2010 Annual School Report
Chester Hill North Public School

NSW Public Schools – Leading the way
Messages

Principal’s message
Chester Hill North PS is situated in a residential area in south-west Sydney. The school was established in 1958 and provides enrolment for students from a range of cultural backgrounds. Most students live within walking distance of the school.

Chester Hill North PS is committed to empowering students to learn. While recognising personal worth, students are encouraged to:
- strive for personal excellence;
- develop appropriate social values and attitudes; and
- develop appropriate skills in all curriculum areas.

Our students have continued to work together, recognising the diversity of the student community and working as a unified group to support other children in need. Their contribution to support Stewart House and Tear Fund Australia is to be complimented.

I commend the staff for their continuing effort to promote quality teaching and learning and grounding our students in appropriate skills in all academic areas.

I congratulate the school community for an outstanding year of support to the school learning community. With the guidance of the Community Liaison Officer (CLO), the participation of parents from different cultural groups has increased significantly. The community’s fund raising efforts throughout the year to support resources for student learning have been outstanding.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Helen Colquhoun
Principal

P & C message
Chester Hill North Public School (CHNPS) Parents and Citizen (P&C) Association is a school-based organisation working with the Principal, Executive and Teaching Staff to promote the interest of the school and our students.

This is achieved by meeting monthly with the Principal and Deputy Principal, and by having parent representatives on a number of school committees.

We hold a number of fundraising events throughout the year and have used these funds to assist in providing resources and equipment for the school. This year the school community has raised $11,686.85.

Fundraising events included Cake Days, BBQ Days, a Mother’s Day Stall, Guessing Competitions, Athletics Carnival Canteen, Go-for-Gold and a Billy G Gourmet Cookie Dough fundraiser. The P&C also managed and operated the school Uniform shop, providing quality garments at a reasonable cost.

In 2010 the P&C has paid for curtains and a data projector package in our new hall, four air conditioning units in classrooms, new school signs, and has made a contribution towards end of year trophies for students.

Thank you to all parents and community members who have assisted the P&C in our activities and events throughout the year, particularly those who are able to help on a regular and ongoing basis. I compliment everybody on their effort and dedication in 2010.

Toni Reynolds-Pace
P&C President
Chester Hill North Public School
Student Representative message

The elected captains have carried out a range of responsibilities. These included:

- Helping and hosting special events at school; Kindergarten Orientation Day, Anzac Ceremony, Grandparents Day;
- Running years 3-6 weekly school assemblies;
- Creating and delivering speeches at the first assembly in our new school hall and at other special occasions; and
- Helping out the SRC with organising events and discussing leadership with the Principal and Assistant Principals.

Highlights of 2010 have been:

- Having a new school hall built;
- Most classes in Blocks B, C, D and F have been refurbished;
- New technology classrooms have been built – Block L;
- Welcoming university students for a 15 day course;
- Go for Gold day activities helped raise money for extra student resources;
- New awards to target hard working students;
- ‘Bounce Sport’ gymnastics program has been introduced to our school for all students to learn new skills; and
- Having the opportunity to meet authors at school and at Book Fest.

Leanne Tamer and Quinton Nunez
School Captains

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

In February 541 students were enrolled. During the year there were 129 new enrolments including Kindergarten and 64 transfers for the school. In October we reached 545 enrolments. Students from more than 40 different cultural backgrounds attended the school and made up 79% of the student population. These backgrounds include Lebanese, Vietnamese, Chinese, Spanish, Turkish, Korean, Pacific islanders, Sudanese, Indian, Afghani, Iraqi, Burmese and New Zealand Maoris.

Student attendance profile

![Student attendance rates graph]

Management of non-attendance

When students are absent from school they are directed to bring an “Absence Note” explaining the reason for their absence. Where this note is not returned to school a letter is sent by the school to parents to explain their child’s absence. For continuing poor attendance the Home School Liaison Officer supports the school and develops individual program. Students with excellent attendance are presented with a certificate at the end of each semester.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Enter text and the appropriate table from data sheet here

Structure of classes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KD</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5D</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5K</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6D</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1JT</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>4IL</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4T</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3NW</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The Principal was supported by a team of 5 executive, 17 classroom teachers and seven specialist teachers. This year one classroom teacher was appointed and one Assistant Principal.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Release from Face to Face</td>
<td>0.9</td>
</tr>
<tr>
<td>Part Time</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Indigenous staff

There is one teacher from an ATSI background on the staff.

Staff retention

During the year Chester Hill North Public school experienced 100% of classroom teaching staff remaining at the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure in areas such as permanent salaries, building and major maintenance.

Voluntary contributions for 2010 were $40 per student or $70 per family.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

- The choir performed at the Gillawarna Festival and an Open Day during Education Week;
- The recorder group performed in the massed recorder ensemble at the State Instrumental Concert at the Opera House and on Open Day during Education Week;
- Two dance groups were formed this year – boys and girls dance group. They performed at the Gillawarna Festival;
- Static displays of student’s art and craft work were displayed in the school throughout the year with special displays during Education Week Open Day;
- The students performed at a whole of school concert in Term; and
- During the year each class performed for the parents and students at the weekly assembly.

Sport

- Students achieved Regional level in Primary School Sport Association (PSSA) competition in Swimming (2), Cross Country (8), and Athletics (15);
- Students played in PSSA Zone teams in Boys and Girls Soccer, Boys and Girls Cricket, Girls Netball and Touch Football and Boys Rugby Union and Rugby League teams;
- One student represented the school in the state PSSA team in Rugby League;
- In 2010 the Boys Oztag team were the Premiers in the Landsdown zone; and
- Students participated in the Premier’s Sporting Challenge during 2010. Students from Year One to Year 6 took part in the Active After Schools Health and Fitness Program.
Other

- Our debating team participated in the Fairfield Debating Competition during 2010. The student’s confidence increased during the competition;
- Four students competed in the District Public Speaking Competition; Kindergarten Mikail Boncukcular, Infants Alison Ma, Junior Adam Ismail, Senior Quinton Nunez;
- Alison Ma was the winner of the Infants Competition in the District;
- Students participated in the Premier’s Spelling Challenge;
- Students assisted in the running of the Go for Gold Fete on Wednesday 29 September; and
- Students took part in the University of NSW competitions in English, mathematics, science, writing and computer gaining credit, distinction and high distinction passes.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 numeracy

Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 3 grammar and punctuation

Percentage of students in bands:
Year 5 reading
Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 writing

- Percentage in band
- School average 2008 - 2010
- SSG average 2010

Percentage of students in bands:
Year 5 grammar and punctuation

- Percentage in band
- School average 2008 - 2010
- SSG average 2010

Percentage of students in bands:
Year 5 spelling

- Percentage in band
- School average 2008 - 2010
- SSG average 2010

Percentage of students in bands:
Year 5 numeracy

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
Progress in literacy

Average progress in reading between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Year</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2008</td>
<td>85</td>
</tr>
<tr>
<td>2007-2009</td>
<td>90</td>
</tr>
<tr>
<td>2008-2010</td>
<td>95</td>
</tr>
</tbody>
</table>

Average progress in writing between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Year</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2008</td>
<td>80</td>
</tr>
<tr>
<td>2007-2009</td>
<td>85</td>
</tr>
<tr>
<td>2008-2010</td>
<td>90</td>
</tr>
</tbody>
</table>

Average progress in spelling between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Year</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2008</td>
<td>90</td>
</tr>
<tr>
<td>2007-2009</td>
<td>95</td>
</tr>
<tr>
<td>2008-2010</td>
<td>100</td>
</tr>
</tbody>
</table>

Progress in numeracy

Average progress in grammar & punctuation between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Year</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2008</td>
<td>70</td>
</tr>
<tr>
<td>2007-2009</td>
<td>75</td>
</tr>
<tr>
<td>2008-2010</td>
<td>80</td>
</tr>
</tbody>
</table>

Average progress in numeracy between Year 3 and Year 5

<table>
<thead>
<tr>
<th>Year</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2006-2008</td>
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<tr>
<td>2007-2009</td>
<td>85</td>
</tr>
<tr>
<td>2008-2010</td>
<td>90</td>
</tr>
</tbody>
</table>
Guided Reading Results 2010

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1-4</td>
<td>32%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Level 5-14</td>
<td>58%</td>
<td>34%</td>
<td>14%</td>
</tr>
<tr>
<td>Level 15-20</td>
<td>7%</td>
<td>34%</td>
<td>14%</td>
</tr>
<tr>
<td>Level 21-30</td>
<td>3%</td>
<td>32%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Reading Recovery is a specialised program offered to students in Year 1 who need to develop effective reading strategies. This year twelve students have participated in the program with the outcome resulting in improved outcomes in reading.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

This year we received learning assistance through the NORTA program for Aboriginal students in Year 6. The focus of the program was to provide learning assistance in the key areas of Numeracy and Literacy.

The school established an Aboriginal Parent group in collaboration with the Aboriginal Community Officer to increase participation and further develop the partnership with the school. Regular classroom attendance is encouraged through open communication with parents and collaboration with Aboriginal Liaison Officer to monitor and increase school attendance. Personal Learning Programs have been developed in consultation with classroom teachers and parents for our ATSI students.

Staff participated in professional learning of the Departments Aboriginal Education and Training Policy to ensure teachers were inclusive with Aboriginal perspectives embedded throughout the curriculum. The Aboriginal Consultant collaborated with our Aboriginal committee to ensure all staff had a clear understanding of policies to implement programs e.g. 8 Ways of Learning to engage ATSI students in all KLAs. All students are provided with opportunities to develop deeper understandings of culturally significant programs and historical events.
The school had 21 Aboriginal students in 2010. Aboriginal perspectives were incorporated across the teaching curriculum and were reflected in students’ art, craft and writing. Aboriginal students received support in reading and mathematics.

**Priority School Funding Program**

During 2010 PSP funding supported numeracy and literacy teaching and learning programs which resulted in engagement and significant improvement in student learning outcomes. The continuation of the Community Liaison Officer encouraged partnerships and better relationships with the school through regular practical workshops demystifying the curriculum.

Funding was used to employ a Speech Pathologist during Semester One to implement a program K-2. This program encouraged students through talking and listening activities in small groups to use descriptive language to enhance writing.

During Semester Two an Occupational Therapist was employed to assist students with improving postural control, visual motor integration, sensory processing strategies, attention and concentration and social interaction.

Professional Learning assisted teachers with the skills, knowledge and understanding to engage student’s current best practices. Numeracy and Literacy consultants collaborated with classroom teachers during term 3. PSP funding was used to release teachers to observe, plan, program and teach Key into Comprehension and Patterns and Algebra.

The staffing supplement allocation was spent employing an additional kindergarten teacher. This enabled the implementation of Best Start to make a difference with smaller class sizes.

**Implications**

- More effective process of transition of Best Start Data between K and Stage 1;
- Implement tracking system for Stage 1 students using the Best Start Learning Continuum;
- Highlight and target students identified with significant learning gaps and develop Personalised Learning Programs for these students;
- Further develop preschool transition programs to improve school readiness; and
- Continue the focus on Oral Literacy with the Speech Pathologist program.

**Multicultural education**

All students participated in activities which focused on culturally diverse events and issues through human society and its environment (HSIE) programs.

English as a Second Language (ESL) programs that were run by specialist teachers supported the class teachers. Students, who have recently arrived in Australia, and those just learning English, received intensive support. Results of these programs saw improved English learning by these students and greater academic progress due to increased English levels. As a result of effective tracking of student progress, teachers developed appropriate programs.

Parent meetings for Arabic and Vietnamese background families in collaboration with Families First Project/Burnside. This was to raise awareness of the importance of play and social interaction for preschool children before beginning school.

**Respect and responsibility**

- The Playing and Learning to Socialise (PALS) program was implemented across Kindergarten to Year 6 to support a whole school approach of explicitly teaching social skills. One skill was taught each week in terms 2, 3 and 4.
- A social skills program was implemented from the beginning of the year which focused on teaching social skills to students as part of a whole school playground behaviour modification approach. As a result, of this program there was a decrease in the number of incidences occurring in the playground. A rule was highlighted each week and students were rewarded for excellent behaviour in the playground.
• The behaviour modification program “Bees in Trees” was implemented with outstanding success. There was consistent improved level of student behaviour in all classes.

National partnership programs

In 2011 Chester Hill North Public School will become a ‘National Partnerships on Low SES School Communities’ school.

The Situational Analysis and School Strategies Plan 2009-2010 have been prepared and submitted. A detailed report will be in the 2011 Annual School Report.

Progress on 2010 targets

Target 1

Target 1. To improve numeracy of students in Years K to 6.

Our achievements included:

• Teachers developing effective teaching/learning programs based on the quality of teaching model;
• Count Me In Too program K-4 to improve numeracy strategies;
• Teachers trained in the language of Maths program “Key Into Numeracy” to improve students understanding of Mathematical terms and operations;
• Implementation of an in-school assessment tool to gather data to track student progress in number from K-6 which informed class programs and lessons;
• Establishment of term benchmarks based on Mathematics syllabus outcomes;
• Classrooms equipped with an increased range of resources to support programs;
• Information sessions for parents on how students learn Mathematical concepts; and
• Setting up Maths Workshop enabling “hands on” activities for students to develop practical understanding of basic concepts.

Our Success

• 57% of Year 3 students achieved in Band 3 or higher in NAPLAN testing;
• 64% of year 5 students achieved in Band 5 or higher in NAPLAN testing; and
• 71% of students progressed at a rate of equal to or above one skill band in Number between Year 3 and Year 5 according to NAPLAN testing.

Target 2

Target 2. To improve writing of students in Kindergarten to Year 6.

Our achievements included:

• Teachers developing effective teaching/learning programs based on the quality of teaching model;
• Incorporating the Writing Rescue Program in Stage 2 and 3 with systematic and explicit teaching of strategies of grammar and sentence structure;
• Streamlined process for the consistent collection of in school and NAPLAN Writing Assessment data; and
• Using the Writing Rescue Placement Test to measure growth in student writing skills.

Our Success

• 86% of students progressed at a rate equal to or above one skill band in writing between Year 3 & 5 according to NAPLAN;
• 85% of Year 3 students achieved in Band 3 or higher in NAPLAN testing; and
• 77% of Year 5 students achieved in Band 5 or higher in NAPLAN testing.
Target 3

Target 3. To improve reading comprehension of students in Years 3 to 6.

Our achievements included:

- Students trained to improve their comprehension with the “Key Into Comprehension” program;
- Teachers being trained in using the Comprehension Probe to identify the types of comprehension questions the students need to develop;
- Students using the “Here and Hidden” strategies – in Red, Blue and Green Box Resources to enhance comprehension; and
- All students in Years 2-6 completing the Paragraph understanding Test in November 2010.

Our Success

- 65% of students progressed at a rate equal to or above one skill band in Reading between Year 3 to 5 according to NAPLAN testing;
- 69% of students in Year 3 achieved in Band 3 or higher in NAPLAN testing;
- 64% of students in Year 5 achieved in Band 5 or higher in NAPLAN testing;
- 71% of Year 3 students achieving at or above minimum standard; and
- 74% of Year 5 students achieving at or above minimum standard.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of:

**Educational and management practice**

*Leadership*

*Background*

The area of leadership was chosen for evaluation in order to ascertain how effective the school’s initiatives were to improve student learning and student leadership in the school.

*Findings and conclusions*

An analysis of teacher, student and parent surveys revealed the following findings from the school community in relation to leadership within the school.

- The school leadership team understands and supports the school through getting the best from staff and students;
- All groups acknowledge that they are encouraged to accept leadership roles within the school;
- Teachers reflect on their teaching practices and discuss ways to improve student learning;
- Leaders value the contribution of individuals and groups whilst building relationships based on trust, collegiality and mutual respect;
- Teachers acknowledge the importance of support from the school leadership team;
- The school has increased leadership capacity and developed leadership capabilities in staff through an increase in leadership roles;
- The school initiative to appoint Grade Coordinators has resulted in higher student engagement and a decrease in student behaviour issues;
- Many teachers agreed that they were encouraged and recognized for their work and the leadership team is keen to further formalise feedback structures;
- Teachers are interested in being more involved in the schools decision making processes; and
- Most teachers stated the school had a clear set of objectives and goals.

**Future directions**

Analysis of the information collected indicated there were a number of areas for future development these included:

- Teachers would welcome leadership in how to effectively reflect on their
practices to inform improved quality teaching;

- Teachers talking to students about ways to improve their learning;
- Parents being informed on ways to improve their child’s learning;
- Encouraging parents, students and staff to take leadership roles at the school;
- The implementation of changes to increase learning outcomes for students;
- Employ an Assistant Principal Teacher Mentor to support staff in Quality Teaching practices; and
- Employ Australian growth Coaches to train future leaders in all areas of leadership.

Curriculum

Literacy

Background

English is taught in all grades from Kindergarten to year 6. Program follow the NSW Board of Studies Syllabus Document with lessons and activities designed to meet the needs of all students in the school.

Findings and conclusions

An analysis of teacher, parent and student surveys revealed the following findings;

- Teachers have a deep understanding of the K-6 English syllabus and the programs that support it in classrooms. These include Key Into Comprehension, Jolly Phonics, Spelling Mastery and Guided Reading;
- Teachers stated the K-6 English syllabus documents drive their teaching program and they understand the continuum of student learning in literacy;
- Teachers are highly aware of the reading skills that students need to be taught and are confident in teaching reading using a variety of strategies in the classroom;
- Students greatly enjoy reading and often read books in the classroom and from the school library;
- Parents believe that reading is important and that the school provides a variety of activities supported by appropriate programs and resources; and
- Parents indicated that they read to their children often and their children enjoy reading to them.

Future directions

Analysis of the information collected indicated that there were a number of areas for development.

- Providing suitable resources to support the teaching of reading across all Key Learning Area’s and in particular for English as a Second Language, refugee or Aboriginal students;
- Providing future professional learning for staff in planning and programming for the English syllabus with links to the Quality Teaching Framework;
- Providing teachers with professional learning and support in implementing English as a Second Learning pedagogy and addressing the learning needs of English as a Second Learning students, including refugees;
- Further development of the understanding of the learning needs of Aboriginal students; and
- Providing encouragement for parents to become more involved in reading to and with their children.

Professional Learning

Other evaluations

Support Teacher Learning Assistance & English as a Second Learning teachers provided professional learning through demonstrated lessons and collaborated with teachers to implement explicit and systematic teaching & learning of a Key Into Comprehension program;

Occupational Therapist collaborated with Kindergarten and Year 1 teachers to provide a program to assist all students with strategies to improve postural control, visual
motor integration, sensory processing strategies, attention and concentration and social interaction;

- Professional learning was facilitated by the speech pathologist to assist teachers who have students with receptive and expressive language difficulties;
- K-2 teachers attended professional learning on Jolly Phonics in kindergarten and Jolly Grammar in Years 1 & 2. This led to a scaffold for early career teachers to explicitly teach phonetic and phonemic awareness programs;
- Best Start professional learning supported kindergarten teachers throughout the year on assessments, programming and reporting to parents;
- Maths Consultants provided professional learning through demonstrated lessons and collaborated with teachers to implement Patterns and Algebra and Count Me In Too Action Research Project;
- Professional Learning enabled teachers to confidently assess students using the SENA test to establish a base line to implement the Count Me In Too program;
- Early Career Teachers participated in school based professional learning as part of the school Induction program. Some attended regional workshops as part of the Induction course;
- Principal and Deputy Principal Conferences;
- Future Leaders;
- Best Start – Kinder teachers visited a Lighthouse School (Hampden Park), which resulted in the development of a guided reading tracking system across the school;
- Library Workshops;
- Teaching English Language Learners facilitated by English as a Second Language teachers;
- Computer Coordinator Days; and
- The District Guidance Officer attended a range of workshops to assist the counselling role.

The average expenditure per teacher of professional learning was $620.

This included the cost of the professional learning course and the cost of replacement casual teacher salaries.

School development 2009 – 2011

Targets for 2011

Target 1. To improve students’ numeracy skills in K-6

Strategies to achieve this target include:

- Implementing in-school assessment tools to gather data to track student progress in number from K-6 and to inform class programs and lessons;
- Establishing term benchmarks based on Mathematics syllabus outcomes;
- Continue Key Into Numeracy to enable students to understand the language of mathematics;
- Equipping classrooms with a range of resources to support teachers’ programs;
- Informing parents about how students learn Mathematical concepts; and
- Set up a “hands on” activity room (Maths Workshop) for students to develop practical understanding of basic concepts.

Our success will be measured by:

- 72% of students progressing at a rate equal to or above one skill band in Number between Year 3 and Year 5 according to the NAPLAN Testing;
- 23% of students in Year 3 are proficient (top 2 bands) in overall Numeracy;
- 65% of students in Year 3 will achieve in Band 3 or higher in NAPLAN testing;
- 12% of students in year 5 are proficient in Overall Numeracy; and
- 69% of students in Year 5 will achieve in Band 5 or higher in NAPLAN testing.

Target 2. To improve writing skills of students in Kindergarten to Year 6

Strategies to achieve this target include:
• Streamlining processes for the consistent collection of in-school and NAPLAN Writing assessment date;

• Implementing the Writing Rescue Program Years 3-6 with explicit and systematic teaching of grammar and sentence structure; and

• Using the Writing Rescue placement test to measure growth in student writing skills and to provide opportunities for staff to plan and reflect on teaching practices.

Our success will be measured by:

• 86% of students progressing at the rate equal to or above one skill band in writing between Year 3 and Year 5 according to NAPLAN;

• 30% of students in Year 3 are proficient (top 2 bands) in Writing;

• 89% of students in Year 3 will achieve in band 3 or higher in NAPLAN testing;

• 24% of students in Year 5 are proficient (top 2 bands) in Writing; and

• 79% of students in Year 5 will achieve in band 5 or higher in NAPLAN testing.

Target 3. To improve reading comprehension of students in Years 3 to 6

Strategies to achieve this target include:

• Students trained in “Key Into Comprehension” strategy to improve their comprehension;

• Students use the Her, Head, Hidden and Heart strategies through the use of Yellow, Red, Blue and Green Box to enhance comprehension;

• Teachers trained to use the Comprehension Probe to identify the types of comprehension questions the students need to develop; and

• All students in Years 2-6 completing the Paragraph Understanding Test in November 2011;

Our success will be measured by:

• 74% of students in Year 3 achieve in Band 3 and above in NAPLAN testing;

• 25% of students in Year 3 are proficient (top 2 bands) in Reading;

• 80% of students in Year 5 achieve in Band 5 and above in NAPLAN testing;

• 25% of students in Year 5 are proficient (top 2 bands) in Reading; and

• 70% of students progressed at the rate equal to or above one skill band in Writing between Year 3 and Year 5 according to NAPLAN testing.

Target 4. To improve spelling and grammar skills of student in Years 3 to 6

Strategies to achieve this target include:

• Continue Spelling Mastery Program for students in Year 1-6;

• Implement the Jolly Phonics Program in Kindergarten and Jolly Grammar in Year 1-2;

• Train all staff in Teaching English Language Learners program;

• Create assessment tasks through the use of RUBRICS and track student learning; and

• Train all staff in the process of sentence structure.

Our success will be measured by:

• 81% of students in year 3 achieve in Bands 3 and above in NAPLAN spelling testing;

• 80% of students in Year 3 achieve in Band 5 and above in NAPLAN spelling testing;

• 70% of students in Year 3 achieve in Band 3 and above in NAPLAN grammar and punctuation testing;

• 70% of students in Year 5 achieve in Band 5 and above in NAPLAN grammar and punctuation testing;

• 80% of students progress at a rate equal to or above our skill band in spelling between Year 3 and 5 according to NAPLAN testing; and

• 75% of students progress at a rate equal to or above one skill band in grammar and punctuation between Year 3 and 5 according to NAPLAN testing.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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