2021 Annual Report

Chatswood Public School

7409

Introduction

The Annual Report for 2021 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 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

Chatswood Public School nurtures, inspires and engages all learners to reach their full potential. Students are at the heart of our school and we empower them to become critical, creative and successful life-long learners through an innovative curriculum. In partnership with our community, we celebrate diversity in an inclusive environment that acknowledges Indigenous history.

School context

Chatswood Public School is an NSW Public School located on Sydney's north shore and was founded in 1883.

The current school enrolment for K-6 students is 1225 students, with 89% of our students from non-English speaking backgrounds that represent a wide variety of cultural groups, primarily Chinese, Korean and Indian. Chinese and Korean community language programs are offered to students. An emphasis on inclusivity, and celebrating the differences existing throughout our student population, strengthens our school community.

The school delivers quality learning programs addressing the needs of all learners, including two opportunity classes for gifted students, Korean Bilingual classes and a Multi-Categorical Class. Modelled, guided and independent instruction is evident in daily practice and programs.

The school has a proud tradition of achievement in the creative arts with outstanding established programs in music and provides students with the opportunity to participate in a wide range of extra-curriculum activities. The involved parent body contributes to the inclusive culture that supports all students and ensures that everyone achieves to his or her potential.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will embed professional learning models to guide evidence based practices through the use of data.

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.

- Explicit and Systematic Teaching of Numeracy
- Explicit and Systematic Teaching of Reading

Resources allocated to this strategic direction

Professional learning: $25,944.65
Numeracy - 6300: $2,000.00
Literacy - 6300: $100.00
English language proficiency: $677,260.00
Integration funding support: $104,514.00
Low level adjustment for disability: $244,319.70
Literacy and numeracy intervention: $103,503.00
QTSS release: $253,947.27

Summary of progress

Our focus for 2021 was on the **explicit and systematic teaching of numeracy.** School teams were guided through the process of developing consistent evidence-informed practices across the school, followed the CPS two week Mathematics K-6 S&S , introduced pre and post maths assessments in Year 1 and Year 5, engaged in Starting Strong (K-2)- an evidence based professional learning project and used assessment data to identify the point of need with student learning. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. The mathematics leadership team engaged in Starting Strong, an evidence based professional learning year long project. Team members began embedding practices and activities into their current K-2 grade teaching and learning programs. The team ensured mathematical language was a focus in all K-2 classrooms and integrated the use of picture books to support concepts explored. Differentiated support across all grade teams, in the form of EPiA (Effective action in practice by Assistant Principals), Instructional Leader demonstration lessons coaching and mentoring, has been provided for staff at their point of need. Next year in this initiative, we will work with staff to strengthen practices around the explicit teaching of numeracy, implement evidence-based numeracy practices, differentiated maths groups K-6, explicit instruction in the engine room in K-6 Classrooms and a focus on mathematical language and incorporating picture books into programs. We will continue to reflect and refine the current mathematics teaching and learning programs and continue to upskill the staff in the mathematics K-10 syllabus and National Numeracy Progressions. The pre and post assessment tasks will be introduced to Year 2, 3, 4 and 6 over the course of the year. All of these initiatives will support further improvement in teaching practice and student outcomes across the school.

Our focus for 2021 was on **the explicit and systematic teaching of reading.** School teams were guided through the process of developing consistent evidence-informed practices across the school and used reading assessments to identify the point of need with student learning. Student reading data was tracked on the data wall, a case management approach was adopted in Year 1 and Year 4 and K-6 teaching and learning English programs focused around the English Textual Concepts. Professional dialogue on reading and comprehension strategies drawn from the evidence-base was a focus in grade groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across all grade teams, in the form of EPiA (Effective Action in Practice by Assistant Principals), Instructional Leader demonstration lessons, coaching and mentoring, has been provided for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of reading assessment data (PM Benchmarking and Fountas and Pinnell Assessment System) and have shown improvement across the board. This has been shared with all stakeholders. Next year in this initiative, we will work with staff to strengthen practices around the explicit teaching of phonics K-2, improving the quality of reading groups and provide support for explicit instruction in the engine room in K-6 Classrooms. We will continue to reflect and refine current English teaching and learning programs and continue to up skill the staff in the K-6 English Syllabus, the new K-2 English Syllabus,The National Literacy Progressions and English Textual Concepts. This will support further improvement in teaching practice across the school.

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
8% increase of students in the top two NAPLAN numeracy bands	The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy is 76.96% and is progressing toward the lower-bound system negotiated target of 78.7%.
6% increase of students achieving expected growth in NAPLAN numeracy	The number of Year 5 students achieving expected growth in NAPLAN numeracy is 76.30%. This is exceeding the lower bound system-negotiated target of 75.9% and is an increase of 12.3%.
8% increase of students in the top two NAPLAN reading bands	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased to 78.59% indicating achieving beyond the lower bound target of 74.4% and also on track to reaching the upper bound target of 79.4%. This is an increase of 9.01%.
5% increase of students achieving expected growth in NAPLAN reading	Increase in the proportion of Year 5 students achieving expected growth in NAPLAN reading to 79.70% , exceeding the lower bound system-negotiated target of 78.6%.
All teachers will participate in evidence-based literacy and numeracy professional learning. The Year 1 and Year 4 staff engaged in professional learning on Case Management. Year 1 and Year 4 participate in Case Management.	All staff complete evidence-based literacy and numeracy professional learning in K-2 Effective Reading Phonics PL (K-6) and Effective Reading: Phonological Awareness (K-2) and Creating Text Module 2 :Focus on Spelling (3-6). 100% of Year 1 and Year 4 successful participated in the Case Management Approach.

Strategic Direction 2: Engage

Purpose

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

In order to maximise student outcomes and ensure that they achieve their full potential, the learning is to be visible. Students become capable, motivated and reflective learners who receive and apply feedback in a timely manner.

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.

- Making Learning Visible
- Curriculum, Assessment and Reporting

Resources allocated to this strategic direction

Professional learning: $13,509.00
Literacy and numeracy: $18,503.02
Literacy and numeracy intervention: $31,038.60

Summary of progress

Visible Learning

Our focus for 2021 was to have our leadership team and staff understand the elements of visible learning and its implications for teaching and learning.

Background data was collected to ascertain the level of understanding of our leadership team and teaching staff around the concept of visible learning. Initial stages of a 3 year program with Corwin were undertaken to create baseline data identifying our strengths and areas requiring further development as we move forward into 2022. Visible learning practices already being utilised in classroom teaching practice through professional learning around Dylan Wiliam's Classroom Experiment were also highlighted and shared in professional learning sessions and at grade levels.

Next year our whole school will undertake initial phases of the Visible Learning initiative with Corwin. This will support further improvement in teaching practice and student engagement across the school.

Curriculum, Assessment and Reporting

Our focus in 2021 was on establishing the professional learning needs for staff in relation to K-6 Syllabus documents. Data gathered highlighted areas of need in PDHPE and after trialling a draft document a scope and sequence is being finalised in Term 4 for implementation in 2022 to consolidate existing practice and ensure NESA requirements. Further areas of need were identified to effectively implement the HPGE policy. Staff surveys established teacher understanding of EAL/D practices across the school with all teaching staff taking part in professional learning on the EAL/D learning progressions as a tool for supporting, assessing and reporting on EAL/D students.

Whole school writing rubrics were established that align to the literacy progressions and EAL/D Learning Progressions. Assessment suites were investigated by the strategic direction team with findings presented to the school executive. A trial of PAT tests did not proceed due to the implications of Learning from Home. Whole school assessment schedules were established and will be modified and adjusted on an on-going basis. K-6 benchmarking of student progress in reading was consolidated and informs teacher learning programs and individual case management of student learning needs.

Next year professional learning will focus on the PDHPE Syllabus as well as integrating the HPGE policy into all syllabus areas. Further learning in EAL/D will be implemented in line with post professional learning data indicating this as an area of need. Our K-6 assessment practices will continue to be refined and will be reflected in student progress and report data.

EPiA will continue to remain a focus in 2022.

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
All teachers understand NESA requirements and have professional learning on their importance. A whole school checklist and feedback form is developed aligning the NESA and DoE requirements.	Classroom programs reflect NESA requirements utilising K-6 NESA programming templates but further work is needed to ensure requirements are met in all key learning areas. 100% of teachers use a whole school checklist and feedback form to ensure NESA requirements in classroom programs.
A whole school assessment schedule is developed. All teachers review assessment data and compare results.	A whole school assessment schedule has been created and modifications have been made throughout the year. This will continue to be updated and modified. 100% of classroom teachers K-6 completed PM and Fountus and Pinnell benchmarking. This was tracked and monitored through excel documents and the use of the data wall. A whole school writing assessment that embedded the EALD progessions and the literacy and the numeracy progressions was implemented in Semester 2.
All teachers reflect on their formative and summative assessment practices.	Staff engaged in Dylan William formative assessment 'Making Learning Visible' professional learning. Further focus of this in 2022.
All teachers review and reflect on current visible learning practices.	Teachers reflected on visible learning practices during professional learning and grade meetings. Base line data was collected and indicated that a 'blind spot' in the data includes a discrepancy in the visible learning practices being reported by staff and those being seen to be actively used in classrooms.
Professional learning and protocols for Learning Walks is introduced. Learning Walks are implemented and establish a base line for data.	One Learning Walk was completed to collect baseline data for visible learning.

Strategic Direction 3: Nurture

Purpose

An integrated, comprehensive and holistic approach to wellbeing is needed in order to maximise student outcomes, connection and engagement. In partnership with parents and the community, students are given a voice and strategies to feel safe and supported.

The situational analysis identified a need to have a united cohesive community that ensures all learners' needs are catered for in the preparation for our new school environment. This will enable all learners to be equipped to participate and engage in our evolving society. Learners need to develop the skill set to be cooperative, collaborative and critical and creative thinkers.

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.

- Wellbeing
- Flexible, Adaptable, Collaborative, Learning Environment (F.A.C.E) New Build

Resources allocated to this strategic direction

Professional learning: $10,709.73
Wellbeing - 6300: $2,500.00
Socio-economic background: $12,902.40
FACE PL - 6300: $20,000.00
Building: $30,000.00

Summary of progress

Wellbeing

Our focus for 2021 was to develop systematic attendance procedures and research an evidence-based, whole-school wellbeing approach that would suit the context of Chatswood Public School. We also continued to strengthen our Country City Alliance of Schools and sought student voice into activities that would take place during break times when the playground was impacted by the construction from the new build.

Attendance Processes and Procedures for Chatswood Public School were developed in alignment with Department of Education Policies and in consultation with the executive team and Department personnel. This was revised during learning from home and these strong processes monitored student engagement during this period. Professional Development has been rescheduled for all staff to participate in at the beginning of 2022.

Growing Strong Minds was selected as the wellbeing approach that could be embedded authentically across the whole school as its use of scientifically founded, evidence-based character strengths and positive psychology would provide the basis for a consistent language and approach. Professional development in Growing Strong Minds for all school staff, including administration staff, with follow up activities allow staff to "Live" the approach before the "Learn it" phase where students and the community engage in the program through explicit lessons and workshops. Next year, the Wellbeing team will align the Growing Strong Minds approach to an explicit behaviour strategy to provide further consistency across the school.

The Country City Alliance of Schools program was further strengthened this year, beginning with the attendance of members of the Senior Executive to the opening of the Gol Gol Cultural Immersion Centre, alongside a visit to Gol Gol Public School and Lake Mungo. From this, a further partnership was formed between Chatswood Public School, Gol Gol Public School and Carlingford West Public School to collaboratively develop and share resources to bring the Gol Gol Immersion Centre into teaching and learning programs of CCAS schools. Unfortunately, the experience exchange between Coonamble Public School and Chatswood Public School was unable to take place, however, next year, the alliance will continue between our schools as well as through a student leadership experience to Lake Mungo.

The process for initiating student lunch clubs by seeking student voice through the SRC was established with activities selected and resourced. This activity will roll over to start up 2022.

Flexible Adaptable Collaborative Environments

The focus of the FACE initiative this year was to build knowledge and confidence through professional development as

well as through trialling collaborative and flexible learning environments.

Baseline data in confidence of co-teaching indicated that staff wanted professional development in the theory and practical components of co-teaching. Supported by the School Learning Environments and Change advisor, co-leaders developed an Integrated Professional Learning Model to structure professional learning throughout 2021 and into 2022. Co-teaching practice in one set of adjoined classrooms was initiated and the room was enhanced with flexible furnishings to support the trial. Student voice was sought in selection of the furniture for this room. The adaptation to this space has given students choices and ownership over their learning, preparing students for flexible and collaborative working environments in the future. Pockets of co-teaching have been established around the school by teachers keen to trial the models, as well as more systematically through EPiA with APs and DPs.

Teachers have been able to attend school tours of Epping and Homebush West Public School to observe and understand the flexible adaptable collaborative environments developed in new builds. Next year the initiative will intend to more formally structure observations at schools that consistently use co-teaching practice.

Processes for the operable walls in the heritage build to be installed has allowed co-teaching to become a stronger focus in 2022, and staff have been able to put their hand up to trial this in 2022.

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
Student attendance is increased by 3%.	Student attendance is 91.85% and is just short of the lower-bound system negotiated target of 91.9%.
Increase in students reporting a strong sense of belonging and advocacy to 85.7%.	• 86.55% of students reporting positive wellbeing outcomes. TTFM student data in Term 1 reported 75% of students had a positive sense of belonging, this increased in Term 4 to 77%. This data has increased siince Term 4 2020, when 73% of students reported a positive sense of belonging.
All staff participate in professional learning on wellbeing approaches and practices.	All staff, including administrative staff, have participated in professional development on Growing Strong Minds.
All teachers engage in professional learning and discussions on flexible learning spaces.	All staff K-6 have participated in collaborative teaching practice professional learning developed through School Learning Environments and Change. All staff experienced collaborative teaching practice through Effective Practice in Action with Assistant Principals and Deputy Principals as well as through EAL/D support. Co-teaching was trialled by willing teachers in a variety of key learning areas.
Flexible learning furniture is trialed in Year 5, Year 4, Year 3 and Year 1 classrooms.	Flexible furniture was purchased for two learning spaces.

Funding sources	Impact achieved this year
Integration funding support $104,514.00	Integration funding support (IFS) allocations support eligible students at Chatswood Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit and Systematic Teaching of Reading **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in:** all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Individually funded students were supported with SLSO time to support their specific needs. **After evaluation, the next steps to support our students with this funding will be:** : to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $12,902.40	Socio-economic background equity loading is used to meet the additional learning needs of students at Chatswood Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support students. **The allocation of this funding has resulted in:** Funding was used to support extra-curricular activities for individual students to ensure all educational opportunities were available. **After evaluation, the next steps to support our students with this funding will be:** Continue to support the families who require additional support to participate in educational opportunities.
English language proficiency $677,260.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Chatswood Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit and Systematic Teaching of Reading **Overview of activities partially or fully funded with this equity loading**

English language proficiency $677,260.00	**include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D Progression levelling PL to staff • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in:** EAL/D specialist teachers utilised the EAL/D Learning Progression to prioritize EAL/D students for inclusion in the EAL/D program. The teaching and learning programs were designed to develop basic interpersonal communication skills and academic language skills of students in the early stages of acquiring English language proficiency. An understanding of best practice has led to increase in collaboration between classroom teachers and EAL/D specialist teachers, allowing the EAL/D teaching and learning programs to target and scaffold concepts being taught within the mainstream classroom. Collaboration has also led to the utilization of different modes of delivery across all stages, particularly with co-teaching being a focus of the Early Stage 1 support program. This has allowed EAL/D specialist teachers to support an increased number of EAL/D students at varying phases of their English language learning, and built the capacity of classroom teachers to understand EAL/D pedagogy. **After evaluation, the next steps to support our students with this funding will be:** to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.
Low level adjustment for disability $244,319.70	Low level adjustment for disability equity loading provides support for students at Chatswood Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit and Systematic Teaching of Reading **Overview of activities partially or fully funded with this equity loading include:** • 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 SLSO to improve the development of students by implementing speech and OT programs developed by specialists **The allocation of this funding has resulted in:** A more consistent school approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Students identified through the NCCD, assessment, referrals and parent contact have been supported through the Learning and Support Program. **After evaluation, the next steps to support our students with this funding will be:** After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.
Professional learning	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the

$50,163.38	Professional Learning for Teachers and School Staff Policy at Chatswood Public School.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Explicit and Systematic Teaching of Numeracy • Explicit and Systematic Teaching of Reading • Making Learning Visible • Curriculum, Assessment and Reporting • Wellbeing • Flexible, Adaptable, Collaborative, Learning Environment (F.A.C.E) New Build
	Overview of activities partially or fully funded with this initiative funding include: • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing
	The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.
	After evaluation, the next steps to support our students with this funding will be: to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.
Literacy and numeracy $18,503.02	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Chatswood Public School from Kindergarten to Year 6.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Curriculum, Assessment and Reporting
	Overview of activities partially or fully funded with this initiative funding include: • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy
	The allocation of this funding has resulted in: This EPiA model has allowed for lesson observations/modelled lessons/feedback around effective teaching of literacy and numeracy.
	After evaluation, the next steps to support our students with this funding will be: Continued focus on EPiA in 2022 to improve teaching practice. It is anticipated that the current level of lesson observations to continue due to disruptions in Term 3 due to Learning From Home program implementation. A focus on the explicit and systematic teaching of numeracy through professional learning, collaborative programming and demonstration lessons will be the next steps.
QTSS release $253,947.27	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Chatswood Public School.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Explicit and Systematic Teaching of Reading
	Overview of activities partially or fully funded with this initiative funding include: • assistant principals provided with additional release time to support

QTSS release $253,947.27	classroom programs **The allocation of this funding has resulted in:** Effective Practice in Action (EPiA) Executive staff engage in team teaching, demonstration lessons and observations to ensure teaching staff know the content and how to teach it. All Assistant Principals, Deputy Principals and Instructional Leaders will engage in mentoring through the Effective Practice in Action (EPiA) process. The focus will be on teacher identified areas of need from PDPs. In Term 3 lessons and observations have moved to an online format utilising live Zoom lessons. **After evaluation, the next steps to support our students with this funding will be:** Continued focus on EPiA in 2022 to improve teaching practice. It is anticipated that the current level of lesson observations to continue due to disruptions in Term 3 due to Learning From Home program implementation.
Literacy and numeracy intervention $134,541.60	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Chatswood Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit and Systematic Teaching of Reading • Curriculum, Assessment and Reporting **Overview of activities partially or fully funded with this initiative funding include:** • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students **The allocation of this funding has resulted in:** Instructional Leader Literacy and Numeracy Phonics Instruction As Instructional Leader, I collaborated with K-2 Assistant Principal's to create, support and oversee the implementation of a Phonics and Phonological Awareness Scope and Sequence. The development and implementation of a K-2 Scope and Sequence for Phonics and Phonological Awareness, based around the Letters and Sounds program has played a significant role in the improvement of student outcome is reading. Weekly modelled explicit phonics instruction was demonstrated by the IL in all year 1 and year 2 classes during Semester 1. The Year 1 Phonics Screening Assessment in Term 4 indicated that 91 % of the Year 1 cohort were assessed as meeting expectations, with 3% of students highlighted as needing assistance and 6% were flagged to monitor closely. Stage 1 teacher voice indicated that 100% of the teachers surveyed felt their teaching practice was enhanced by the demonstration lessons by the IL. They felt supported in the implementation of the Phonics S&S including daily phonics instruction in their classroom and implemented aspects of demonstrations by the IL.. English Textual Concepts, Modelled Reading and Quality Literature Demonstration lessons in modelled reading, sentence observation lessons and English Textual Concepts explored through quality literature have led to an increase in student engagement, vocabulary, the understanding of purpose and audience and highlighted text features of a range of text. Stage 1 teacher voice indicated that 100% of the teachers surveyed felt their teaching practice was enhanced by the demonstration lessons by the

Literacy and numeracy intervention	IL in modelled reading and sentence observations implemented aspects of demonstrations in what they saw in demonstrations by the IL .
$134,541.60	
	Case Management - Focus on Reading
	Feedback and reflections from the Year 1 and Year 4 teams indicated that teachers benefited from the process, felt more confident in identifying reading needs of their students and improved their overall classroom practice.
	Stage Year 1 and Year 4 teacher voice indicated that 100% of the teachers surveyed felt they gained valuable insights and strategies to help cater for the needs of their students participation in CM. They also felt that CM improved their classroom practice, they saw an improvement in the learning of the students that had been discussed, gained more confidence in identifying strengths and areas of focus for their students in reading they would like to participate in the CM approach in the future.
	K-6 Reading Data Collection and The Data Wall
	The collection and analysis of reading assessment data has contributed to an awareness of reading needs in all grade teams. Working closely with the reading data, the IL, DP,AP, LAST and EAL/D teams, in collaboration with grade teams have used the reading data (PM Benchmarking System (K-2) and Fountas and Pinnell 3-6) to identify areas of need in reading and allow for intervention and support to be provided where needed.
	Tracking student progress on the K-6 data wall has ensured all students are known, valued and cared for and conversations around student growth have occurred. Reading data has now become part of grade conversations and is being used to inform practice.
	NAPLAN Data 2021
	Staff voice indicated through analysis of NAPLAN reading data and Assistant Principal interviews many areas that have contributed to the growth in reading in the 2021 NAPLAN data. Through the Instructional Leader role in 2021, I had a key role in the following identified areas: - the implementation of consistent reading assessment data K-6 - teaching reading through the lens of the English Textual Concepts - the introduction of sentence observations and modelled reading supporting the ETC reading programs - K-6 consistent approach to teaching English. - Case Management Approach
	Our two Reading targets of 8% increase of students in the top two NAPLAN reading bands and 5% increase of students achieving expected growth in NAPLAN reading were achieved.
	Digital Learning
	During Learning from Home the Instructional Leader Digital Learning provided support to 100% of grades and learning teams K to 6 to establish and effectively use Google Classroom for delivery of school programs. The instructional leader created and established community and teacher websites to support whole school learning programs. 71% of year 3 to 6 teachers felt they were support by the instructional leader to utilise these resources. 80% of year 3 to 6 teachers found the new teacher resource site beneficial to their practice during Learning from Home. In term 1 the Instructional Leader provided support to Year 3 to enhance teaching practice. 60% of teachers found this beneficial. Year 5 were supported with implementing the Grok programming platform. Responses indicate that continuing this program needs to be reviewed in 2022 with 40% believing it would be beneficial for it to continue.

Literacy and numeracy intervention $134,541.60	**After evaluation, the next steps to support our students with this funding will be:** After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.
COVID ILSP $22,424.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition **The allocation of this funding has resulted in:** 30 students in Term 1,2,3 were in the Stars and Cars program 20 students are at the 3rd progression 20 students rolled off the program 10 students from Year 3 stayed on the program Term 4, an additional 10 Year 4 and 2 year 3 students joined the program **After evaluation, the next steps to support our students with this funding will be:** Explicit teaching of reading comprehension skills has meant that students are given the tools to succeed in reading.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	669	686	707	653
Girls	622	629	636	563

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.6	97.1	88.1	95.4
1	94.7	97.2	87.6	95.9
2	96.1	97.5	86.5	96
3	95.3	98.3	89	96.6
4	96.6	97	87.6	96.2
5	96.2	97.6	90	96.9
6	93.4	96.2	87.4	94.9
All Years	95.4	97.3	88	96
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)	3
Assistant Principal(s)	7
Classroom Teacher(s)	49.04
Literacy and Numeracy Intervention	1.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.8
Teacher ESL	5.6
School Counsellor	2
School Administration and Support Staff	7.87
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 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	2,017,770
Revenue	12,582,386
Appropriation	11,535,695
Sale of Goods and Services	2,999
Grants and contributions	1,038,899
Investment income	2,610
Other revenue	2,184
Expenses	-12,979,902
Employee related	-11,634,747
Operating expenses	-1,345,155
Surplus / deficit for the year	-397,516
Closing Balance	1,620,254

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	104,514
Equity Total	837,192
Equity - Aboriginal	0
Equity - Socio-economic	12,902
Equity - Language	677,259
Equity - Disability	147,031
Base Total	8,196,352
Base - Per Capita	332,556
Base - Location	0
Base - Other	7,863,796
Other Total	1,849,604
Grand Total	10,987,663

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

Each year the schools are required to seek the opinions of students, teachers and parents about the school. In 2021, Chatswood Public School participated in the Tell Them From Me survey as well as discussions with parents at forums, P&C meetings and informally.

Students

94% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

68% of students do homework for their classes with a positive attitude and in a timely manner.

96% of students that do not get in trouble at school for disruptive or inappropriate behaviour.

83% of Students are interested and motivated in their learning.

The average mean of 8.4 students believed that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

The average mean of 7.7 students believed that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

The average mean of 77.8 of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Parents

The average mean of 7.4 of parents felt welcome when they visit the school.

The average mean of 7.3 of parents believed that teachers listen to their concerns.

The average mean of 7.5 of parents believed that the written information from the school is in clear, plain language.

The average mean of 7.5 of parents believed that their child is encouraged to do his or her best work.

The average mean of 8.0 of parents believed that their child feels safe at school.

The average mean of 7.2 of parents believed that teachers help students develop positive friendships.

Teachers

The average mean of 8.2 of teachers believed that they work with school leaders to create a safe and orderly school environment.

The average mean of 7.4 of teachers believed school leaders have helped me improve my teaching.

The average mean of 7.4 of teachers believed they work with other teachers in developing cross-curricular or common learning opportunities.

The average mean of 7.6 of teachers believed they discuss learning problems of particular students with other teachers.

The average mean of 8.9 of teachers believed that teachers in our school share their lesson plans and other materials with me.

The average mean of 8.4 of teachers believed I use results from formal assessment tasks to inform my lesson planning.

The average mean of 8.3 of teachers believed that my students are very clear about what they are expected to learn.

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.