, Implementing and Reporting

Statement of Excellence

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity. The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

Sustaining and Growing

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

Excelling

The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school uses collaborative feedback and reflection to promote and generate learning and innovation.

School Resources

Statement of Excellence

In schools that excel, resources are strategically used to achieve improved student outcomes. The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Sustaining and Growing

Workforce planning supports curriculum provision and the recruitment of high quality staff. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Excelling

Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

Management Practices and Processes

Statement of Excellence

In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. The school's on-balance judgement for this element is:
Sustaining and Growing

The descriptors chosen are:

Delivering

The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

Sustaining and Growing

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

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

Quality Teaching and Leadership

Purpose

- To build and support a collaboration learning workplace;
- To evaluate what works well, particularly in the classroom;
- To affirm, share and celebrate our successes;
- To identify our learning goals—where and how we can improve individually and collaboratively;
- To build on what we have discovered; and
- To improve the learning outcomes for students.

Overall summary of progress

During 2016 thirty teachers were involved in Quality Teaching Rounds they were able to see how this highly effective process allows teachers to focus on the Quality Teaching Framework as well as the Professional Teaching Standards to improve their practice. Teachers across the North Harbour Learning Community have also been involved in observing the Quality Teaching Rounds at Chatswood Public School during 2016. All of these teachers have reported the significant benefits in Quality Teaching Rounds as a means for well supported critical self and peer to peer evaluation of teaching practice. It is anticipated that by the end of 2017 we will have 75% of the teaching staff at Chatswood Public School having experience in Quality Teaching Rounds and that these will form a central part of the Performance and Development Plans of staff. All staff have been trained in the Performance and Development cycle and developed and implemented individualized plans for 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased number of teachers accredited by the Board of Studies and Teacher Education Standards(BOSTES) at Proficient and higher levels.	84% of teachers at CPS were accredited at proficient at the beginning of 2016. During 2016 an additional 12 teachers were accredited at proficient. A further 9 teachers are currently working towards proficiency. Two teachers completed their first maintenance of proficiency cycle.	Support for Beginning Teacher funds \$65754.00
Teacher satisfaction survey results.	There were 33 teachers who responded to the survey. Of those 78% reported satisfaction .	
Professional development plans show increased evidence of understanding and adoption of the annual performance and development cycle.	All teachers completed Professional Development Plans in 2016. 30 teachers now have experience in Quality Teaching Rounds.	\$30,000 TPL funds

Next Steps

Quality Teaching Rounds will continue to be a focus. It is anticipated that by the end of 2017 we will have 75% of the teaching staff at Chatswood Public School being trained in and/or having experience in Quality Teaching Rounds and that these will form a central part of the Performance and Development Plans of staff. The expansion of Quality Teaching Rounds across the North Harbour Learning Community will continue to grow as will the involvement of Chatswood Public School staff. During 2017 all staff will become more confident in utilising Performance and Development Plans. All staff will continue to work towards achieving or maintaining accreditation at proficient. A greater response from staff in the Tell Them From Us survey and increasing levels of overall satisfaction.

Strategic Direction 2

Real World Connection

Purpose

- To work across the school community to embed a positive culture and promote diverse cultures;
- To enhance understanding of indigenous and rural communities (Teacher exchange program between two schools Chatswood PS and Coonamble PS shares teachers' expertise;
- To be better understanding and preparation for the world around us; and
- To prepare our students to be world class active and informed citizens.

Overall summary of progress

A relationship with Coonamble Public School was established in order to increase the resources sharing and cultural understanding between two very different schools. 2016 began with a joint leadership training day for the student leaders of both schools in Sydney. Twenty students from Chatswood PS joined a day of celebrations during NAIDOC week at Coonamble PS. Twenty students from Coonamble PS participated in the Chinese Immersion Day at Chatswood PS in September. Feedback from teachers, students and parents involved at both schools was overwhelmingly positive. Existing relationships with sister schools in Korea and China were further enhanced through teacher and student exchange programs. A significant effort was made to increase community involvement in school programs and decision making. With surveys being translated into various languages, face to face surveys being conducted by students in various languages, help desks being established for clubs and music registration, bi-lingual information sessions and appointments of Chinese and Korean Community liaison parents, we have seen an increase in the participation rates of parents – especially those from a non-English Speaking Background.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
More involvement of NESB parents English speaking background parents.	Increase in parents attending P & C meetings from an average of 11 in 2015 to 12 in 2016.	
Increased student and teacher awareness of rural and indigenous issues.	All teachers, students and parents involved in this relationship reported a much greater understanding and appreciation of Indigenous culture.	\$5000.00
EALD students, new arrivals students and the parents of NESB satisfaction level high in the survey	75% of NESB parents reported satisfaction in the Tell Them From Me Surveys completed in 2016.	

Next Steps

In 2017 the Coonamble Connection will be extended. A further two teachers will take part in an exchange program. We will continue to work with Coonamble PS share resources with a particular focus on STEM which is a key focus for both schools. Students will continue to be given the opportunity to visit Coonamble PS during NAIDOC week and we are planning a second trip with a STEM focus. In 2017 we hope to be taking one of our string music ensembles to share music experiences. A group of twenty students will be travelling to Seoul, Nanjing and Beijing to visit the sister schools. A number of musicians will be part of this group and will perform. Further efforts will be made to increase the level of volunteer work being done by our students in the local community. 2017 will continue to see a sustained effort to increase the number of NESB parents involved in the school. This will involve getting as much school based information as possible translated into Chinese and Korean and continuing to engage parents directly through bilingual teachers and students.

Strategic Direction 3

Shaping Creative Lifelong Learners

Purpose

- To develop critical and creative thinking;
- To create effective problem-solvers;
- To increase motivation;
- To encourage lateral thinking; and
- To improve communication and networking skills;

Overall summary of progress

Stage 3 teachers implemented and further developed the new scope and sequence based on the new History and Geography syllabuses that have a text based English focus and incorporate PBL where possible. Two year 6 classes have been working on developing alternative learning environments that are better suited to group work and collaborative learning. Teachers have visited these rooms to observe the setup and discuss how it is changing the type of learning taking place and how it can encourage collaborative learning and PBL activities. Four classes (in stage 3 class and stage 2) again participated in the North Harbour Learning Community (NHLC) Cardboard Challenge, a PBL activity where students designed arcade style games from cardboard and recycled materials. The continued employment of a specialist writing teacher has further improved student results in writing. This is evident in improving NAPLAN writing results and also outstanding results in external writing competitions. Strong extra-curricular music and clubs programs all continue to make significant contributions to the creative culture being fostered at Chatswood Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved average NAPLAN performance: more students in the top bands, fewer in the bottom bands.	2016 73% of Year 3 students in top 2 bands for Reading and 4% in the bottom 2 bands. 69% for Numeracy and 6% in the bottom 2 bands. 2016 – 62% of Year 5 students in top 2 bands for Reading and 8% in the bottom 2 bands. 69% for Numeracy and 5% in the bottom 2 bands.	
Problem based learning aligned to the new NSW National Curriculum embedded in all programs.	Training of and sharing by teachers in TLC meetings in PBL. All stage 3 teachers using PBL in their programs.	
Through NAPLAN writing data and internal assessment, students demonstrate critical and creative thinking skills, increased motivation, engagement and ability to think laterally.	Specialist writing teacher employed for 2016. Evidence of differentiated learning opportunities for students in teaching programs – observed through QTR and PDP's.	Within existing staffing allocation.

Next Steps

STEM will become a focus in the school in 2017 and PBL will be a major part of this. Four STEM classes will be formed in 2017 and taken by teachers with expertise in STEM/PBL approach. Teachers from all stages will observe STEM/PBL learning taking place in these classes. We will continue and expand the role of the specialist writing teacher. There was a slight drop in the Year 3 and 5 results for 2016 for the top 2 bands which will need to be monitored. We will continue to provide a wide range of extra-curricular experiences for students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have an Individualised Learning Plan and are making sounds progress across the Literacy and Numeracy Continuums.	\$673
English language proficiency	Students from non–English speaking backgrounds form 85% of the school population. The English as an Additional Language or Dialect (EALD) allocation included four full time teachers plus additional teachers two days per week. Students are supported in the classrooms with extra resources to enhance their attainment of English Language. Students from a NESB continue to achieve very highly in NAPLAN tests and Australian Schools Competitions.	\$17556.00
Low level adjustment for disability	Additional SLSO Support to supplement teacher aide timetable. Time for staff to develop IEP's for identified students. All students requiring adjustments and learning support are catered for within class programs.	\$39295.00
Quality Teaching, Successful Students (QTSS)	Successful implementation of the L3 and TENS program. Effective Year 2 mathematics program established. PDP's completed. Teachers with accreditation goals completed. Increased student outcomes due to established programs.	0.871 staffing entitlement 0.129 staffing school based allocation
Socio–economic background	Enhancing student access to a wide range of educational experiences. Extra assistance was also provided in the class learning environment. This resulted in increased student participation and engagement leading to an improvement in learning outcomes.	\$7887.00
Support for beginning teachers	In 2016 there were seven teachers in their first year of permanent employment for all or part of the year. They each received funding equivalent to two hours extra release a week and an additional hour a week for their mentor. There were six teachers in their second year of permanent employment for all or part of the year who each received funding equivalent to an additional hour release a week. This funding was used to provide teachers with time for planning, programming, reporting, working with their mentor and attending professional development.	\$65754.00

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	489	507	568	620
Girls	425	450	504	560

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	95.9	95.5	95.4
1	94.5	94.5	95.8	96.7
2	95.3	96	93.7	95.8
3	96	96.2	96	96.2
4	96.9	96.2	96.3	95.2
5	96.4	96.4	96.9	96.7
6	95.3	95.4	95	96.7
All Years	95.4	95.8	95.6	96.1
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	47.59
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.8
Teacher of ESL	4.2
School Counsellor	0
School Administration & Support Staff	7.67
Other Positions	2.2

*Full Time Equivalent

In 2016 no teaching staff at Chatswood Public School identified as being Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

The school received \$86,076 in Teacher Professional Learning funds for 2016. This is an average of \$1,117 per staff member. These funds were used in the following ways:

- Training in L3 for teachers in Early Stage 1 and Stage 1.
- Quality Teaching Rounds with a focus on literacy and numeracy for teachers K–6.
- Release for teachers and associated costs to attend courses in areas such as literacy, numeracy, gifted and talented, drama, music, sport and dance.
- Allowing teachers to collaborate in the evaluation and refinement of whole school scope and sequences and

assessments for English, Mathematics, Science, History and Geography.

- Training of staff on the new Geography Curriculum.

- Providing training and development on School Development Days. This included mandatory training such as First Aid and CPR.

- Time for professional learning and feedback for those teachers seeking accreditation at proficiency. 2016 saw eight teachers gain accreditation at proficient.

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.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 110 148.25
(2a) Appropriation	829 303.43
(2b) Sale of Goods and Services	5 587.27
(2c) Grants and Contributions	273 323.53
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 934.02
Expenses	-689 052.67
Recurrent Expenses	-689 052.67
(3a) Employee Related	-392 836.17
(3b) Operating Expenses	-296 216.50
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	421 095.58
Balance Carried Forward	421 095.58

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 summary equity funding

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

	2016 Actual (\$)
Base Total	6 799 007.28
Base Per Capita	58 231.51
Base Location	0.00
Other Base	6 740 775.78
Equity Total	555 111.61
Equity Aboriginal	673.76
Equity Socio economic	7 886.82
Equity Language	446 043.51
Equity Disability	100 507.53
Targeted Total	253 687.11
Other Total	704 201.06
Grand Total	8 312 007.06

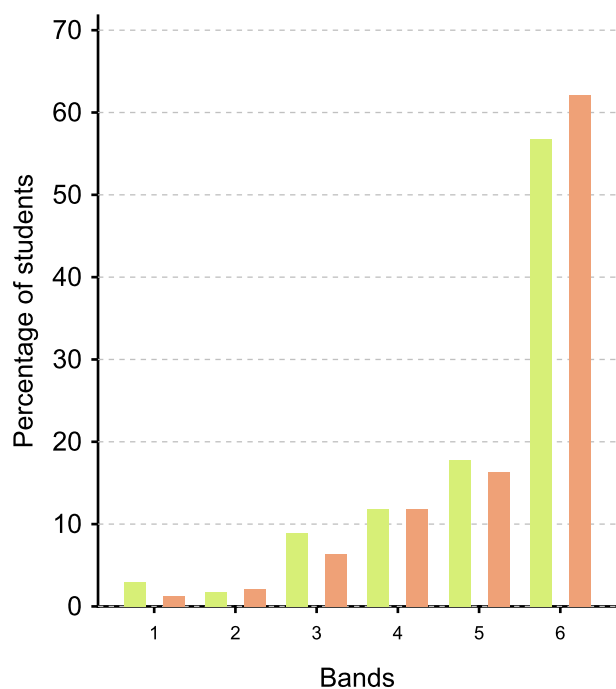
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

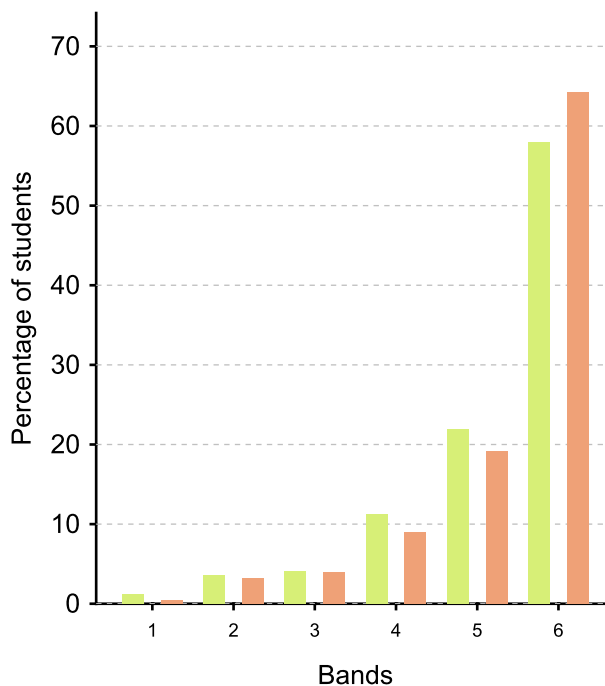
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



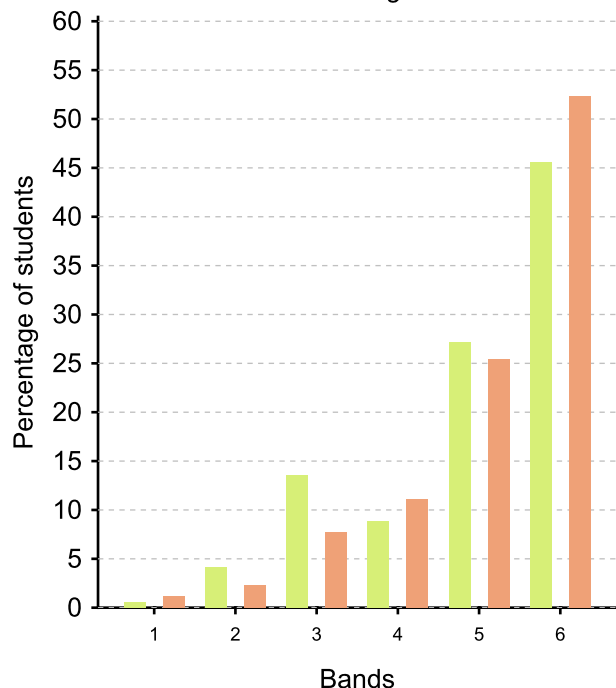
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



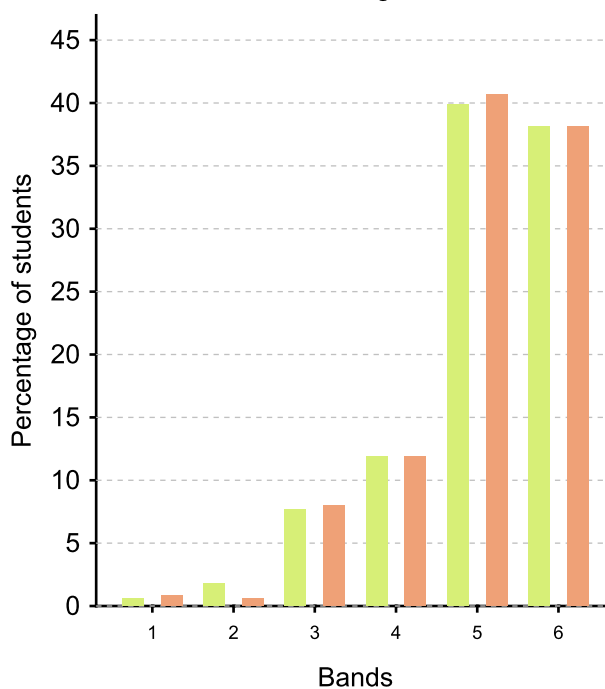
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



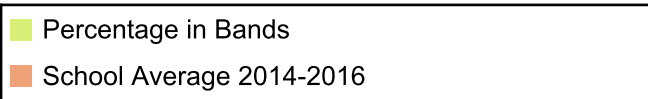
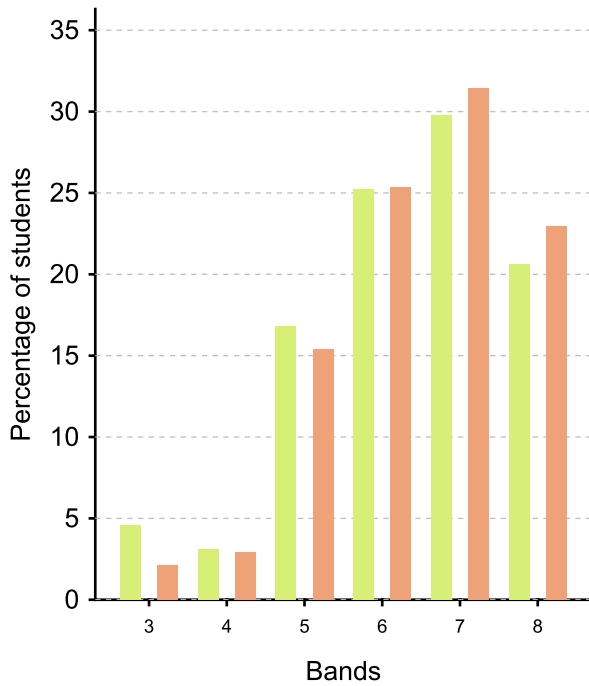
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

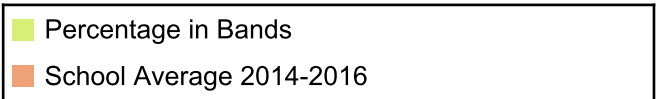
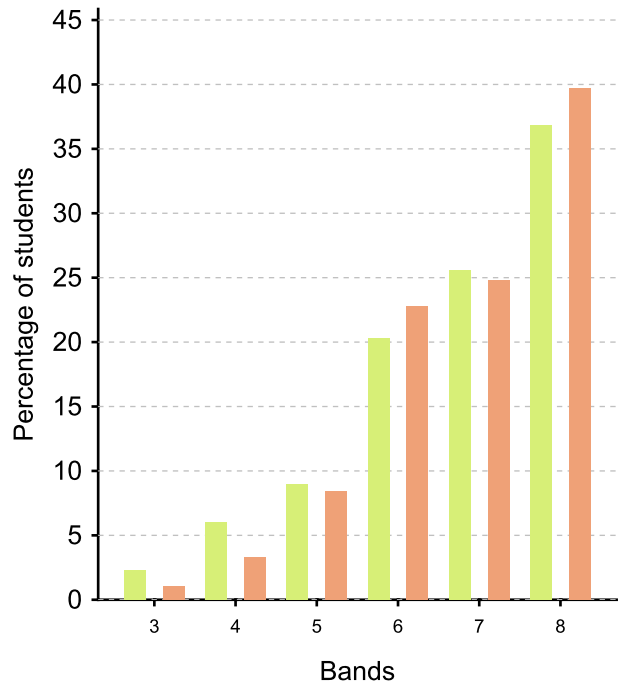


Percentage in Bands
School Average 2014-2016

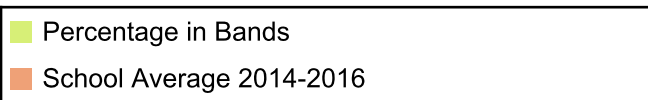
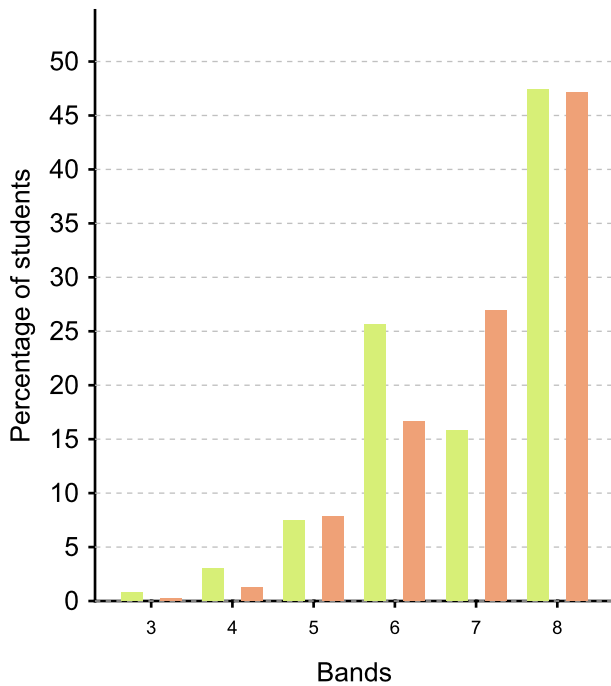
Percentage in bands:
Year 5 Writing



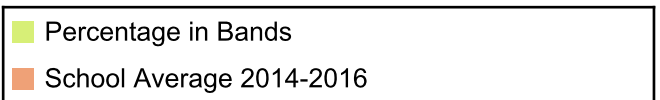
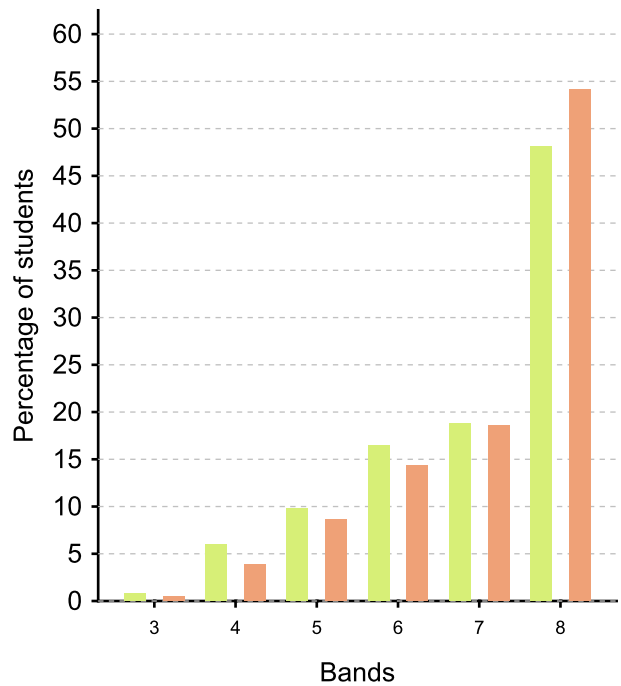
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



Parent/caregiver, student, teacher satisfaction

In 2016 Chatswood Public School took part in the Tell Them From Me Surveys. All students in Years 4–6 were invited to participate as were the parents of the school and teachers. We had 356 students respond but only 29 parents. For 2017 there will be a concerted effort to get more parents to participate to achieve a more representative response.

Student satisfaction 356 respondents

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

- 85% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%.

- 85% of the girls and 84% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

Students who are interested and motivated

Students are interested and motivated in their learning

- 82% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%

- 86% of the girls and 79% of the boys in this school were interested and motivated. The NSW Govt norm for girls is 83% and for boys is 73%.

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- In this school, students rated Effective Classroom Learning Time 8.3 out of 10. The NSW Govt norm for these years is 8.2.

- In this school, Effective Classroom Learning Time was rated 8.5 out of 10 by girls and 8.1 out of 10 by boys. The NSW Govt norm for girls is 8.4 and for boys is 8.1.

Relevance

Students find classroom instruction relevant to their everyday lives.

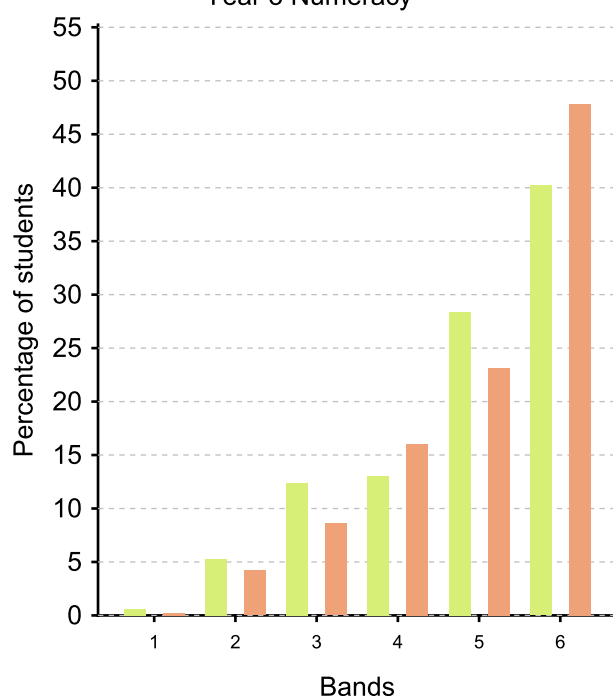
- In this school, students rated Relevance 8.2 out of 10. The NSW Govt norm for these years is 7.9.

- In this school, Relevance was rated 8.5 out of 10 by girls and 7.9 out of 10 by boys. The NSW Govt norm for girls is 8.1 and for boys is 7.8.

Rigour

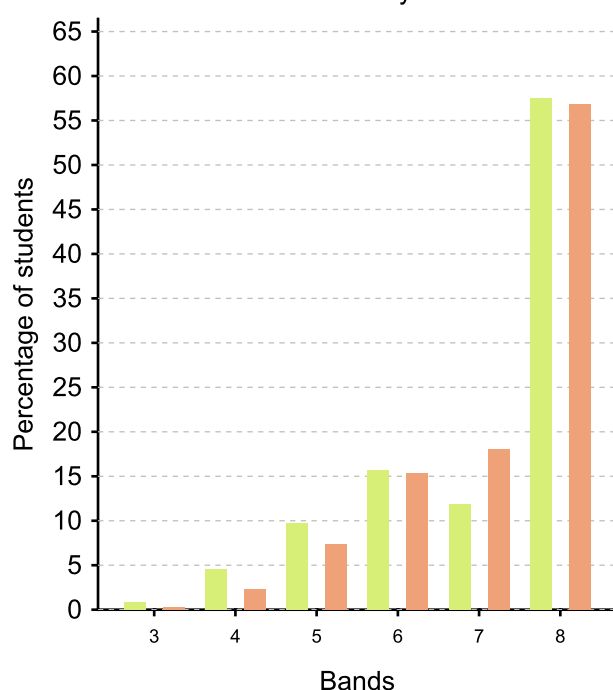
Students find the classroom instruction is well-organised, with a clear purpose, and with

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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.

and appropriate feedback that helps them learn.

- In this school, students rated Rigour 8.2 out of 10. The NSW Govt norm for these years is 8.2.

- In this school, Rigour was rated 8.4 out of 10 by girls and 8.1 out of 10 by boys. The NSW Govt norm for girls is 8.4 and for boys is 8.1.

Positive teacher–student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher–Student Relations were rated 8.3 out of 10. The NSW Govt norm for these years is 8.4

- In this school, Positive Teacher–Student Relations were rated 8.7 out of 10 by girls and 8 out of 10 by boys. The NSW Govt norm for girls is 8.6 and for boys is 8.2.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated Disciplinary Climate of the Classroom 7.3 out of 10. The NSW Govt norm for these years is 7.2

- In this school, Disciplinary Climate of the Classroom was rated 7.3 out of 10 by girls and 7.3 out of 10 by boys. The NSW Govt norm for girls is 7.3 and for boys is 7.2.

Expectations for success

The school staff emphasises academic skills and hold high expectations for all students to succeed

- In this school, students rated Teachers' Expectations for Academic Success 8.8 out of 10. The NSW Govt norm for these years is 8.7.

- In this school, Teachers' Expectations for Academic Success were rated 9 out of 10 by girls and 8.6 out of 10 by boys. The NSW Govt norm for girls is 8.8 and for boys is 8.6.

In most areas Chatswood Public School is excelling the expectations of the students in comparison to the rest of the state.

Parent participation at Chatswood Public School – 29 Respondents

Parents were asked how often they spoke with a teacher throughout the year:

58% responded two or three times a year. 33% responded more than three times a year. 6% responded once and 3% responded never.

Parents were asked how often they attended meetings throughout the year:

58% responded more than three times. 36% responded two or three times. 6% responded only once.

Parents were asked if they are involved in school committees:

18% responded yes. 82% responded no.

Despite the small sample size it is clear we need to do more to engage parents in the school. We will continue to make Chatswood Public School an inviting place where cultures and languages are celebrated and nurtured.

Teacher satisfaction – 31 Respondents

Teachers were asked about the educational leadership at Chatswood Public School.

77.4% agree or strongly agree that school leaders are leading improvement and change. 9.7% disagree or strongly disagree and 12.9% had no opinion.

67.8% agree or strongly agree that there is clear communication of a strategic vision for the school. 9.7% disagree and 22.6% had no opinion.

Policy requirements

Aboriginal education

Aboriginal perspectives are embedded into units of study in many subject areas at the school. This is in line with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present. In addition to this we have established a relationship with Coonamble Public School where students and teachers have been able to exchange and share cultural knowledge, understanding and experiences. Teachers have been involved in exchange programs as well as establishing "buddy classes" between the schools. Twenty students from Chatswood PS joined a day of celebrations during NAIDOC week at Coonamble PS. Twenty students from Coonamble PS participated in the Chinese Immersion Day at Chatswood PS in September. Feedback from teachers, students and parents involved at both schools has been overwhelmingly positive.

Multicultural and anti-racism education

Chatswood Public School prides itself on being a harmonious and multicultural school. The Dragon Boat Festival was an integrated component of the Chinese Program, closely associated with the cultural and historical strand of the language. Chinese and Korean dances also performed at the Festival. The Moon Festival was a highlight of the year's cultural events. Everybody enjoyed a great variety of multicultural food, games and performances. It was a wonderful evening of entertainment provided by our students and the

wider community, the highlights of which include the Lion Dance, K-pop dance, classical Chinese instrument performance, Indian Folk Dance, Japanese Dance, Kung Fu demonstration, Korean Fan Dance and our school's dance groups. A highly successful Harmony Day and visits from students from Coonamble Public School and sister schools in Korea and China further enhance the multicultural education of students at Chatswood Public School. The school has a teacher who is appointed as the Anti-Racism Contact Officer (ARCO). This officer is the first contact in dealing with any allegations of racism.