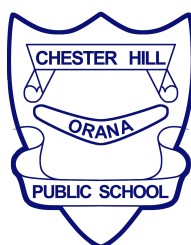


2021 Annual Report

Chester Hill Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

At Chester Hill Public School we facilitate the achievement of every individual's academic potential in Literacy and Numeracy through our engaging positive and supportive learning environment. We are committed to ensuring that every student is known, valued and cared for and we strive to actively engage the school community through strengthening partnerships.

School context

Chester Hill Public School is committed to providing innovative and enriched teaching and learning experiences. The school has 670 students with 77% coming from non-english speaking backgrounds. We have less than one percent indigenous students. Our 2021 Family and Occupation Index (FOEI) was 141.

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. K-2 is supported through the provision of two Instructional leaders.

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 and the purchase of teaching and learning resources.

Learning support programs include Best Start, Early Action for Success, InitialLit, LAS, EAL/D, guided and home reading, and Focus on Reading. Numeracy support is actioned through the Quick Smart numeracy program .

Chester Hill Public School has extensive digital technology including Interactive Whiteboards in all classrooms, the library, the community language room and the EALD room. Students have access to iPads, laptops, robotics and filming equipment.

All students participate in the Sports in Schools program. Students are also able to represent the school in choir and dance activities through the school's participation in major district and regional concerts and festivals.

Grades K-2 participate in a school fun run and in stage sport and fitness activities.

Grades 3-6 participate in Summer and Winter Primary Schools Sports Association (PSSA) competitions as well as swimming, cross country and athletics carnivals. Students participate in a variety of extracurricular programs including the Koori club, the gardening club, the Planet Protector club, the Premier's Spelling Bee, the Premier's Reading Challenge, the Premier's Sporting Challenge, Debating 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 and the Community Partnerships Officer work closely with parents to support increased involvement and learning of all school stakeholders.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve reading and numeracy outcomes we will develop and embed multi tiered strategies and interventions that support students and increase student learning when applied. These practices will include explicit teaching, differentiation and feedback.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$42,750.00

Early Action for Success (EAFs): \$343,026.00

Aboriginal background: \$3,705.15

Socio-economic background: \$194,600.00

QTSS release: \$52,000.00

Beginning teacher support: \$20,000.00

Literacy and numeracy: \$41,619.63

Summary of progress

At the beginning of 2021, we established our Reading Improvement Team (RIT) and Numeracy Improvement Team (NIT). The teams began the process of auditing the school's current programs and initiatives for reading and numeracy and exploring tier 1 practices. External Validation revealed that effective classroom practice needed to be a focus for 2021, particularly explicit teaching. Chester Hill implemented InitialLit in 2020, an explicit direct instruction program for K-2 for the teaching of reading. 3-6 teachers require professional learning on explicit teaching in both reading and numeracy.

The school supported teacher development of reading and numeracy by providing professional learning and collaborative planning. We enhanced the implementation of InitialLit K-2, by providing workshops and shoulder to shoulder support in the classroom from the Instructional Leaders. K-2 teachers also completed the Starting Strong numeracy professional learning from the Department and implemented various strategies to support numeracy development. 3-6 teachers completed professional learning on the Progressive Achievement Tests (PAT) and Check in Assessments, particularly how to analyse the tests and use the data for teaching and learning.

During Learning from Home teachers, completed weekly professional learning on literacy and numeracy topics such as the Reading Rope/Science of Reading, assessing reading, vocabulary and Daily Reviews. Staff completed the professional learning on Canva and utilised Zoom to collaborate with the whole school. The professional learning was designed by our Instructional Leaders and enabled staff to learn new knowledge about the teaching of reading and numeracy. Daily reviews in numeracy were being trialed by several teachers and data suggested that teachers and students found them to be useful teaching strategies to enhance explicit teaching.

The audits for reading and numeracy were not completed and will need to be a focus for 2022. The improvement teams completed other activities such as resource buying to enhance the teaching of reading and numeracy and surveyed staff on professional learning needs. K-2 teachers continued to implement InitialLit K-2 on zoom but couldn't complete all the components. Full implementation of InitialLit K-2 will continue to be a focus in 2022. Data analysis and data planning were goals for 2021, particularly learning goals for students being informed by analysis of internal and external student progress and achievement data. This was partially achieved as staff had professional learning on NAPLAN, Check In Assessments and PAT. We had planned on exploring Tier 1 practices for reading and numeracy but this cannot be completed until the audits have been finalised. Next year, in this strategic direction, we will complete the audits and thus have a clearer understanding of how reading and numeracy are taught. This will enable us to have clearer action plans for improvement.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Top 2 bands Reading - A minimum of 25.22%(system negotiated target)	23.19 % of students in top 2 bands for reading show an increase from baseline data to slightly below system negotiated target.
Top 2 bands Numeracy - A minimum of 21.33% (system negotiated target)	13.86% of students in top 2 bands for numeracy showing a decrease from system negotiated target.
Data skills and use - data analysis - Excelling Data skills and use - data in planning - Excelling Student performance measures - student growth - Delivering	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of data skills and use. Student performance measures remains at pre-delivering.
43 % of 2-6 students growing 10 points on the PAT reading test	28% of students demonstrated a growth of 10 points on the PAT reading test, a decrease from the annual target
29% of 2-6 students growing 10 points on the PAT mathematics test	28% of students demonstrated a growth of 10 points on the PAT mathematics test, a slight decrease from the annual target
85% of K-2 students reaching Initialit benchmarks	83% of K-2 students reached Initialit benchmarks, a slight decrease from the annual target
A minimum of 50% of students achieve expected growth in NAPLAN reading	The proportion of Year 5 students achieving expected growth in NAPLAN reading is 65.12%. It has increased by 15.12%
A minimum of 59% of students achieve expected growth in NAPLAN numeracy	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 53.66%. It has decreased by 7.47%

Strategic Direction 2: Ensuring a Successful school

Purpose

"No one has a problem with the first mile of a journey. Even an infant could do fine for a while. But it isn't the start that matters. It's the finish line." Julien Smith, The Flinch

"Don't mistake activity with achievement." John Wooden

"We must begin with the end in mind" - Steven Covey

The continually increasing complexities and challenges of schools in the 21st century must be matched with systems, procedures and policies that ensure robust compliance, accountability and support for all school stakeholders.

This strategic direction supports teachers, leaders and non-teaching staff in their ongoing development, which is critical to the progress and achievement of every student, teacher and school.

Having effective systems, procedures and policies in place will ensure that school and DoE initiatives are given the best opportunity to succeed and therefore ultimately successfully achieve the 2024 School Vision.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Teaching, Learning, Assessment and Reporting Policy 2021 - 2024
- School Teaching, Learning, Assessing and Reporting Framework
- School Funded Human Resources Management and Guidelines Policy

Resources allocated to this strategic direction

Socio-economic background: \$4,500.00

QTSS release: \$2,500.00

English language proficiency: \$500.00

Low level adjustment for disability: \$2,500.00

: \$0.00

Summary of progress

In term 1 the school completed the External Evaluation process. The school implemented a detailed and thorough committee process to collect and analyse data to produce evidence sets to support our on-balance judgements.

The Successful School committee commenced the process to develop procedures and guidelines to ensure the school complied with all mandatory training and the school responses to DoE policies are accurate and relevant to Chester Hill PS. With the change to learning from home The Successful School committee oversaw processes to ensure the learning and connections with home were strengthened and authentic. The committee developed procedures for the engagement of human resources to ensure initiatives were able to be implemented.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Initial Data and evidence gathering as reflected by the corresponding implementation and monitoring tool. <ul style="list-style-type: none">• Situational analysis of current DoE and school policy documentation related to teaching, learning and Assessing and reporting• Staff needs based survey to determine any critical omissions with	Through the rigorous External Validation process the school was able to complete and analyse the schools responses to DoE policy documentation in relation to teaching, learning and assessing and reporting. Through the completion of the Situational Analysis and feedback via surveys by staff and community current practices are aligned to DoE policies.

<p>current practices in relation to policy content</p> <p>Progress measures:</p> <ul style="list-style-type: none"> • Completed Situational Analysis documentation • Completed staff feedback in relation to activity • Completed gathering of community input. 	
<p>An uplift of 1.25 from baseline data in the Data Informed practice domain of the Tell them From Me survey tool.</p>	<p>There has been an uplift of 0.3 from baseline data in the Data Informed practice domain of the Tell them From Me survey tool.</p>
<p>An uplift of 1.0 in the Leadership domain of the Tell them From Me survey tool.</p>	<p>There has been a decrease of 0.1 in the Leadership domain of the Tell them From Me survey tool.</p>

Strategic Direction 3: Connected community

Purpose

The whole school community wellbeing is enhanced when the school connects with and draws on the expertise, contribution and support of their communities. The school will implement initiatives that build on the development of quality teaching, learning and engagement. Community engagement strengthens structures to enable students to maximise their achievements.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community engagement in student learning
- Strong community sense of wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$765,076.33

Beginning teacher support: \$37,030.00

QTSS release: \$76,678.06

Low level adjustment for disability: \$393,724.92

Integration funding support: \$83,516.00

Literacy and numeracy intervention: \$47,089.56

Professional learning: \$5,330.14

Refugee Student Support: \$3,729.09

English language proficiency: \$433,669.57

Community Hubs Australia: \$50,000.00

School support allocation (principal support): \$34,454.36

Summary of progress

The Learning Support Team (LST) has structured strong processes to ensure all students receive the learning experiences that will allow them to reach their full potential through supporting classroom teachers to differentiate their learning experience through professional learning and team teaching. The LST is working with external providers of speech therapy and occupational therapy to support the learning programs. With the change in learning environment to home the programs were modified. Learning packs were differentiated to the needs of the students. Learning and Support teachers monitored and supported the learning of targeted students. The speech therapist and occupational therapist transitioned their small group work to Zoom sessions with support stationary pack sent to students. On the return to learning at school the LST implemented a systematic assessment program to ascertain the needs of students.

To create a calm focussed learning environment the school has implemented Positive Behaviour for Learning (PBL). Tier 1 and Tier 2 committees were established to drive the implementation action plan. The committees implemented professional learning, purchased resources and rewards and organised structures and procedures to access relevant support for students.

In term 1 we established an attendance committee to monitor, encourage and implement evidence-based procedures to foster the whole school community's understanding that students' attendance is a vital component to improve students' outcomes. The committee worked on implementing procedures to recognise and celebrate increased attendance as well as monitoring and scaffolding attendance concerns through family meetings and goal setting. With the change in learning environments the attendance celebrations were postponed and changed to tracking and ensuring all students were engaging in their learning from home through developing guidelines and procedures to track contact and processes to establish regular contact. Towards the end of the year the attendance committee supported all families return to school.

At the start of 2021, the wellbeing of the whole school community was highlighted as an area need. The school's plans were modified to reflect the change to learning from home. Weekly welfare checks were implemented to touch base with all families. If there were any concerns the school ensured support mechanisms were activated to scaffold and assist the families. The home school communication was modified and strengthened by using various methods to communicate with families such as phone calls, emails, SMS and Zoom meetings.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achieve the system negotiated target of an improvement 4% to 82% of year 4 - 6 students having a positive sense of wellbeing.	80.75% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward this system negotiated target .
Achieve the system negotiated target of an improvement of 6.63% from 2019 to 68.57% of students attending school 90% of the time or more	The number of students attending greater than 90% of the time or more has increased by 2.35%.
Achieve the school negotiated target of an average of 95.83% of students attending the Blue Rewards for the year.	The number of students attending the Blue Rewards has increased by 0.5%.
Achieve the school negotiated target of an average of 54% of parents engaged in student learning and family wellbeing for the year.	The number of parents engaged in student learning and family wellbeing has increased by 1.94%.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,729.09</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community engagement in student learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in: Refugee students receiving targeted support</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to enhance teacher capacity to cater for refugee students</p>
<p>Integration funding support</p> <p>\$83,516.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chester Hill Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community engagement in student learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Adjusted Learning Plans (ALPs) • staffing release to build teacher capacity around behaviour intervention. • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Increased teacher capacity and support to implement focused tiered learning experiences for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued enhanced tiered support for targeted students</p>
<p>Socio-economic background</p> <p>\$964,176.33</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chester Hill Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community engagement in student learning • Teaching, Learning, Assessment and Reporting Policy 2021 - 2024 • Numeracy • Reading • Strong community sense of wellbeing

<p>Socio-economic background</p> <p>\$964,176.33</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • additional staffing to implement MacLit program to support identified students with additional needs • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • professional development of staff through InitaLit & Starting Strong to support student learning • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Extra staff engaged to support students access curriculum through differentiation and smaller class sizes. All students supported to access extra curriculum activities. Teacher capacity enhanced and expanded to cater for students needs and resources to support programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support students access to curriculum through teacher capacity building , purchasing resources and support student participation in extra curricula activities.</p>
<p>Aboriginal background</p> <p>\$3,705.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chester Hill Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Staff supported to create Personalised Learning Plans to enhance student access to curriculum. Student involvement in cultural actives.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued development of Personalised Learning Plans and engagement of families and community through cultural based activities</p>
<p>English language proficiency</p> <p>\$434,169.57</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chester Hill Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School Teaching, Learning, Assessing and Reporting Framework • Community engagement in student learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication

<p>English language proficiency</p> <p>\$434,169.57</p>	<ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Enhanced teacher capacity through professional learning to meet the needs of EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued development of teacher capacity to meet the needs of EAL/D students</p>
<p>Low level adjustment for disability</p> <p>\$396,224.92</p>	<p>Low level adjustment for disability equity loading provides support for students at Chester Hill Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School Teaching, Learning, Assessing and Reporting Framework • Community engagement in student learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Increased teacher capacity to differentiate for students with disabilities through developing adjusted learning plans and behaviour support plans. Improved strategies to cater for the needs of tier 2 and 3 students. Engaging with external providers to enhance the teaching programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Through further development of teacher ability to cater for students with disabilities through professional learning and engagement with external providers with specialist knowledge. Purchasing of resources to support programs.</p>
<p>Literacy and numeracy</p> <p>\$41,619.63</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Chester Hill Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$41,619.63</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchasing resources to enhance the teaching of numeracy <p>The allocation of this funding has resulted in: Targeted numeracy resources purchased to support programs</p> <p>After evaluation, the next steps to support our students with this funding will be: To purchase specific resources to support literacy programs</p>
<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Chester Hill Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: Increased teacher capacity developed through team teaching, demonstration and professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the initiatives using another funding source as this source has been finalised.</p>
<p>QTSS release</p> <p>\$131,178.06</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Chester Hill Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • School Teaching, Learning, Assessing and Reporting Framework • Community engagement in student learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p>

<p>QTSS release</p> <p>\$131,178.06</p>	<p>A strong and authentic collaboration model has been implemented into the school. APs have the opportunity to work more closely with their teams to enhance teacher capacity</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to enhance teacher capacity using a strong collaboration model that will improve student outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Chester Hill Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community engagement in student learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST and SLSOs to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Targeted support for identified students implemented.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue and enhance the support for identified students.</p>
<p>COVID ILSP</p> <p>\$426,765.83</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups • providing targeted, explicit instruction for student groups in numeracy - measurement <p>The allocation of this funding has resulted in: Targeted support implemented for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To expand the program to include both numeracy and literacy focusing on the middle achieving students</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	334	352	340	326
Girls	337	340	347	321

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.7	90.5	91	90.8
1	91.8	88.7	90.8	91.4
2	91.8	91.1	91	89.9
3	91.8	90.1	91.7	90.3
4	92.6	89.1	90.8	89.8
5	90.9	91.7	85	91.2
6	91.2	89.1	87.3	88.6
All Years	91.6	90.1	89.6	90.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.35
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.2
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	4.26
Other Positions	1.8

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,837,108
Revenue	8,163,205
Appropriation	8,088,923
Sale of Goods and Services	4,967
Grants and contributions	67,734
Investment income	881
Other revenue	700
Expenses	-8,271,516
Employee related	-7,387,387
Operating expenses	-884,129
Surplus / deficit for the year	-108,311
Closing Balance	1,728,797

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.

	2021 SBAR Adjustments (\$)
Targeted Total	87,245
Equity Total	1,798,276
Equity - Aboriginal	3,705
Equity - Socio-economic	964,176
Equity - Language	434,170
Equity - Disability	396,225
Base Total	4,706,770
Base - Per Capita	169,357
Base - Location	0
Base - Other	4,537,413
Other Total	1,021,155
Grand Total	7,613,446

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.

Parent/caregiver, student, teacher satisfaction

Tell Them from Me 2021

Each year, Chester Hill Public School participates 3 Tell Them from Me surveys to seek the opinions of parents, teachers and students of how we can support students to improve learning outcomes. The data below is a snapshot of the schools 2021 data.

Parents

22 parents completed the Partners in Learning' Parent Survey in 2021. A larger parental cohort for the 2022 survey is a future direction. Notable results from the parent survey are listed below:

- 5% of parents are involved in any school committees (for instance, the P&C)
- 77% of parents support learning at home compared to the government norm of 63%
- 82% of parents believe their child is encouraged to do their best work
- 78% of parents feel that the school supports positive behaviour

Students

254 students completed the student survey in 2021. Notable results from the student survey are listed below:

- 63% of students feel accepted and valued by their peers and by others at their school (NSW Govt Norm 81%)
- 42% of students do homework for their classes with a positive attitude and in a timely manner (NSW Govt Norm 63%)
- 65% of students are interested and motivated in their learning (NSW Govt Norm 78%)
- 77% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice

Teachers

36 teachers responded to the 'Focus on Learning' Teacher Survey in 2021. Notable results from the teacher survey are listed below:

- 80% of teachers regularly use data from formal assessment tasks to decide whether a concept should be taught another way with 85% of teachers indicating that their assessments help them understand where students are having difficulty
- 85% of teachers make an effort to include students with special learning needs in class activities and 81% of teachers create opportunities for success for students who are learning at a slower pace
- 78% of teachers believe School leaders are leading improvement and change
- 77% of teachers believe school leaders clearly communicate the strategic vision and values for our school.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.