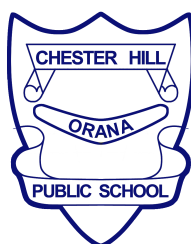


Chester Hill Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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

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Message from the Principal

As always 2017 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 whole school community. The p&c have assisted the school by fundraising for physical improvement throughout the school. The Christmas and Easter raffles, meal deal days and sausage sizzle held throughout the year. The p&c together with Chester Hill Neighborhood Centre annually host a community showcase every year in our school grounds. The p&c runs a food stall on the day. This has enhanced the relationship between the school and the wider community. The uniform shop has recently been outsourced to PSW it still trades in the canteen on school premises but is no longer run by the p&c. The p&c and canteen have continued to support the 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 executives and staff and will continue to do so in the future.

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

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Chester Hill Public School was assessed at Sustaining and Growing across all three domains of Teaching, Learning and Leading. Several individual elements across the three domains placed us at exceling (Assessment and reporting, Data Skills and Use and Collaborative practice) with only one element (resources) at the delivering level. The external panel members praised the school and the work that had been completed by all staff and community members in constructing and presenting the evidence sets

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

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

At the end of 2017 the school completed the 2015–2017 school strategic plan cycle. Our evaluations revealed that the school is committed to identifying and implementing the most effective teaching practices. Teachers worked together to improve teaching and learning programs and collaborated to sustain these quality practices. There are policies, programs and processes to identify and address all student learning needs. There is a particular focus on improving practices in literacy and numeracy. The school has developed explicit processes to collect, analyse and report internal and external student and school performance data and is aware of trends. The school utilises various assessment strategies and techniques to monitor student performance and identify gaps for improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implementation of guidelines/ framework	\$5000	A Chester Hill Quality Teaching Framework was developed and implemented.
All classrooms are engaged in learning	Resources – \$30 000	Our evaluations revealed that while most classrooms were engaged we will need to explore flexible learning spaces and the use of technology to increase student engagement.
Attendance in professional learning on how students learn	L3 training – \$20 000 TEN training – \$5000	All teachers attended the professional learning offered on how students learn.
Teachers have evidence that their PDP goals have been met		The PDP process was successfully undertaken with evidence that teachers were achieving their goals.
Parental involvement in workshops related to learning		The school provided some workshops but it has been identified that this will need to a focus in the next strategic plan.
Inquiry learning/ 5E model for Geography/History/ Science syllabi	Professional learning – \$5000	The history/ geography/ science syllabuses have been successfully implemented in all classrooms with quality units and resources purchased.
PLAN: increased 10 % in Reading / comprehension / writing / CS/ EAS / PV	\$5000	Internal data indicated that there had been a shift in reading/comprehension achievement across K–2 but not in writing. Numeracy achievement dropped in years 1 and 2 due to changes in expectations from State Office.
Lesson study and Instructional Rounds	\$6500	Lesson study and instructional rounds were completed by several staff members and found them a useful professional learning exercise.
100% of teaching and learning programs are developed from data and evidence		The school developed mechanisms for teachers to show evidence that they used data to inform their teaching and learning program.

Next Steps

In the next strategic plan Chester Hill will sustain a similar committee structure where staff are engaged and take collective responsibility for implementing the 2018–2020 school plan. We will need to consolidate program evaluation processes to ensure that all teaching and learning programs show evidence of differentiation and appropriate adjustments according to student needs and interests. The school will adopt a school wide approach to instructional leadership where all members of the school leadership team demonstrate evidence based practice. Chester Hill Public School will further strengthen teacher understanding of a full range of assessment strategies in determining teaching directions and aim to have at least 35% (percentage reflective of the full three year 5P cycle) of student achievement in the top two NAPLAN bands in reading, writing and numeracy. The school will strengthen practices to ensure parents and the community have a greater understanding of student progress by teachers using specific software and providing detailed, clear and specific information about student learning, growth, next steps and improvement measures. Finally, Chester Hill will consolidate evaluative thinking practices to include student voice and trial innovative practices such as flexible learning spaces and project based learning.

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

At Chester Hill Public School, we strive to meet the educational needs of all students to provide a safety net to ensure no student falls through the gaps. The staff is supported through professional learning, processes and extra specialist staff to understand and meet the learning and support needs of the full range of students in their classrooms. Staff have high expectations for every student and provide adjustments to support the individual's learning needs. Quality teaching and effective professional practice are evident in every learning environment. 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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	Resources purchased to support programs \$15 000	The awards program is being well used and students are moving through the rewards. With a comprehensive approach to behaviour and attendance record keeping we have a detailed understanding of the issues at our school. There is progress in catering to some issues while other issues require more support to initiate the desired improvements. The tiered intervention is having a positive impact on student outcomes. With new students enrolling with complex needs the overall impact does not reflect the progress made.
All ALPs are comprehensive and target identified individual student learning needs	To develop and implement targeted interventions, the school has engaged an extra 2.7 staff above entitlement and 58.5 hr/wk of SLSO time at a cost of \$445 000. Refurbishment of LAS area to create more space \$60 000.	All identified students requiring LAS support are receiving targeted intervention through a range of strategies such as small group withdrawal programs, one on one teacher interventions or in class support.

Next Steps

The school is making steady progress as it strives for success for all students.

The Intervention and Support programs are well structured, targeted and recorded. They are having an impact on the learning outcomes of the students.

The school will:

- Continue to monitor, review and evaluate all intervention and support programs
- Strengthen the support documentation for students.
- Conduct professional learning for all staff on the latest research on student learning

The wellbeing of all students is critical to them reaching their full potential.

The school will:

- Continue to monitor, review and evaluate all wellbeing programs.
- Review School Attendance Policy
- Investigate a range of whole school social skills programs to evaluate possible implementation in the school
- The Intervention and Support programs are well structured, targeted and recorded. They are having an impact on the learning outcomes of the students.

Strategic Direction 3

Learning Communities

Purpose

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

Overall summary of progress

The integration of NESB families within a school and its community is challenging and long term. Through the current strategic management plan we have made progress especially in the elements of Learning and Teaching. An impact has been made on all elements of Leading however, parent involvement in strategic planning and governance is an area that is proving very difficult to achieve. We have over the three years developed very strong and effective partnerships with 17 external bodies. These range from Universities to early childhood support agencies. The high mobility rate of families coupled with the increasing number of refugee families highlights the slow progress over the last three years in term of participation and involvement. The planning team and the school community are aware of the importance of developing and strengthening all facets of home, school and community interaction. Our next steps emphasise our commitment as a school community to continue to work towards greatly improved interaction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustained high levels of student engagement, learning, and wellbeing 10% Increased parent participation in school events and school-home partnerships. The creation of quality and innovative strategic community learning partnership sand consultation. Increased ability of the whole school community to drive whole school strategic directions	The major expenditure in this strategic direction is for our community hub programs. The Hub is budgeted at \$45000 a year which included increased Hub leader hours, supporting a school readiness program and various other learning opportunities. The school also supported the refurbishment of a new hub space including internet and interactive whiteboard. This expenditure was \$75000.	We did achieve a 10% increase in parent participation but of that increase the majority were for whole school events. Parent interaction and support relating to academic events (e.g. parent /teacher interviews) plateaued during the third year. Parental input was evident in the school external validation process which was pleasing. However, the number was very small and targeted from the peak parent body. The final year did see an increase in community learning partnerships predominately through our Community Hub program. Adult education opportunities as well as early childhood programs were the most popular

Next Steps

Continuation of identified EAL/D staff members to coordinate, facilitate and professionally develop the staff and community in the areas of Refugees, Third Party Partnerships and International Students. Mirror the above with classroom teachers to develop a greater awareness of those identified areas

Increase funding to support EAL/D staff, classroom teachers and third party providers to enhance current practices.

filtering and collection of data and evidence in relation to refugee and international students

Development of evaluation rubrics to better analyse third party partnership impact on Learning, Teaching and Leading as defined by School Excellence Framework V.2

In addition to the points raised above, the panel identified the following points as further next steps in the self-assessment process:

- Utilise and build upon current internal school measures processes to inform progress against the Student Performance Measures element of the School Excellence Framework at key milestone points in the school year.
- Further refine milestones processes to ensure impact is measured at key points each term.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Flexible Funding: \$4011	Aboriginal students at Chester Hill Public all had individualised learning plans in 2017 to ensure that they were given the best possibility to succeed. Staff continued to use the 8 ways of Aboriginal Learning in their programs as this allowed teachers to include an Aboriginal perspective into their teaching. In 2017 Chester Hill celebrated NAIDOC week and acknowledged National Sorry Day. During NAIDOC week all students saw a performance by Ryka Ali and completed activities in their classroom about Aboriginal culture and the significance of NAIDOC week.
English language proficiency	Flexible Funding: \$32355	<p>Early Intervention is the key to EALD student success at Chester Hill Public School. Explicit language programs target Kindergarten students who receive intensive support from experienced language practitioners. Other stages are supported by a dedicated team member to ensure continuity of delivery. All staff continue to practice EALD pedagogy as promoted and guided by specialist teachers.</p> <p>Student English language proficiency is assessed using the EALD Progression and appropriate support given where needed. The majority of the flexible funding was used to enhance service provision.</p>
Low level adjustment for disability	Flexible Funding: \$117330	The funding was used to support the school's comprehensive interventions through the engagement of SLSOs (approx 55 hours per week). It was also used to engage teachers to conduct parent meetings and complete support documents.
Quality Teaching, Successful Students (QTSS)	Flexible Funding: \$49 771	<p>QTSS funding for 2017 incorporated two major areas:</p> <ol style="list-style-type: none"> 1. Targeted expenditure to give extra release time to all Assistant Principals to work more closely with their stage team to deliver new school and state initiatives in the areas of Literacy, Numeracy, teaching program development and differentiated learning. 2. School developed and regional professional learning opportunities.
Socio-economic background	Flexible Funding: \$702 035	<p>By far the largest funding area that supports school initiatives across all three strategic directions. Funding support enabled: (top five funded initiatives)</p> <ol style="list-style-type: none"> 1. Teaching entitlement enhancements for the areas of Learning and Support, EAL/D and Early Action for Success. Coupled with supporting teacher resources 2. Continued funding of our Community Hubs programs, school readiness programs and community interaction initiative 3. Major improvement to school facilities 4. Upgraded and enhanced technology hardware and internet connection upgrades 5. Substantial increase to school professional learning budget

Socio-economic background	Flexible Funding: \$702 035	
Support for beginning teachers	Substantive Teachers: \$32000 Temporary Teachers: \$26000	<p>The majority of the beginning teacher funding was used to provide mentoring days for each beginning teacher and their mentor teacher. Mentoring days were developed collaboratively to develop identified areas of need. Professional learning opportunities were also attended again relevant to identified pedagogy needs of the teacher.</p> <p>A review at the end of the year was undertaken to better support beginning teacher in 2018.</p>
Targeted student support for refugees and new arrivals	Flexible Funding: \$6630	<p>Strategic Direction 1 , 2 and 3</p> <p>A safe learning environment is provided by well trained teachers both in the grade classroom and during intensive withdrawal lessons. All classroom teachers received training from the STARTTS program to develop their understanding of the specific needs of refugee students. To develop an understanding of the educational benefits and risk management of an excursion, refugee students, their parents and younger siblings were afforded the opportunity to visit the Powerhouse Museum.</p> <p>Early contact and support was made with potential students through the School Readiness Program, run through the Community Hub.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	314	324	333	333
Girls	268	306	324	327

The school experienced slight growth over 2017. Chester Hill P.S. continues to experience a high transitory percentage of student enrolments. With new zoning and with the State planning for housing growth around rail and bus hubs our school is earmarked for future high student numbers growth.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	94.3	94.6	92.8
1	94	92	93.8	92.8
2	95.2	89.6	94	92.5
3	95.4	92.9	93	94.4
4	94.1	94	94	91.3
5	95.5	92.5	94.5	92.3
6	95.6	93.3	91.9	91.7
All Years	95	92.7	93.7	92.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The problem of student absenteeism has plateaued but has not significantly improved over the last twelve months. With the changing of absence reporting to include exemption leave applications for 2018 the rate of student absences will again increase as compared to the state norms. The number of parents applying for extended leave during school terms has increased in

number and in the number of days away. Parent condoned absences is also an issue. The school follows all departmental policy guidelines as well as working closely with the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	25.67
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	2
Teacher Librarian	1.2
Teacher of ESL	2.4
School Counsellor	1
School Administration & Support Staff	4.26
Other Positions	1.4

*Full Time Equivalent

In 2017 we had one staff member who identified as indigenous.

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

As an Early Action for Success School all teachers in the Kindergarten to year 2 classes were trained or are being trained in specific literacy and Numeracy programs which include L3 and TEN. All teachers participated in school led professional learning during the year that related to new syllabus areas, literacy, teaching programs and assessment strategies. The staff also engaged in professional learning related to year three priorities of our 2015 – 2017 strategic

plan. They also participated in focussed professional learning based on their own performance development plans. Several staff gain proficiency level during the year with others completing a maintenance cycle.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	1,316,566
Revenue	6,629,173
Appropriation	6,439,695
Sale of Goods and Services	8,831
Grants and Contributions	173,803
Gain and Loss	0
Other Revenue	0
Investment Income	6,844
Expenses	-6,472,191
Recurrent Expenses	-6,422,027
Employee Related	-5,827,753
Operating Expenses	-594,274
Capital Expenses	-50,164
Employee Related	0
Operating Expenses	-50,164
SURPLUS / DEFICIT FOR THE YEAR	156,982
Balance Carried Forward	1,473,548

Chester Hill P.S. migrated fully during 2017 to the new SAP finance system incorporated into LMBR. Areas of the budget such as human resources were included in the overall revenue and expenses streams for the first time. The budgeting tool associated with the new system experienced several rewrite and alterations. This fact and that the system is migrating to another new accounting system in 2018 will impact on our ability as a school to accurately report on fiscal information.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,236,121
Base Per Capita	100,407
Base Location	0
Other Base	4,135,714
Equity Total	1,387,019
Equity Aboriginal	2,571
Equity Socio economic	811,931
Equity Language	270,274
Equity Disability	302,243
Targeted Total	44,661
Other Total	689,319
Grand Total	6,357,119

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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, literacy and numeracy assessments are reported on a scale from Band 1 to Band 6. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

With the school's participation in the Early Action for Success initiative Chester Hill P.S. demonstrated light improvement gains in several areas in Yr3. 2018 will see the full effect of the students who have had three years of the initiative sit for NAPLAN.

Learning growth for over 90% of students in Year 5 was above state norms as well as like school group as identified by the school. Specific areas of Spelling and grammar and punctuation again proved strong for both years.

Writing results were disappointing in both years and will be targeted for extra student support in 2018. Writing was evaluated across the state as performing poorly in all schools. Numeracy continues to demonstrate solid growth from year 3 to year 5 with the gap between our norms and the state again decreasing.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	9.5	12.4	14.3	15.2	21.9	26.7
School avg 2015-2017	9.6	13.3	20.7	21.6	16.2	18.7

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	6.7	13.3	26.7	25.7	17.1	10.5
School avg 2015-2017	8.6	16.2	26.4	24.9	13.9	10.0

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	4.8	9.5	19.1	22.9	18.1	25.7
School avg 2015-2017	4.3	11.6	18.6	24.6	21.2	19.7

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	5.7	11.4	23.8	30.5	21.0	7.6
School avg 2015-2017	4.2	8.4	26.4	30.1	23.6	7.2

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	24.6	32.7	11.8	20.9	6.4	3.6
School avg 2015-2017	14.2	26.1	24.4	21.0	11.2	3.1

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	16.4	23.6	28.2	20.9	8.2	2.7
School avg 2015-2017	11.5	27.8	29.4	21.7	7.3	2.4

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	13.6	8.2	23.6	28.2	16.4	10.0
School avg 2015-2017	11.0	11.5	27.2	25.7	15.6	9.0

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	20.0	13.6	38.2	21.8	6.4	0.0
School avg 2015-2017	14.6	16.6	41.5	22.1	5.2	0.0

Year 3 to year five growth across all areas of Numeracy was improved against the state norms. Year three were again represented strongly in number and data. The school will continue to the Quicksmart program to support the acquisition of automaticity skills for identified student in years 4 – 6. Kinder to year 2 students will be supported through the TEN program and targeted Learning and support intervention.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	8.6	14.3	21.0	30.5	12.4	13.3
School avg 2015-2017	10.3	20.1	27.9	23.2	9.5	9.0

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	9.1	30.0	26.4	24.6	5.5	4.6
School avg 2015-2017	7.9	24.7	33.3	23.7	6.0	4.5

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Surveys

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

Their responses are presented below.

In 2017 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 well-being, 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.

51 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. 68% of parents have spoken to their child's teacher more than 2 times in a year and 77% of parents have attended 2 or more school meetings 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

249 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 New South Wales survey was on student well-being, engagement and effective teaching practices. *Highlights from the student survey are as follows:*

Well Being:

- 80% of students feel accepted and valued by their peers and by others at their school.
- 80% of students have friends at school they can trust and who encourage them to make positive choices.
- 93% of students believe that education will benefit them personally and economically, and will have a strong bearing on their future
- 86% of students believe the school staff emphasise academic skills and hold high expectations for all students to succeed.
- 72% of students expect to go to high school when they finish high school.

Engagement:

- 78% of students are interested and motivated in their learning.
- 90% 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.
- 82% of students agreed that important concepts are taught well, and class time was used efficiently

- 80% of students found classroom instruction relevant to their everyday lives.
- 83% of students found classroom instruction to be well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

The Teacher Survey

The teacher survey provided insights into school and classroom effectiveness from the perspective of teachers. 96% of teachers completed the teacher survey in 2017. 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 and helping students overcome obstacles to learning.

Highlights from the teacher survey are as follows:

- 80% of teachers work with school leaders to create a safe and orderly school environment.
- 82% of teachers talk with other teachers about strategies that increase student engagement.
- 80% of teachers feel that students become fully engaged in their class activities.
- 77% of teachers give students written feedback on their work.
- 87% of teachers set high expectations for student learning.
- 84% of teachers discuss the learning goals for each lesson with students.
- 85% of teachers believe students are very clear about what they are expected to learn.
- 92% of teachers establish clear expectations for classroom behaviour.
- 82% of teachers create opportunities for success for students who are learning at a lower pace.

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

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 behaviour policy as an anti–social behaviour and triggers consequences through our behaviour 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 2017 we had 79% of our students needing this support. This percentage meant that the school may received an increase in funding for specialist teachers for 2018. Currently we have three full time English as a Second Language teachers.