

2022 Annual Report

Chester Hill Public School



3698

Introduction

The Annual Report for 2022 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. 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Excelling
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

AP Curriculum & Instruction: \$301,142.00
Per capita: \$90,000.00
Socio-economic background: \$164,928.90
Professional learning: \$38,441.08
Literacy and numeracy: \$65,091.42
Low level adjustment for disability: \$390,864.14
Integration funding support: \$51,337.00
Aboriginal background: \$5,207.66
English language proficiency: \$580,827.52
Refugee Student Support: \$1,985.40
QTSS release: \$127,792.15

Summary of progress

Chester Hill had 2 main improvement goals in 2022 related to reading, one around retrieving information from a text and the other around tier 2/3 vocabulary. The teachers engaged in regular collaborative planning for reading and numeracy. Each grade created a 5 weekly Action Plan with appropriate strategies for improvement in reading and numeracy.

The Reading Improvement Team completed an audit of reading practices across the school in 2022. This consisted of surveys and an analysis of current reading programs. The committee also explored research and literature (Christopher Such and Lynn Stone) related to reading instruction and used this knowledge to further evaluate the school's current practices. Chester Hill was fortunate to have Lynn Stone conduct professional learning at the school on writing and vocabulary. This valuable experience gave the staff a better understanding of the reciprocity between reading and writing and assisted in the school's goal in improving vocabulary.

In numeracy, Chester Hill began the year with a focus on improving number sense across the school. The second half of 2022 saw the school focus on statistics and probability. Each team created an action plan around these 2 goals and planned appropriate experiences to improve these aspects of numeracy. The Numeracy Improvement Team completed an audit of the school as well. The committee created a list of recommendations for the school to consider and began the process of exploring what improvement would look like in 2023.

In 2023, Chester Hill will endeavor to create Tier 1 structures and routines for the teaching of reading and numeracy.

Chester Hill staff completed self-paced modules related to the new English and Mathematics syllabus' in preparation for the implementation of the new documents in 2023.

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 32% (system negotiated target)	The school achieved 29% of students in the Top 2 bands for Reading. The highest ever recorded for the school

<p>Achievement of 2022 system negotiated target for numeracy:</p> <p>Top 2 bands NAPLAN increase (uplift) of 6% from baseline.</p>	<p>The school did not achieve this target.</p>
<p>Curriculum - Differentiation - Sustaining and growing</p> <p>Effective classroom practice - Explicit teaching - Excelling</p> <p>Professional standards - literacy and numeracy - Excelling</p> <p>Student performance measures - NAPLAN - Delivering</p> <p>Student performance measures - Student growth - Sustaining and growing</p> <p>Data skills and use - Data in teaching - Excelling</p>	<p>The school did not achieve these progress measures. They will continue to be a focus in the next school plan.</p>
<p>45 % of 2-6 students growing 10 points on the PAT reading test</p>	<p>The school achieved this target.</p>
<p>31% of 2-6 students growing 10 points on the PAT mathematics test</p>	<p>The school achieved this target.</p>
<p>87% of K-2 students reaching Initialit benchmarks</p>	<p>The school is continuing to work towards this target.</p>
<p>A minimum of 53% of students achieve expected growth in NAPLAN reading</p>	<p>No data available.</p>
<p>A minimum of 61% of students achieve expected growth in NAPLAN numeracy</p>	<p>No data available.</p>

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: \$22,500.00

Professional learning: \$10,000.00

Summary of progress

The Successful School committee has made strong progress in enhancing the schools processes, guidelines and policies to ensure the school succeeds in improving student outcomes through amplifying teacher capacity and enabling clear expectations. The exceptional teaching and learning activities were accurately documented in teaching and learning programs and the student achievements in detailed assessment folders.

All mandatory training has been completed and implemented. The school complied with all policies through rigorous structures and supports to ensure staff were able to adhere to DoE policies. All initiatives were resourced physically through a well planned budgetary process. In a very challenging environment the school was agile and innovative with they way we engaged staff to ensure the schools initiatives were supported and 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
A coordinated and targeted teaching, learning, assessment and reporting policy that supports the achievement of all state, regional and school improvement goals 2021 - 2024. (SD1 and SD3). Improvement will be measured by a 1.0 uplift as measured through the Tell Them From Me survey tool in the Teaching Strategies domain. from baseline data.	The progress in the improvement in the Teaching Strategies domain has remained steady.

<ul style="list-style-type: none"> • Executive and community review presentation of baseline data and evidence • Policy layout developed • Writing phase of draft policy documentation commences 	<p>The baseline data and evidence has been presented to community, executive and staff.</p> <p>The school's responses to DoE policies is being developed to ensure all stakeholders are aware.</p>
<p>A whole school teaching, learning, assessing and reporting culture that will support and coordinate all state, regional and school improvement goals 2021 - 2024. (SD1 and SD3). Improvement will be measured by a 1.0 uplift in the Leadership domain and a further 0.5 uplift both from baseline data in Data Informed Practice domain of the Tell them From Me survey tool.</p>	<p>The school is developing a strong whole school culture of teaching, learning, assessing and reporting. Staff continue to enhance their capacity to measure and assess student progress. With authentic and data driven analysis it allows staff to target student needs and scaffold them to improve their learning outcomes.</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: \$750,247.35

Per capita: \$73,483.75

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. Learning and Support teachers monitored and supported the learning of targeted students. 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 drive the implementation of the action plan. The committees implemented professional learning, purchased resources and rewards and organised structures and procedures to access relevant support for students.

The attendance committee continued 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.

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 uplift from baseline data of 5.78% of year 4 - 6 students having a positive sense of wellbeing.	The students' wellbeing has been affected by the disruption to learning due to COVID. The school has in place strong structures to support the students. There is an increase in students experiencing issues externally that affect their wellbeing.
Achieve the system negotiated target of an uplift from baseline data of 6.63% of students attending school 90% of the time or more	Comparing data from 2021 to 2022 is very difficult due to the difference in learning environments. School's attendance data is 86.3% Network 85.0% >90% - school's data is 43.7% Network 39.7% The school has implemented throughout the year a range of strategies from rewards to meetings etc which has improved attendance Tm 1 - 49.4% Tm 2 - 35.2% Tm 3 - 51.5% Tm 4 - 52.9%
Achieve the school negotiated target of	There has been a slight uplift of students attending the whole school Blue

<p>an average uplift from baseline data of 1% of students attending the whole school Blue Reward Activities for the year.</p>	<p>Reward this year.</p>
<p>Achieve the school negotiated target of an average uplift from baseline data of 2% of parents engaged in student learning and family wellbeing for the year.</p>	<p>Parents feel welcome - School - 7.4 NSW Govt Norm - 7.4</p> <p>Parents are informed - School - 6.5 NSW Govt Norm - 6.6</p> <p>School supports learning - School 7.1 NSW Govt Norm - 7.3</p> <p>The school needs to continue to develop and build a strong robust partnership between home and school</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,985.40</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"> • Reading <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 • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: Refugee students received targeted support through evidenced based practices.</p> <p>After evaluation, the next steps to support our students will be: To continue to enhance teacher capacity to improve structures and learning experiences for refugee students</p>
<p>Integration funding support</p> <p>\$51,337.00</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"> • Reading <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 targeted professional learning around Adjusted Learning Plans (ALP) • staffing release to build teacher capacity around behaviour intervention & curriculum adjustments • 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 the following impact: 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 will be: Continued enhanced tiered support for targeted students</p>
<p>Socio-economic background</p> <p>\$937,676.25</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"> • Reading • Numeracy • Teaching, Learning, Assessment and Reporting Policy 2021 - 2024 • Community engagement in student learning

<p>Socio-economic background</p> <p>\$937,676.25</p>	<ul style="list-style-type: none"> • Strong community sense of wellbeing • School Funded Human Resources Management and Guidelines Policy <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 • employment of external providers to support students with additional learning needs • professional development of staff through InitialLit & 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 the following impact: Extra staff engaged to support students access curriculum through differentiation and smaller class sizes. All students supported to access extra curricula 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 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>\$5,207.66</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 the following impact: Staff supported to create Personalised Learning Plans to enhance student access to curriculum. Student involvement in cultural activities.</p> <p>After evaluation, the next steps to support our students 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>\$580,827.52</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"> • Reading <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 • employment of additional EAL staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives

<p>English language proficiency</p> <p>\$580,827.52</p>	<ul style="list-style-type: none"> • 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 • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: 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 will be: Continued development of teacher capacity to meet the needs of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$390,864.14</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"> • Reading <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 the following impact: Increased teacher capacity to differentiate Improved strategies to cater 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 will be: Through further development of teacher ability to cater for students with disability through professional learning and engagement with external providers with specialist knowledge. Purchasing of resources to support programs.</p>
<p>Professional learning</p> <p>\$48,441.08</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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

<p>Professional learning</p> <p>\$48,441.08</p>	<ul style="list-style-type: none"> • School Teaching, Learning, Assessing and Reporting Framework <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Through targeted professional learning the teachers' capacity have been enhanced to provide differentiated learning experiences that have improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Through an expanded targeted professional learning program for staff, students will experience enhanced differentiated learning experiences.</p>
<p>Literacy and numeracy</p> <p>\$65,091.42</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>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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: Targeted literacy and numeracy resources purchased to support programs.</p> <p>After evaluation, the next steps to support our students will be: To purchase specific resources to support literacy and numeracy programs</p>
<p>QTSS release</p> <p>\$127,792.15</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"> • Numeracy <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 the following impact: 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 will be: Continue to enhance teacher capacity using a strong collaboration model that will improve student outcomes</p>
<p>COVID ILSP</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</p>

\$512,119.00

the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.

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 to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy

The allocation of this funding has resulted in the following impact:

Targeted support for identified students implemented.

After evaluation, the next steps to support our students will be:

To continue and enhance the support for identified students.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	352	340	326	317
Girls	340	347	321	309

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.5	91.0	90.8	84.2
1	88.7	90.8	91.4	85.4
2	91.1	91.0	89.9	86.8
3	90.1	91.7	90.3	86.3
4	89.1	90.8	89.8	86.9
5	91.7	85.0	91.2	84.5
6	89.1	87.3	88.6	86.7
All Years	90.1	89.6	90.2	85.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6
Classroom Teacher(s)	22.06
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	4.4
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	1.8

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,608,840
Revenue	8,315,344
Appropriation	8,199,036
Sale of Goods and Services	1,961
Grants and contributions	106,428
Investment income	7,819
Other revenue	100
Expenses	-8,189,218
Employee related	-7,062,909
Operating expenses	-1,126,309
Surplus / deficit for the year	126,126
Closing Balance	1,734,965

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.

	2022 SBAR Adjustments (\$)
Targeted Total	53,322
Equity Total	1,914,576
Equity - Aboriginal	5,208
Equity - Socio-economic	937,676
Equity - Language	580,828
Equity - Disability	390,864
Base Total	4,396,132
Base - Per Capita	163,484
Base - Location	0
Base - Other	4,232,648
Other Total	981,623
Grand Total	7,345,653

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 2022

Each year, Chester Hill Public School participates in the 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 school's 2022 data.

Parents

33 parents completed the Partners in Learning' Parent Survey in 2022. A larger parental cohort for the 2023 survey is a future direction.

Notable results from the parent survey are listed below:

- 74 % of parents Parents feel welcome (Government norm 74%)
- 72% of parents believe that teachers would inform them immediately if there were concerns with their child's behaviour at school
- 72% of parents encourage their child to do well at school
- 71% of parents believe teachers show an interest in their child's learning
- 81% of parents believe teachers expect their child to pay attention in class.
- 83% of parents believe their child is clear about the rules for school behaviour.
- 80% of parents believe their child feels safe going to and from school.

Students

250 students completed the student survey in 2022. Notable results from the student survey are listed below:

- 74% of students have friends at school they can trust and who encourage them to make positive choices.
- 81% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 77% of students try hard to succeed in their learning.
- 74% of students believe Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 72% of students feel that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- 70% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 74% of students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 64% of students set challenging goals for themselves in their schoolwork and aim to do their best.

Teachers

36 teachers responded to the 'Focus on Learning' Teacher Survey in 2022. Notable results from the teacher survey are listed below:

- 90% of teachers believe they establish clear expectations for classroom behaviour
- 74% of teachers work with school leaders to create a safe and orderly school environment
- 84% of teachers talk with other colleagues about strategies that increase student engagement
- 82% of teachers discuss learning problems of particular students with other teachers
- 84% of teachers discuss the learning goals for the lesson
- 84% of teachers set high expectations for student learning
- 81% of teachers use results from formal assessment tasks to inform lesson planning
- 80% of teachers discuss with students ways of seeking help that will increase learning
- 82% of teachers create opportunities for success for students who are learning at a slower pace
- 84% of teachers believe that the whole school approach to collaborative planning has supported them to program, plan and implement school initiatives

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.