

2020 Annual Report

Chatswood Public School



7409

Introduction

The Annual Report for 2020 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.

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School vision

Excellence in a caring and enriching environment

Our strategic priorities are:

1. Quality Teaching and Leadership [Quality Teaching Rounds] will create a place of **excellence in a caring and enriching environment** which Chatswood Public School is committed to through excellence in **learning, teaching, and leading**.

2. Our Real World Connections [Global connections] will contribute to a place of **excellent learning**, where students are encouraged to achieve their full potential in their academic, creative, personal, physical and moral development by connections to other students in other culturally diverse situations.

3. Shaping Creative Lifelong Learners [Future-Focused Learning] is Chatswood Public School's vision of the future by creating 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.

Through these three **Strategic Priorities, [and our Projects]** 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).

School context

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, and celebrating the differences existing throughout our student population, continues to strengthen our school.

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, including Opportunity Classes (OC), Bilingual Classes, STEM classes, a Multi-Categorical Class and individualised programs for students with varying intellectual and physical disabilities are conducted throughout the school. The school has extensive LOTE programs in both Chinese and Korean.

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

A Confucius Classroom on the main campus provides opportunities for our students to access Chinese cultural knowledge and experiences.

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 Six 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. dance and physical fitness programs for all students taught by specialist teachers;
4. enriching Gifted and Talented programs;
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 and China), including visits from principals, staff and students;
10. overseas student excursions to visit our Korean sister school; and
11. a comprehensive and engaging extra-curricular program.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

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.

Improvement Measures

Evidence of aligned professional goals within the annual performance and development plan and selected Teaching Standards and the Principal Standard.

Four teachers participate in the Quality Teaching Rounds.

Progress towards achieving improvement measures

Process 1: How do we do it and how will we know?

Quality Programming

Collaborative teaching and learning programs provide challenging, rich learning environments for students' learning;

Implement effective student feedback models to increase guidance and improve student outcomes, incorporating self and peer evaluation of performance.

Data Analysis.

Use data analysis to identify targeted approaches for students in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>In 2020, staff identified a need for a comprehensive K-6 Scope and Sequence. During the implementation of English Textual Concepts with Schools Services, the executive team established a K-6 scope and sequence to ensure coverage of the English syllabus's concepts, learning processes, and content. Units from the History and Geography syllabus were integrated with the English Textual Concepts and best cover the K-6 content. This will ensure a common theme and consistency of learning in all grades each term. The scope and sequence was further developed to include Science syllabus units that complement the English, Geography and History units.</p> <p>Our Mathematics scope and sequence was also reviewed and refined to adopt a consistent K-6 approach where topics such as 2D shapes will be taught school-wide in a given week, providing opportunities to share our work and deepen our understanding of content. In 2021, the scope and sequence will be implemented in all classrooms.</p> <p>Our Instructional Leaders created detailed scope and sequence documents for these units to meet NSW Education Standards Authority requirements. The executive then reviewed these for feedback, adjustment and implementation in 2021.</p>	<p>\$81,000 for casual relief and professional learning</p> <p>\$5000 for quality literature</p> <p>\$20,000 for Fountas & Pinnell kits and readers</p>

Progress towards achieving improvement measures

Phonics and grammar were also reviewed and adjusted for a school-wide approach in 2021. A K-6 grammar sequence was established, with K-2 implementing a new Department of Education phonics program that explicitly teaches these skills.

Professional learning in 2020 focused primarily on the explicit teaching of the English Textual Concepts. Executive staff worked with School Services to lead all teachers to review the English syllabus (with a focus on reading), the use of concepts for programming and selecting quality texts. Executive staff then worked with the Instructional Leaders to deliver the English Textual Concepts professional learning to each grade team where they examined the English syllabus, explored the concepts, guiding questions and built an understanding of quality literature.

English Textual Concepts collaborative planning occurred each term with all grades K-6 including participating the grade EALD teacher and the Instructional Leader.

Process 2:

Evaluation	Funds Expended (Resources)
<p>After receiving our Growth and Attainment Targets the 2020 the Executive team began to look at Lyn Sharratt's current research 'Clarity'. This led the team to visit other schools that were involved in data informed practices, such as case management, data walls, assessments and other processes that involved tracking students' progress in reading and numeracy.</p> <p>Through early evaluation of assessment practices in reading at Chatswood Public School it was determined that there were inconsistent approaches. The Instructional Leader, Literacy and Numeracy first trained all K-2 staff in how to undertake a PM Benchmark. Year 3-6 teachers then followed, using Fountas & Pinnell benchmarking kit. All students in K-2 were benchmarked at the end of each term and Year 3 -6 were benchmarked each semester (this was dependent on if students had reached PM Benchmark 30). To track students', progress a data wall with over 1300 faces was made. At the end of each term grade teams, including learning and support teachers and EALD teachers would come and discuss student progress and celebrate student achievement. Each team would also move students along the data wall depending upon each student's growth. In 2021, case management in reading will be trialled in grades.</p>	<p>Fountas & Pinnell benchmarking kits \$6000</p>

Strategic Direction 2

Real World Connections

Purpose

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

Improvement Measures

Progress towards achieving improvement measures

Process 1: Effective Communication

Actively communication between the school and the community.

Global Connections

Provide opportunities for staff and the community to be involved in our global learning connections.

Evaluation	Funds Expended (Resources)
<p>Throughout 2020 we had to think creatively as to how we connect with out community. In particular the staff of Chatswood Public School had to make adjustments for our students whilst they were Learning From Home. During this period of time to connect with our students, parents and community the following were put in place:</p> <ul style="list-style-type: none">• Created Google Classrooms for 1365 students• Generated 'How To Set Up a Google Classroom' Zoom Sessions in three languages• Created lessons on reading, writing, language conventions and mathematics accessible at any time• Ensured that all resources needed are those easily accessible at home• Created English as an Additional Language/Dialect (EALD) lessons• Created Bilingual lessons for students who are in bilingual classes• Ensured videos of explicit teaching were incorporated daily• Provided activities for lesson content that also included extension and just for fun activities• Provided at home learning packages for students in K-6S, the multi-categorical class• Provided packages sent to students on the MiniLit or MultiLit program• Generated a 'How to Zoom' guide for parents• Implemented daily Zoom check-in sessions with their class• Provided technology support for parents• Developed Brain breaks with Mr Gold• Lent devices to families who required extra support• Implemented Story Time, daily via Zoom• Delivered a new school website https://chatswood-p.schools.nsw.gov.au/. <p>Additionally, the music program has created weekly online content for seven instrumental ensembles in Google Classrooms, six choir Google Classrooms that have the repertoire, choir video tips as well as online rehearsals and are providing 330 music tutoring lessons via an online platform.</p>	

Strategic Direction 3

Shaping Creative Lifelong Learners

Purpose

- * To develop critical and creative thinking;
- * To increase motivation;
- * To transform traditional classroom learning experiences;
- * To develop self-reflective learners who reference success criteria; and
- * To improve student ability to use technology as a future-focused learning tool.

Improvement Measures

Why do we need this particular strategic direction and why is it important?

To explicitly teach students to be creative, productive thinkers and users of technology. As a result of our classroom programs students will learn to think deeply, logically and solve problems in a disciplined way. Students will have opportunities to be creative, innovative, resourceful and be able to self-reflect and assess their learning. Students will learn how to collaborate, work in teams and communicate ideas to make sense of their world.

Initiatives satisfy requirements and on-going implementation of the NSW National Curriculum.

Progress towards achieving improvement measures

Process 1: How do we do it and how will we know?

Visible Learning.

Digital Learning to redefine programs.

Provide more opportunities and structures for teachers to collaborate, and observe professional practice.

Evaluation	Funds Expended (Resources)
<p>Technology became our main focus during the 'Learning From Home' period in 2020. Our existing programs were adjusted for delivery by grade based Google Classrooms with teachers embracing a significant time of change and professional growth as they presented content using the GSuite applications, instructional video production, online PM readers and our existing online platforms such as Mathletics and Reading Eggs. Communication with our community shifted to whole-school and class-based Zoom sessions.</p> <p>Post online learning, we evaluated teacher and student experiences and identified the need for consistent platforms and hardware when facilitating learning with technology. After a survey of staff, it was decided to purchase hardware to upgrade hardware to a one device to two students ratio. K-2 classes were allocated iPads and 3-6 class notebooks.</p> <p>To support the increase in technology as a learning tool, an Instructional Leaders position was created with a focus on digital learning in grades 3-6. The use of Google Classroom moved to a class-based model with homework being delivered by this platform each week. Teachers received professional learning in accessing the Department of Education's Digital Learning Selector and how learning experiences can be enhanced by developing learning using the SAMR Model that defines technology-based lessons into the categories of Substitution, Augmentation, Modification, and Redefinition.</p> <p>The instructional leader worked with targeted classroom teachers to integrate</p>	<p>21 Interactive Panels plus installation totaling \$91,486.15</p> <p>210 laptops were purchased for students in year 3 -6, a total of \$168,000. This has allowed all classrooms K-6 to have a ratio of one device between two students.</p>

Progress towards achieving improvement measures

technology into existing units and new learning experiences. Assessment for, as and of learning was explored using learning tools such as Google Jamboard and Google Forms to create quizzes. Students presented their English Textual Concepts learning using Google sites and utilised Google Slides for learning walks and peer to peer feedback. Year 6 students developed podcasts to present understanding of their classroom learning.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	English as an Additional Language or Dialect (EAL/D) Teacher	Equity funding was used to employ 5.4 FTE specialist teachers. Students were supported to access the curriculum through withdrawal and in classroom support. As a result students progressed on the EAL/D scale. Additional SLSO's were also employed to support EAL/D learners in the classroom. EAL/D teachers further supported students Learning From Home through providing differentiated teaching and learning programs.
Low level adjustment for disability	\$145,390.00	Additional SLSO support was implemented, K-6. All students requiring adjustments and additional learning support were catered for within class through differentiated programs and withdrawal programs.
Quality Teaching, Successful Students (QTSS)	\$229,760.00	Two instructions Leaders, Literacy and Numeracy and Digital Learning were employed to work should-to-shoulder with teachers on reading and implementing technology as a tool to enhance teaching and learning.
Support for beginning teachers	\$41,736 for Beginning teacher funding	All beginning teachers received adequate time off class to access support and appropriate planning time. A logic model was created to support beginning teachers with their mentors to backward map the aim and purpose for beginning teacher funding. This involved beginning teachers released to participate in workshops in report writing., parent teacher interviews as well as observing other colleagues in teaching an learning practices.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	632	669	686	707
Girls	618	622	629	636

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	95.6	97.1	88.1
1	96.1	94.7	97.2	87.6
2	96.2	96.1	97.5	86.5
3	96.5	95.3	98.3	89
4	96.2	96.6	97	87.6
5	96.6	96.2	97.6	90
6	94.9	93.4	96.2	87.4
All Years	96.1	95.4	97.3	88
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	7
Classroom Teacher(s)	55.41
Literacy and Numeracy Intervention	1.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	2
Teacher ESL	5.6
School Counsellor	2
School Administration and Support Staff	8.37
Other Positions	4.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,975,588
Revenue	13,166,762
Appropriation	12,059,710
Sale of Goods and Services	28,959
Grants and contributions	1,063,554
Investment income	4,636
Other revenue	9,903
Expenses	-13,124,580
Employee related	-11,597,155
Operating expenses	-1,527,425
Surplus / deficit for the year	42,182
Closing Balance	2,017,770

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	76,595
Equity Total	837,342
Equity - Aboriginal	674
Equity - Socio-economic	13,096
Equity - Language	678,181
Equity - Disability	145,390
Base Total	8,892,217
Base - Per Capita	317,711
Base - Location	0
Base - Other	8,574,506
Other Total	1,737,408
Grand Total	11,543,561

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.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 over 1000 parents and careers completed the Tell Them From Me survey providing the school with meaningful data. In the Tell Them From Me Parent survey Chatswood Public School was above the state average with 6.9, compared to the NSW Government norm being 6.6 where parents believed they were informed about their child's learning. 7.6 compared to 7.4 (NSW Government norm) believed that their child was safe at school. Another evident belief was that the school was an inclusive environment with the average response being 7.0 compared to the NSW Government norm of 6.7. Parents believed that teachers help students develop positive friendships (7.3) which is above the NSW Govt norm of (6.7). School staff take an active role in making sure all students are included in school activities (7.0), above the NSW Government norm of 6.7. Parents felt that teachers have high expectations for their child to succeed (6.6) compared to NSW Government norm (7.3). An average of 5.8 believed they were informed about opportunities concerning my child's future.

The teacher Tell Them From Me survey indicated that teachers believed that further support was needed in the area of technology with the average response being 6.0 compared to the NSW Government norm of 6.7. Teachers also recognised that when asking parents to review and comment on students' work, an average of 3.4 embedded this into their practice.

In the Tell Them From Student Survey 83% of students have friends at school they can trust and who encourage them to make positive choices compared to 85%, the NSW Government norm. Whilst 73% of students feel accepted and valued by their peers and by others at their school compared to 81 %, the NSW Government norm.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.