

# Chatswood Public School

## Annual Report



2017



7409

## Introduction

The Annual Report for **2017** 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

### School contact details

Chatswood Public School

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9419 6127

## 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 134 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, 89% 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

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 panel's findings are detailed below.

#### Differentiated Learning

##### Learning Elements

Our intention is to engage all students in differentiated learning experiences to equip them with the skills to become lifelong learners. One of the ways we will be doing this is through the STEM challenge which is one of our proposed school projects for 2018–2020. STEM activities provide open–ended challenges that offer students the freedom to learn in a style that they feel is appropriate.

##### Teaching Elements

Our intention is to ensure we continue to train teachers in highly differentiated programs such as TEN, L3 and STEM. We will ensure that differentiated programming is done collaboratively and stored on Google drive so that everyone has easy access. We will ensure that learning support is placed on the agenda for staff meetings, with the aim of creating consistent teacher judgment in regard to suitable adjustments for successful student learning.

##### Leading Elements

Through the STEM challenge, which is one of our strategic projects for 2018–2020, we aim to ensure that teachers skilled in this area share their differentiated techniques with other teachers. This will provide valuable training to the staff at Chatswood Public School. As our Korean Bilingual program grows, it will be imperative that the more experienced Bilingual teachers train and mentor the new members to this program.

#### Quality Teaching and Leadership

##### Learning Elements

Teaching and Learning Cycle (TLC) has been part of Chatswood program for staff for some time but it is evolving and has changed as the needs of the staff have changed. It is a permanent tool in the reflective practice that we use. Our Online PDP and Feedback are new innovations that we have yet to fully explore but will need to continue to fine–tune as we progress towards fulfilling the needs of students of the 21st Century.

##### Teaching Elements

The welfare of the staff begins with Quality Teaching which we have begun to fully realise through Quality Teaching

Rounds [QTR]. This has proven to be an invaluable tool for observing excellent teaching within our own staff and to discuss pedagogical aspects of our teaching and student learning. Quality Teaching Successful Students [QTSS] another new system of achieving excellence in teaching by using this time to fine-tune programs, units of work, observations of other teaching methods and consolidating our overall teaching practice. Our clearly defined Roles and Responsibilities helps ensure that the staff is aware of opportunities to come and this sort of planning will also change and grow to accommodate the needs of our staff and students.

#### Leading Elements

The Aspiring Leaders Program (EOI), Mentoring Program, Online PDP and Feedback are still relatively new and are part of the 21st Century initiative that will bring our teachers into the information age. These programs which are being implemented keep us accountable and informed. To comply with the NESA Project on Scope and Sequences, we have now begun to organise our programs so that any teacher coming into the school or teachers moving to a new stage can access all programs and resources across all KLAs that they will need to teach their students.

#### Effective Management and Communication

#### Learning Elements

Sentral will be an integral communication system for our school projects from 2018–2019 as the student and parent portal will be utilised by staff members. Parents and students will have information at their fingertips including homework tracking, messages and communication from teachers as well class updates on student learning which will include our future projects of Visible Teaching and Learning, Global Connection and STEM focus.

#### Teaching Elements

As the committee will be working closely together, collaborative practice and learning development are highlighted to ensure effective management and communication continues. In addition, it will ensure the modules on Sentral will be operated at its full potential, including, the continuum tracker, reporting and assessment, and the well-being and referral system. As data is stored automatically and readily available, staff are able to access use the information for future planning and improving effective classroom practice and management.

#### Leading Elements

As Chatswood Public School is one of the state's largest primary schools, to effectively use Sentral, a committee with a representative from each Stage will be formed in late 2017. Staff members will be formally trained to oversee modules on Sentral including the communication portals with the wider community. Committee members will also be a point of contact for staff for troubleshooting increasing leadership opportunities for the representatives and providing more avenues for increased communication.

#### Systematic Data Collection

#### Learning Elements

The effective collection and use of data are essential for our school accountability and ongoing review of learning programs. The school will continue to use a wide range of data collection systems to enhance school learning and establish future directions. Parents and community will have access to relevant data and provide input to strategic directions where required. Data from Sentral, TTFM and Focus on Learning surveys, as well as targeted Survey Monkey review surveys will continue to be used as a tool to collect evidence for the review of ongoing programs and to establish new directions.

#### Teaching Elements

Sentral tracking will be used more extensively as we use the data from the establishment of this system to inform classroom programs. Teachers will receive ongoing support and training in its use for profiling student progress and establishing effective workgroups based on prior and ongoing student achievement. This will be enhanced with data from L3 and our multi-lit/mini-lit programs and will form the foundation of efforts to establish Visible Teaching and Learning practices across the school.

#### Leading Elements

As a large public school, Chatswood is fortunate to have the resources and capability to establish and maintain leading programs to improve student outcomes and the quality of its teachers. Leadership teams will be formed according to the needs of new school directions and projects which will be guided by the rich data we collect via Sentral tracking, specific assessment data from programs like L3 and feedback about the effectiveness of programs to increase quality teaching practice such as QTR rounds. The use of Google Drive applications to collect data for NCCD, ongoing teacher review, teaching program assessment and targeted review surveys will be expanded and further established into our regular

practice after successful implementation in 2016. Staff members with expertise in these areas will provide leadership and ongoing support to staff as we expand existing systems to increase our capacity to use data in specific ways to improve outcomes across the school.

## Whole School Wellbeing

### Learning Elements

Chatswood Public School plans to continue our current Speech Therapy and Occupational Therapy programs that focus on early intervention. This investment in early intervention should see a substantial reduction in the need for interventions during later grades and students will be more equipped to access school learning on an equal basis as their peers. Chatswood also plans to expand our parent/community programs due to their success this year and in response to parent body feedback and demand. As our database for NCCD collection grows, this will provide an increasingly detailed record of the changing needs of our students as well as a valuable source of information on students that will enable teachers to tailor their teaching to the learning needs of individuals in their care.

### Teaching Elements

Continuing professional presence on site of an Occupational Therapist and a Speech therapist upskills teachers through collaborative practices already embedded in Chatswood as these skills are passed on and the positive effects on student learning are magnified. Student Wellbeing programs such as Circle Solutions likewise will become further established as our plans for further teacher training and mentoring are implemented. Chatswood's ongoing commitment to an evolving and changing LaST program reflects the ability to change in response to the ever-changing needs of our student body and community. The use of TTFM data ensures we are currently assessing if our Wellbeing programs are effective.

### Leading Elements

Chatswood Public School will further develop our relationship with valuable external community organisations to continue to meet the needs of our school community. Programs such as Surviving Adolescence and Ready for Life are planned to continue and the LaST are constantly keeping abreast of new opportunities to further support teachers, students and parents, such as a planned introduction of Cyber Safety community education in 2018.

## Global Citizen – 21 st Century Learners

To further develop all students to become Global Citizen and 21 st Century Learners we will be focusing on Visible Teaching and Learning Global Connection and STEM Challenge in the next 3 years.

### Learning Elements

The need for education that focuses on cultural understanding and fostering harmony across all cultural groups have been a priority in Chatswood Public School. Our Mandarin Program, Korean Bilingual Classes, visitation to sisters school here and overseas, participation in Confucius Classroom activities and multicultural festivals have progressed in the direction of understanding and accepting Global Connection in the Real World. Chatswood Public School will further develop Korean Bilingual classes and the Mandarin Program to continue to meet our needs of the community for bilingualism and multicultural understanding.

### Teaching Elements

The value of global, intercultural and 21st-century education will continue in and outside of classrooms. Our extracurricular programs, SRC and cultural festivals will continue to contribute to developing the necessary skills for the future of our students. In 2018, Moon Festival and extracurricular clubs will expand to meet the needs of the rapid growth of our school.

### Leading Elements

We have established 4 STEM Classes this year across Stages 1–3. STEM teaching and learning will be implemented in every class in the next 3 years. Our STEM teachers have been in– servicing the whole school staff in understanding and delivering STEM teaching across Science, Technology, Engineering and Mathematics. Our aim is to encourage and assist all students to become proficient in STEM as these are the core skills that are required for 21 st Century Global Citizen to utilise and to keep learning throughout their lives. In 2018, through collaborative programming, STEM teachers will continue to share their expertise with other teachers during Staff Development days. This has and will enable teachers to be trained in STEM for successful student learning.

Our self–assessment and the external validation process will assist the school to refine our 2018 school plan, leading to further improvements in the delivery of education to our students.

For more information about the 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 2017 thirty-five teachers were involved in Quality Teaching Rounds with a goal of mainly including teachers who did not experience the program in 2016. 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. 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. with a significant number of our teachers now experiencing Quality Teaching Rounds, the knowledge gained has allowed teachers to incorporate the elements of the framework into their Performance and Development Plans. Staff have been trained in online development and maintenance of the Performance and Development cycle and used this to implement individualized plans for 2017.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)                   | Progress achieved this year  |
|---|---|--|
| An increased number of teachers accredited by the Board of Studies and Teacher Education Standards(BOSTES) at Proficient and higher levels. | Support for Beginning Teacher funds \$39,089.00 | 62% of teachers at CPS were accredited at proficient at the beginning of 2017. During 2017 an additional 9 teachers were accredited at proficient. A further 23 teachers are currently working towards proficiency. 9 teachers completed their first maintenance of proficiency cycle. |
| Teacher satisfaction survey results.  |   | There were 35 teachers who responded to the survey. Of those 74% reported satisfaction with school leadership and communication.   |
| 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.<br><br>44 teachers now have experience in Quality Teaching Rounds.  |

#### Next Steps

Quality Teaching Rounds will continue to be a focus in 2018. It is anticipated that by the end of 2017 we will have at least 80% of the teaching staff at Chatswood Public School being trained in and/or having experience in Quality Teaching Rounds and that these will continue to 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 2018 all staff will refine and improve skills 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

Our relationship with Coonamble Public School continues to grow with resource sharing and cultural understanding between two very different schools. 2017 began with a joint leadership training day for the student leaders of both schools in Sydney. Twenty students from Chatswood PS travelled to Coonamble PS with a focus on STEM education and cultural experiences and outdoor education on a 3 day camp. 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 remains 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<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year  |
|--|-------------------------------|--|
| More involvement of NESB parents English speaking background parents.                              |                               | There was 50% increase in NESB parents attending P & C meetings from 2016 to 2017.   |
| Increased student and teacher awareness of rural and indigenous issues.                            | \$5000.00                     | All teachers, students and parents involved in this relationship reported a much greater understanding and appreciation of Indigenous culture. |
| EALD students, new arrivals students and the parents of NESB satisfaction level high in the survey |                               | 20% of NESB parents reported satisfaction in the Tell Them From Me Surveys completed in 2017.  |

#### Next Steps

In 2018 the Coonamble Connection will continue to be fostered. A further two teachers will take part in an exchange program. We will continue to work with Coonamble PS to share resources with a particular focus on STEM/PBL which is a key focus for both schools. Students will continue to be given the opportunity to visit Coonamble PS with plans for 30 students planning a trip with a STEM focus. A group of twenty students will be travelling to Seoul 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. 2018 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 2 teachers implemented and further developed a new scope and sequence based on the new History and Geography syllabuses that have a text based English focus and incorporate PBL where possible. Stage 3 classes have continued to develop 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 better facilitate STEM/PBL activities. Four classes in 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<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)        | Progress achieved this year  |
|---|--------------------------------------|--|
| Improved average NAPLAN performance: more students in the top bands, fewer in the bottom bands.   |                                      | 2017 78% of Year 3 students in top 2 bands for Reading and 3% in the bottom 2 bands. 80% for Numeracy and 3% in the bottom 2 bands.<br><br>2017 – 76% of Year 5 students in top 2 bands for Reading and 4% in the bottom 2 bands. 81% for Numeracy and 1% in the bottom 2 bands. |
| Problem based learning aligned to the new NSW National Curriculum embedded in all programs.   | Within existing staffing allocation. | Training of and sharing by teachers in TLC meetings in PBL/STEM.<br><br>All Stage 2 and 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 2017.<br><br>Evidence of differentiated learning opportunities for students in teaching programs – observed through QTR and PDP's.   |

#### Next Steps

Growth of our STEM program will continue to be a focus in the school in 2018 and PBL will be a major part of this. Eight STEM classes will be formed in 2018 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 during RFF and QTSS sessions. There was improvement in the Year 3 and 5 results for 2017 for the top 2 bands after a dip in 2016. This will continue to be monitored. We will continue to provide a wide range of extra-curricular experiences for students by expanding the STEM/PBL to incorporate Visible Learning strategies and



| Key Initiatives                                     | Resources (annual) | Impact achieved this year  |
|---|--------------------|--|
| <b>Aboriginal background loading</b>                | \$626              | All Aboriginal students have an Individualised Learning Plan and are making sounds progress across the Literacy and Numeracy Continuums.   |
| <b>English language proficiency</b>                 | \$609,444          | Students from non-English speaking backgrounds form 89% 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.   |
| <b>Low level adjustment for disability</b>          | \$120,689          | 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.  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$88,471           | On-going implementation of the L3 and TENS program. Effective Year 2 mathematics program maintained. PDP's completed. Teachers with accreditation goals completed. Increased student outcomes due to established programs.   |
| <b>Socio-economic background</b>                    | \$8,482            | 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.   |
| <b>Support for beginning teachers</b>               | \$39,089           | In 2017 there were 6 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 5 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. |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 507        | 568  | 620  | 632  |
| Girls    | 450        | 504  | 560  | 618  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 95.9 | 95.5 | 95.4 | 96.1 |
| 1         | 94.5 | 95.8 | 96.7 | 96.1 |
| 2         | 96   | 93.7 | 95.8 | 96.2 |
| 3         | 96.2 | 96   | 96.2 | 96.5 |
| 4         | 96.2 | 96.3 | 95.2 | 96.2 |
| 5         | 96.4 | 96.9 | 96.7 | 96.6 |
| 6         | 95.4 | 95   | 96.7 | 94.9 |
| All Years | 95.8 | 95.6 | 96.1 | 96.1 |
| 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

<Use this text box to:

- describe how non-attendance is handled by your school
- report on the outcomes of programs designed to improve student attendance

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## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 2     |
| Assistant Principal(s)                | 7     |
| Head Teacher(s)                       | 0     |
| Classroom Teacher(s)                  | 50.68 |
| Teacher of Reading Recovery           | 0     |
| Learning & Support Teacher(s)         | 0.6   |
| Teacher Librarian                     | 1.8   |
| Teacher of ESL                        | 5.4   |
| School Counsellor                     | 1     |
| School Administration & Support Staff | 7.87  |
| Other Positions                       | 4     |

\*Full Time Equivalent

In 2017 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 \$86,092 in Teacher Professional Learning funds for 2017. This is an average of \$1104 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 in the use of Google Apps for programming, recording the progress and reflection on PDPs and lesson observations, as well as the collaborative development of our new whole school scope and sequence and stage programs.

- 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. 2017 saw 9 teachers gain accreditation at proficient.

## 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 421,096                 |
| <b>Revenue</b>                        | 11,508,214              |
| Appropriation                         | 9,866,708               |
| Sale of Goods and Services            | 126,033                 |
| Grants and Contributions              | 1,508,067               |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 7,406                   |
| <b>Expenses</b>                       | -11,568,624             |
| Recurrent Expenses                    | -11,568,624             |
| Employee Related                      | -9,874,957              |
| Operating Expenses                    | -1,693,668              |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | -60,410                 |
| <b>Balance Carried Forward</b>        | 360,685                 |

### Financial summary equity funding

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

|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 7,493,122               |
| Base Per Capita       | 181,255                 |
| Base Location         | 0                       |
| Other Base            | 7,311,867               |
| <b>Equity Total</b>   | 739,241                 |
| Equity Aboriginal     | 626                     |
| Equity Socio economic | 8,482                   |
| Equity Language       | 609,444                 |
| Equity Disability     | 120,689                 |
| <b>Targeted Total</b> | 281,298                 |
| <b>Other Total</b>    | 957,570                 |
| <b>Grand Total</b>    | 9,471,231               |

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.

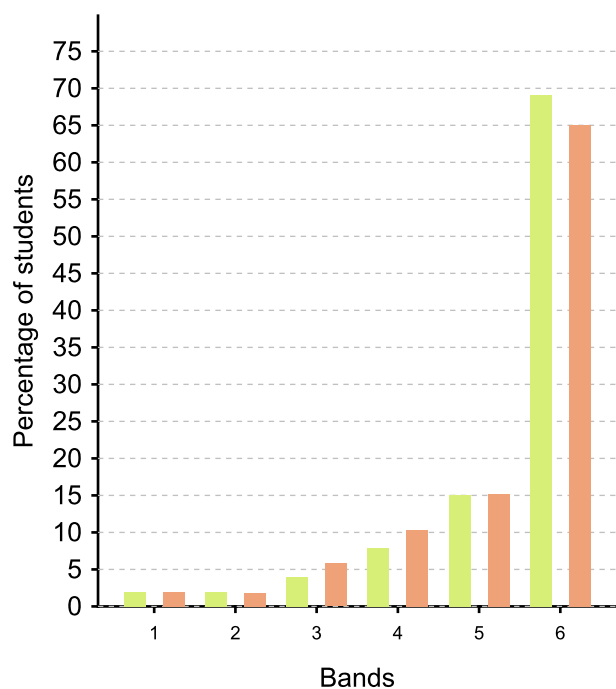
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 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.

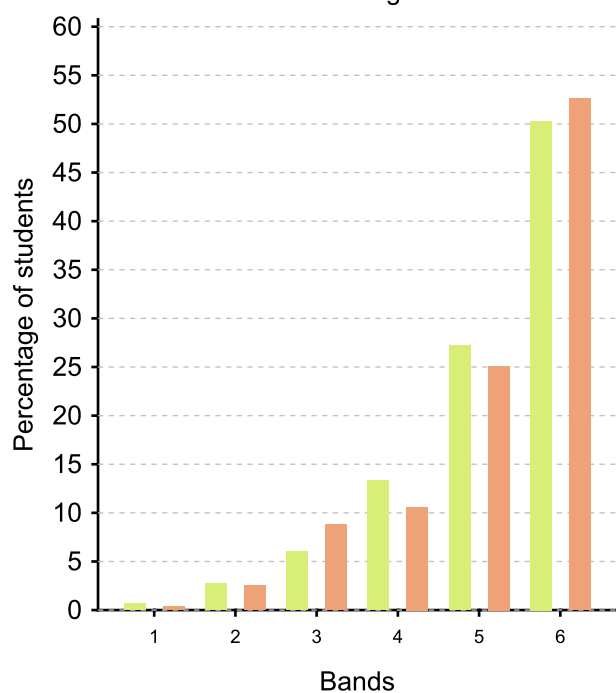
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

| Band                   | 1   | 2   | 3   | 4    | 5    | 6    |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 2.0 | 2.0 | 4.0 | 7.9  | 15.1 | 69.1 |
| School avg 2015-2017   | 1.9 | 1.8 | 5.8 | 10.3 | 15.2 | 65.1 |

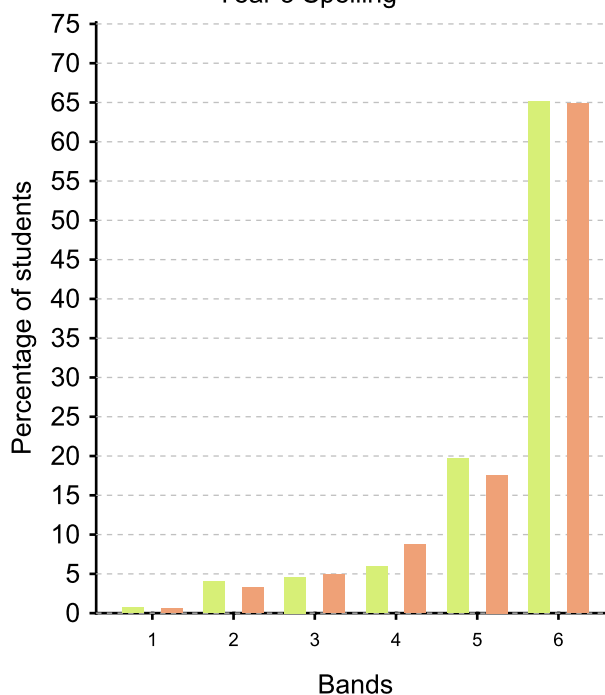
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2015-2017

| Band                   | 1   | 2   | 3   | 4    | 5    | 6    |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.7 | 2.7 | 6.0 | 13.3 | 27.2 | 50.3 |
| School avg 2015-2017   | 0.4 | 2.5 | 8.8 | 10.6 | 25.1 | 52.6 |

**Percentage in bands:**  
Year 3 Spelling

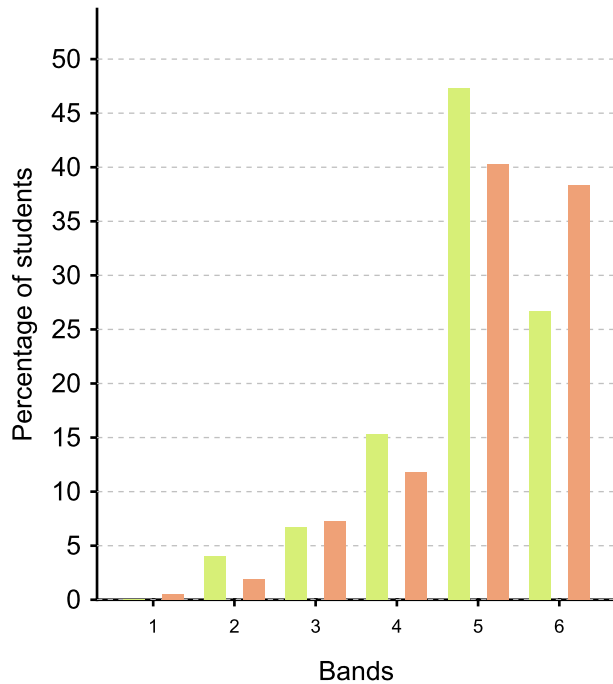


Percentage in Bands  
School Average 2015-2017

| Band                   | 1   | 2   | 3   | 4   | 5    | 6    |
|------------------------|-----|-----|-----|-----|------|------|
| Percentage of students | 0.7 | 4.0 | 4.6 | 5.9 | 19.7 | 65.1 |
| School avg 2015-2017   | 0.6 | 3.3 | 4.9 | 8.7 | 17.6 | 64.9 |



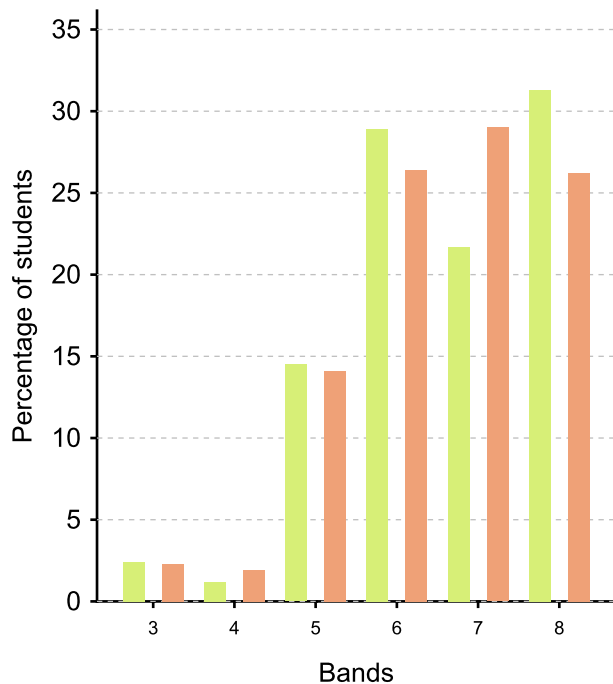
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2015-2017

| Band                   | 1   | 2   | 3   | 4    | 5    | 6    |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 4.0 | 6.7 | 15.3 | 47.3 | 26.7 |
| School avg 2015-2017   | 0.5 | 1.9 | 7.3 | 11.8 | 40.3 | 38.3 |

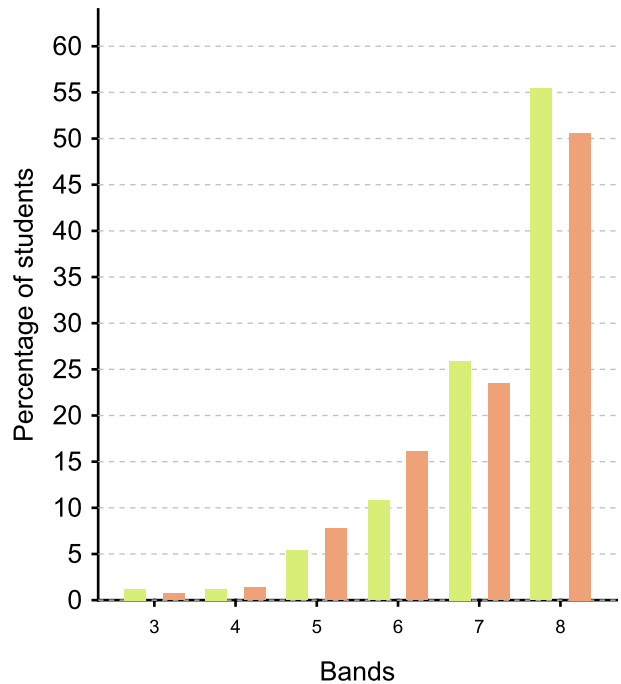
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

| Band                   | 3   | 4   | 5    | 6    | 7    | 8    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 2.4 | 1.2 | 14.5 | 28.9 | 21.7 | 31.3 |
| School avg 2015-2017   | 2.3 | 1.9 | 14.1 | 26.4 | 29.0 | 26.2 |

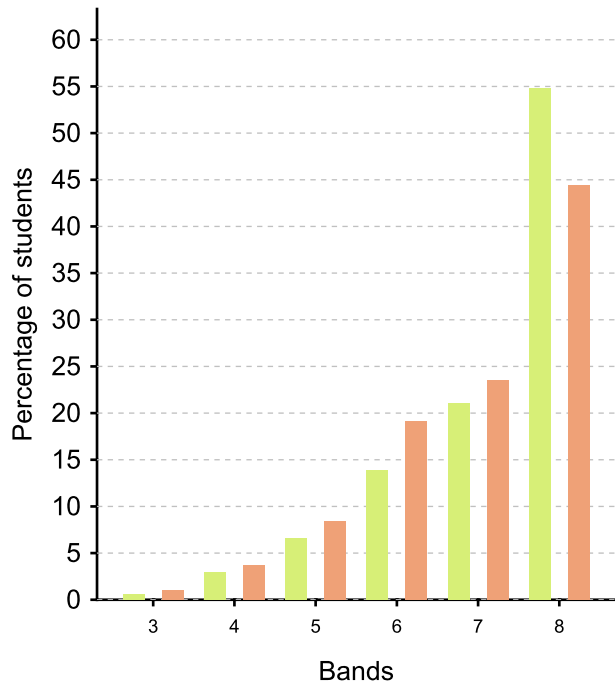
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

| Band                   | 3   | 4   | 5   | 6    | 7    | 8    |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 1.2 | 1.2 | 5.4 | 10.8 | 25.9 | 55.4 |
| School avg 2015-2017   | 0.7 | 1.4 | 7.8 | 16.1 | 23.5 | 50.6 |

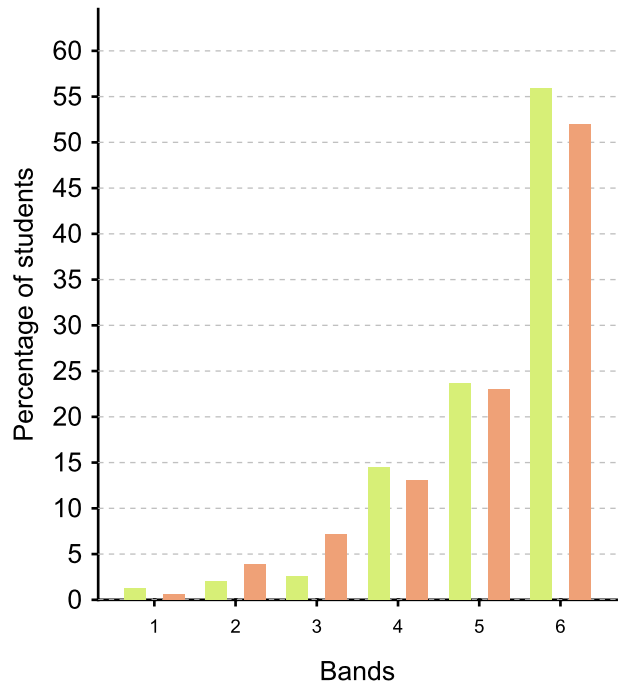
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

| Band                   | 3   | 4   | 5   | 6    | 7    | 8    |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.6 | 3.0 | 6.6 | 13.9 | 21.1 | 54.8 |
| School avg 2015-2017   | 1.0 | 3.7 | 8.4 | 19.1 | 23.5 | 44.4 |

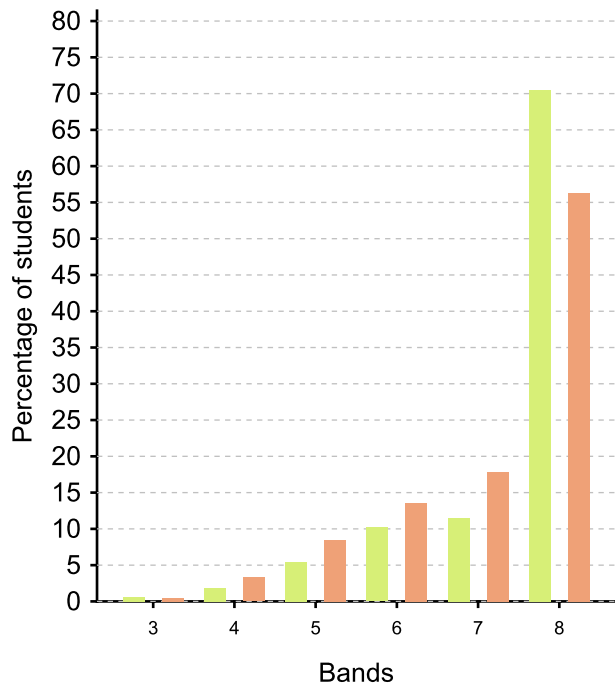
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

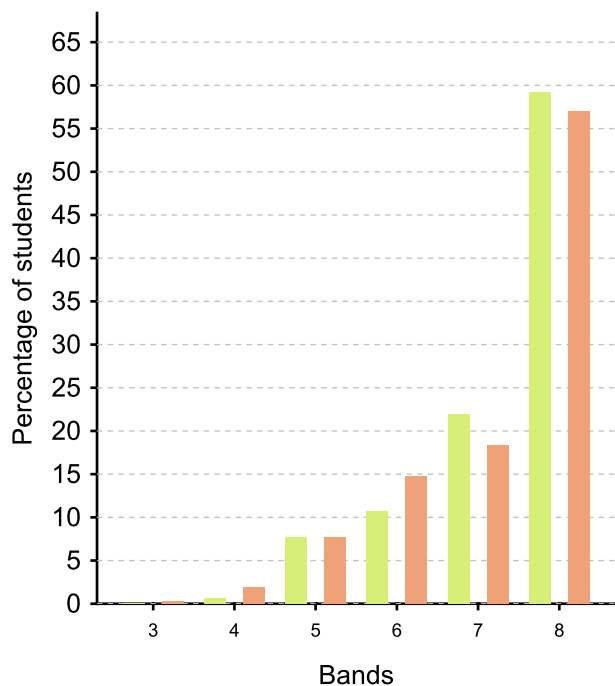
| Band                   | 1   | 2   | 3   | 4    | 5    | 6    |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 1.3 | 2.0 | 2.6 | 14.5 | 23.7 | 55.9 |
| School avg 2015-2017   | 0.6 | 3.9 | 7.2 | 13.1 | 23.0 | 52.0 |

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



Percentage in Bands  
School Average 2015-2017

### Percentage in bands: Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

| Band                   | 3   | 4   | 5   | 6    | 7    | 8    |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 0.6 | 7.7 | 10.7 | 21.9 | 59.2 |
| School avg 2015-2017   | 0.3 | 1.9 | 7.7 | 14.8 | 18.3 | 57.0 |

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.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

## Parent/caregiver, student, teacher satisfaction

In 2017 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 364 students respond and 66 parents. This was more than double the number of responses for 2016. For 2017 there will continue to be a concerted effort to get more parents to participate to achieve a more representative response.

### Student Perspectives and School Climate at Chatswood Public School – 364 respondents

#### Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

- 87% of students in this school have positive relationships. The NSW Govt norm for these years is 85%.

- 90% of the girls and 85% of the boys in this school have positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

#### Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- 92% of students in this school have positive behaviour at school. The NSW Govt norm for these years is 83%

- 95% of the girls and 89% of the boys in this school have positive behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%.

#### Effort at School

##### Students try hard to succeed in their learning

- 91% of students in this school try hard to succeed in their learning. The NSW Govt norm for these years is 88%

- 90% of the girls and 93% of the boys in this school try hard to succeed in their learning. The NSW Govt norm for girls is 90% and for boys is 85%.

#### Relevance

Students find classroom instruction relevant to their everyday lives.

- In this school, students rated Relevance 8.1 out of 10. The NSW Govt norm for these years is 7.9.

- In this school, Relevance was rated 8.2 out of 10 by girls and 8.0 out of 10 by boys. The NSW Govt norm for girls is 8.1 and for boys is 7.8.

#### 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 8.6 out of 10. The NSW Govt norm for these years is 8.7.

- In this school, Teachers' Expectations for Academic Success were rated 8.6 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.

## University

Students were asked if they expect to go to university when they finish High School

83% Agreed or strongly agreed they expected to go to University, 13% neither agreed or disagreed and 4% disagreed or strongly disagreed.

## Computer/tablet use for school work at home

Students were asked how often they use a computer or tablet to help with school work at home

44% responded Every day or almost every day. 42% responded Once or twice a week. 7% Once or twice a month and 7% responded Never or almost never.

## Perspective of Parents at Chatswood Public School – 66 Respondents

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

41% responded two or three times a year. 36% responded more than three times a year. 19% responded once and 0% responded never.

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

39% responded more than three times. 37% responded two or three times. 23% responded only once and 0% responded never.

Parents were asked if they are involved in school committees:

23% responded yes. 77% responded no.

Our sample size more than doubled in 2017 but remains small. Despite this small sample size and some gains made this year, 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 at Chatswood Public School – 35 Respondents

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

74% agree or strongly agree that school leaders are leading improvement and change. 26% Neither Agree or Disagree. 0% disagree or strongly disagree.

71% agree or strongly agree that there is clear communication of a strategic vision for the school. 26% Neither Agree or Disagree. 9% disagree.

# 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 continued to develop our 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. Thirty students and three teachers from Chatswood PS visited Coonamble PS and participated in cultural activities. 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 continued to be 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.