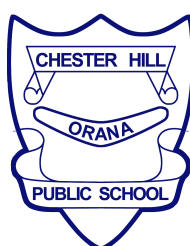


Chester Hill Public School

Annual Report



2018



3698

Introduction

The Annual Report for **2018** 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 2018 was a very hectic, challenging but rewarding year at our school. The Early Action for Success initiative continues to be a very successful initiative in improving student learning outcomes in Early Stage One, Stage One and in 2018 transitioning to early Stage Two. We also continued with our successful Quick Smart Numeracy program, introduced our Stage two and Stage Three Mathematics / Numeracy groups as well as strengthening our learning support programs. The staff worked extremely hard to implement new syllabus documents as well as developing stronger student assessment and evaluation strategies. As with each year all our staff teaching and administration give well above 100% effort to support best learning practice for every student

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 2018. 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 is a genuine account of the school's achievements and areas for development.

Message from the school community

The P&C is made up of a small group of parents, who are committed to meeting the needs of the children and families in our school community. Each year we hold dedicated fund raisers to ensure that the school has access to new resources, or improvements to the school grounds and equipment. In 2018, we have had continued success with our annual Mothers Day and Fathers Day stalls, as well as our ever popular sausage sizzles and seasonal raffles. We also once again enjoyed working with the Chester Hill Community Centre, coming together to host the annual community showcase. Our food stall at this event was our most successful fundraiser for the year, and was a wonderful opportunity to meet with local families and organisations. We have also now transitioned our canteen to the NSW Healthy Canteen Strategy, and are awaiting the results of our menu assessment. We have been so excited to watch the children and

families embrace the new menu, and look forward to continuing to offer new and healthy foods to the children and staff in our school. In order to keep up with demand, and a growing school, we have now employed a second staff member to assist in preparing lunch orders, and serving children at lunch and recess. We are so thankful for the volunteers who continue to assist the P&C in operating the canteen, and in running our annual events. We are very excited for 2019, and are looking forward to another year, working together with the wonderful teachers and staff.

School background

School vision statement

At Chester Hill Public School we enable the pursuit of excellence and the achievement of every individual's academic potential in literacy and Numeracy through fostering a stimulating, positive and caring learning environment which is committed to the welfare of each individual student.

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. Quality teaching, 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 two Instructional leaders. Learning support programs include Early Action for Success, LAS, 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 our Parents and Citizens association and our focus of lifelong learning, a Community Hub leader works closely with parents to support increased involvement and learning of all school stakeholders.

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. 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.

This year, our school undertook self-assessment using the School Excellence Framework self analysis tool. 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 analysis process, we considered all 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. These benchmarks were assessed using the School Excellence Framework Version 2.

Our self-assessment 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/sef-evidence-guide>

Strategic Direction 1

Quality teachers and teaching

Purpose

To create productive learning environments underpinned by collaborative learning approaches, dynamic teaching and learning programs and student evidence of learning.

Overall summary of progress

Chester Hill achieved many milestones in 2018. In 2018 staff were provided with additional professional learning on the on the progressions and began using them to in assist developing their teaching and learning programs. Staff members were given time to collaborate and work towards common goals for literacy and numeracy. Staff members valued the time they had to plan lessons and assessments. Moderation practices were enhanced with meetings to support consistent teacher judgement and the allocation of grades. Number talks were introduced across the school to assist in creating classrooms where students learn from one another. Number talks helped students to articulate and explain their thinking in mathematics. Writing goals were evident in all classrooms and students were showing evidence of improvement. Teachers attended professional learning on challenging mathematical tasks and began utilising these in their mathematics program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased teacher collaboration.	\$90 000	The school provided additional time for staff members to collaborate during the year. Teachers created action plans for literacy and numeracy and worked towards common goals.
Increased student performance measures against syllabus outcomes and literacy and numeracy progressions.		Due to issues with PLAN2 software and changes to data input requirements from State Office it was difficult to measure increases in student performance. In 2019 we are aiming to have data for all students K–6
Increased number of teachers achieving PDP goals and higher levels of accreditation.		Some staff members have shown an interest in seeking higher levels of accreditation.

Next Steps

In 2019 staff members will focus only on one area of literacy and one area of numeracy from the progressions to report against. Staff will input data for all students K–6 into the PLAN 2 software. Staff will continue to develop their understanding of collaboration by developing action plans for literacy and numeracy. Staff will focus on classroom observations to improve their understanding of mathematical reasoning and communication. The performance and development framework implementation will be reviewed and strengthened.. An accreditation committee will form and will support teachers to explore higher levels of accreditation.

Strategic Direction 2

Collaborative learning culture

Purpose

To establish a strong collaborative learning culture through:

- strategic and planned approach to Wellbeing
- establish learning centres in a creative learning environment

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• increased student wellbeing	Extra LAS and SLSO staff were employed. School budgeted an extra \$110,000 above entitlement to support targeted programs	All students requiring targeted support have been identified and specific programs have been implemented to support them.
• increased student engagement	Approx \$3000 for various PL sessions for committee members	A committee has been established and researched the most appropriate methodology to establish a collaborative learning culture in our setting

Next Steps

The school is making steady progress as it strives to establish a strong collaborative learning culture

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 Behaviour Policy against the needs of the school.
- Investigate a range of whole school behaviour programs to evaluate possible implementation in the school.

The development of learning spaces that enhance the ability to collaboratively learn are planned.

The school will:

- Continue to investigate various collaborative learning pedagogues.
- Research possible flexible learning spaces
- Trial collaborative learning centres

Strategic Direction 3

Learning Communities

Purpose

To increase parent, student and community participation in school leadership and create pathways for lifelong learning so that our school community grow into confident, creative and resilient global citizens.

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 30 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
Increased parent participation at <ul style="list-style-type: none">• participation level• engagement level• strategic level	Employment of a Community Hub Leader \$40 000 Physical expansion to the Community Hub building \$53 000	Targeted community programs were evaluated as to there effectiveness . Participant numbers were also analysed to identify the growth areas with a cultural context. Third party organisations were reviewed as their impact on increasing school community participation
Improved strategic and holistic school planning and resourcing enabling greater collaboration and community involvement	Resources to support the running of the Community Hub and its programs. \$45 000	Analysis data from 2017 enabled a more targeted approach to planning. Increased collaboration between all community and school parent bodies enabled greater functionality and increased patronage during 2018
More targeted evaluation and assessment of impact of all supporting agencies and third party providers	Allocation of funding support for targeted external programs \$25 000	Analysis data from 2017 enabled a more targeted approach to planning. Increased collaboration between all community and school parent bodies enabled greater functionality and increased patronage

Next Steps

A greater emphasis in 2019 will be placed on increasing the parental voice within the school. This will be at all three levels of participation, engagement and strategic. To support this model a Community Partnership Officer will be employed by the end of term one 2019. Their brief will be specifically aimed at increasing parental engagement in student learning. A second Deputy principal will also be engaged to support this strategic direction.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Flexible Funding: \$4 011	<p>Aboriginal students at Chester Hill Public all had individualised learning plans in 2018 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 2018 Chester Hill celebrated NAIDOC week and acknowledged National Sorry Day.</p> <p>Koori Club began in 2018. Members from the Bankstown AECG came to the school twice a term to work with our Aboriginal students on</p>
English language proficiency	Flexible Funding: \$33 0011 Staffing: \$312 339	<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. In 2018 the school subsidised extra teacher time to help support the growing number of students from NESB backgrounds.</p>
Low level adjustment for disability	Flexible Funding: \$131 061 Staffing: \$234 775	<p>The majority of the funding was used to support the school's comprehensive interventions through the engagement of SLSOs). It was also used to engage teachers to conduct parent meetings and complete support documents.</p> <p>Added teacher time was funded to support the interventionist approach to early learning as practiced in our Early Action for Success initiative.</p> <p>The majority of support was for student learning needs. Separate funding allocation is given for students with a medically diagnosed disability</p>
Quality Teaching, Successful Students (QTSS)	Flexible Funding: \$119 418	<p>QTSS funding for 2018 incorporated three 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. 3. A percentage was used to support identified learning support programs with SLSO time and resources.
Socio-economic background	Flexible Funding: \$702 505	By far the largest funding area that supports

<p>Socio-economic background</p>	<p>Staffing: \$93 702</p>	<p>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.
<p>Support for beginning teachers</p>	<p>Tied funding: \$41 975</p>	<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. All support was aligned to the teachers performance Development goals. (PDP)</p> <p>A review at the end of the year was undertaken to better support beginning teacher in 2019.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Tied funding: \$10 867</p>	<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> <p>There was an increase in funding for 2018 which was an indicator of increasing number of refugees and new arrivals.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	324	333	333	334
Girls	306	324	327	337

Student numbers gradually increased during 2018. The nature of the local school community and the volatility of student movement makes long term student number predictions difficult for planning purposes. We are on track to have the largest Kindergarten intake in 2019 for many years

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.3	94.6	92.8	90.7
1	92	93.8	92.8	91.8
2	89.6	94	92.5	91.8
3	92.9	93	94.4	91.8
4	94	94	91.3	92.6
5	92.5	94.5	92.3	90.9
6	93.3	91.9	91.7	91.2
All Years	92.7	93.7	92.6	91.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Unfortunately Chester Hill Public School has again fallen below state average 94% across all teaching grades. Partial attendances and lateness still make up a high percentage of attendance concerns. Through our Learning Support team we monitor all attendance data of each student. We follow all procedures as dictated in the NSW Department of Education Attendance Policy

and work very closely with our Home School Liaison Officer to resolve issues of chronic absenteeism.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	26.32
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.2
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	4.26
Other Positions	1.8

*Full Time Equivalent

Chester Hill Public School staff as with many other schools across the state comprised a mixture of permanent, temporary and casual staff. Staffing and human resources is becoming a very complex area of the school. With a mostly experienced staff long term leave options, retirements and successful permanency applications have meant a highly transient staffing year.

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 2018 – 2020 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,473,548
Revenue	7,103,315
Appropriation	6,916,256
Sale of Goods and Services	2,132
Grants and Contributions	175,209
Gain and Loss	0
Other Revenue	1,675
Investment Income	8,043
Expenses	-6,691,652
Recurrent Expenses	-6,691,652
Employee Related	-5,963,078
Operating Expenses	-728,574
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	411,663
Balance Carried Forward	1,885,211

All finances are true and correct at the time of printing. Residual funds are earmarked for either long term projects or are rolled over to support existing teaching and learning programs. All funding is audited and expenditure is approved through an executive finance committee.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,398,592
Base Per Capita	127,624
Base Location	0
Other Base	4,270,969
Equity Total	1,491,936
Equity Aboriginal	4,011
Equity Socio economic	796,207
Equity Language	345,340
Equity Disability	346,378
Targeted Total	24,602
Other Total	816,594
Grand Total	6,731,724

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.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Please see My school website for numeracy results.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

As Chester Hill Public School completed all NAPLAN testing online (except year 3 Writing) comparison state data is not available this year. 2020 will see all schools in NSW and across Australia complete NAPLAN online. Student and school comparison data will then again be generated.

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 2018 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 survey percentages across all three stakeholder groups have remained basically static from previous years results.

A larger parental cohort for the 2019 survey is a future direction.

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.

48 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:

- 81% 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.
- 92% 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.
- 75% 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.
- 76% 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 teacher 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 as lower pace.

Policy requirements

Aboriginal education

Chester Hill Public School continues to support Aboriginal history and culture and currently has 5 Aboriginal students enrolled within our school. Aboriginal Education is embedded in the teaching and learning experiences derived from NSW syllabus for the Australian curriculum. All students are exposed to Aboriginal and Torres Strait Islander histories and cultures that are embedded in cross-curriculum priorities. All teachers have had professional development in the '8 Aboriginal ways framework' and are developing differentiated units of work to meet the needs of all students, through learning maps, sharing of stories and links to land and community. All school assemblies acknowledge and pay respect to Aboriginal elders past and present within the 'Acknowledgement of country'. This year we will introduce all students to an Aboriginal themed version of the Australian national anthem with traditional didgeridoos accompanying contemporary electric guitars. Students K-6 participated in celebrations for NAIDOC week involving a school performance and in-class activities. All Aboriginal and Torres Strait Islander students have a Personalised Learning Plan (PLP) that a teacher must write and review every term. Student's needs and strengths are identified with funding and support allocated to meet student needs. This year we continue developing meaningful and significant relationships with our community members by asking the parents of these students to be part of the writing of these Personalised Learning Plans and participating in whole school events.

Multicultural and anti-racism education

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

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

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

cultural heritage backgrounds.

Anti-racism is supported through our two anti-racism contact officers. These two teachers have had specialized training in anti-racism. Racism is reflected within our school 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.

EAL/D teacher funding has been cut for 2019. However, the school will fund the shortfall to enable three full time specialist teachers for 2019.

Other school programs

Early Action For Success

Community Hub

School Environment Software development school

ASPIRE UNSW program

6-7 Transition programs

Community of schools

Pre school – Kindergarten orientation

Innovation Technology