2009 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, Tear Fund Australia, the Victorian Bushfire Appeal and School Aide Support for Samoa and Sumatra is to be commended.

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

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 its students. We do this by meeting monthly with the Principal and Deputy Principal, and by having parent representatives on a number of school committees.

We also assist in providing resources and equipment for the school from fundraising activities. This year the school community has raised $14,723. The major focus for fundraising in 2009 was the new Multipurpose Hall.

Fundraising events included Cake days, BBQ days, Mother’s Day Stall, Guessing Competitions and a Mars fundraiser. The P & C managed and operated The Attic – CHNPS Uniform Shop, providing quality garments at a reasonable cost.

Thank you to all parents and community members who have assisted 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 2009.

Toni Reynolds-Pace
P&C President
Chester Hill North Public School
Student representative's message

- The elected captains and prefects carried out a range of responsibilities. These included:
  - running the weekly Years 3-6 school assembly;
  - hosting special events at school Kindergarten Orientation Day, Grandparents Day, Anzac Ceremony; and
  - meeting with the Principal for discussions relating to student leadership.

Highlights of 2009 have been

- the opportunities of being involved in Public Speaking throughout the year.
- welcoming the Local State member Mr. Joe Tripodi and being photographed with him.

Toa Lutai and Brenden Williamson
School Captains

School context

Student Enrolment profile
In February, 541 students were enrolled. During the year there were 130 new enrolments including Kindergarten and 52 transfers from the school. In November 2009 we reached 550 enrolments.

Students from 38 different cultural backgrounds attended the school and made up 70% of the student population. These backgrounds included: Lebanese, Vietnamese, Chinese, Spanish, Turkish, Korean, Pacific Islanders, Sudanese, Indian and New Zealander Maori.

Student attendance profile

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.

<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>1B</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3F/L</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4N</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4R</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5D</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5K</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6D</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

Staff information
The Principal was supported by a team of five executive, 18 classroom teachers and seven specialist staff. This year two classroom teachers were appointed and one Assistant Principal.
Staff establishment
Chester Hill North Public School comprises of the following staff members.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</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>
<tr>
<td>Priority Schools Funding Scheme</td>
<td>1.1</td>
</tr>
<tr>
<td>DGO</td>
<td>1</td>
</tr>
<tr>
<td>HSLO</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

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 meets 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>0</td>
</tr>
</tbody>
</table>

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

Voluntary contributions for 2009 were $40 per student or $70 per family.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009
Achievements
Arts
- The choir performed at the Gillawarna Festival and on 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.
- Three dance groups were formed this year – senior boys and girls and junior 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.
During the year each class performed for the parents and students at the weekly assembly.

**Sport**

- Students reached Regional level in Primary School Sport Association (PSSA) competition in Swimming (14), Cross Country (6) and Athletics (5). One student represented the school at State level in Athletics.
- 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.
- Students participated in the Premier’s Sporting Challenge during 2009. Students from Year One to Year 6 took part in the Active After Schools Health and Fitness Program.
- Brenden Williamson achieved National Level in Karate and holds the World Champion Title in Karate and holds World Champion Title in “Kata” style. He achieved “Black Belt” in July 2009.

**Other**

- Our debating team participated in the Fairfield Debating Competition during 2009. The student’s confidence increased during the competition.
- Four students competed in the District Public Speaking Competition; Kindergarten Emily Reinke, Stage 1 Noura Tamer, Stage 2 Madison Reynolds-Pace, Stage 3 Amir Elsaidy.
- Students participated in the Premiers Spelling Challenge.
- Students assisted in the running of the Go for Gold Fete on Wednesday 30 September.
- 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 the assessments.

Yr3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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% of students in bands Year 3 reading

Band 1 2 3 4 5 6
Percentage of students
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**Year 3 NAPLAN**
GUIDED READING RESULTS 2009

<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>22%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Level 5-14</td>
<td>57%</td>
<td>34%</td>
<td>10%</td>
</tr>
<tr>
<td>Level 15-20</td>
<td>14%</td>
<td>26%</td>
<td>7%</td>
</tr>
<tr>
<td>Level 21-30</td>
<td>7%</td>
<td>34%</td>
<td>80%</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 desirable standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9. These are referred to as national benchmarks.

The performance of the students in our school in the Year 3 and the Year 5 NAPLAN is compared to these minimum standards. The percentages of our students achieving at or above these benchmarks are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>89</td>
</tr>
</tbody>
</table>

Aboriginal education

The school had 9 Aboriginal students in 2009. 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. Each student has a Personal Learning Program.

NAIDOC Week was celebrated with traditional Aboriginal art, music, storytelling and assembly.

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 pre school 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.
Progress on 2009 targets

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 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.
- setting up Maths Workshop enabling “hands on” activities for students to develop practical understanding of basic concepts.
- 60% of students improved their PAT Maths scores(Years3-6) with 38% improving by 10% or more.
- 69% of Year 3 students achieved in Band 3 or higher in NAPLAN testing ; and
- 76% of Year 5 students achieved in Band 5 or higher in NAPLAN testing.
- 94% of students progressed at a rate equal to or above one skill band in Number between Year 3 and Year 5 according to NAPLAN testing.

Target 2. To improve writing of students in Kindergarten to Year 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.
- all students in Years 2-6 completing the Paragraph Understanding Test in November 2009;
- 70% of students in Year 2 to 6 improved the reading comprehension by 10% or more based on the Paragraph Understanding Test;
- 79% of students progressed at a rate equal to or above one skill band in Reading between Year 3 to 5 according to NAPLAN testing;
- 76% of students in Year 3 achieved in Band 3 or higher in NAPLAN testing; and
- 56% of students in Year 5 achieved in Band 5 or higher in NAPLAN testing.

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

Our achievements included:

- using the Writing Rescue Placement Test to measure growth in student writing skills.
- 60% of students progressed at a rate equal to or above one skill band in writing between Year 3 & 5 according to NAPLAN.
- 77% of Year 3 students achieved in Band 3 or higher in NAPLAN testing.
- 80% of Year 5 students achieved in Band 5 or higher in NAPLAN testing.

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 2009 our school carried out evaluations of School Management and PD/Health/PE.
Educational and management practice

School Management

Background

The area was chosen for evaluation in order to ascertain how effective the school's initiatives were to improve the effectiveness of school life for all the community.

Findings and conclusions

- Teachers believe that the school continually makes minor changes to its programs and it looks at ways to improve its performance. They believe plans, policies, programs and practices are monitored and evaluated for ongoing improvement and that student welfare needs are reflected. Teachers believe that professional development is planned, systematic and effective and that money and resources are managed effectively.

- Parents believe that the school is well organised with money and resources managed effectively. They believe it continually looks at ways to improve its performance and makes effective changes to programs from time to time. Parents value the staff at the school and support them and believe the educational needs of all students are met by the school.

- Students believe that the school looks at ways to improve its performance and values and cares about students. They believe that the discipline is fair and they value the staff and believe the school is well organised.

Future directions

- Teachers having curriculum that caters for the learning needs of all students and is focussed on student interest. Teachers ensuring that student welfare needs are reflected in the school’s policies, processes and practices.

- Parents supporting the school programs and being informed regularly that the educational needs of students continue to be met effectively. They need to understand the student welfare policies and practices of the school and be assured that discipline is fair for all students. They need to have effective communication between parents and the school.

- Students believe that the school should continue to communicate effectively with them and their parents. They believe it is important for teachers to undertake extra training to improve their classroom teaching. They believe the school should continue to make minor and major changes occasionally to improve what it does.

Curriculum

Physical Education/ Health/ Personal Development

Background

PD/H/PE is taught in all grades from Kindergarten to Year 6. Programs follow the NSW Board of Studies Syllabus Document with lessons and activities designed to meet the needs of students in the school.

Specifically in the area of PE staff saw the need for a review of current practices to set directions to implement the 2009 – 2010 Strategic Plan.

Findings and conclusions

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

- Teachers stated that it is important for students to be active and play sport. They stated that students skills in using sport equipment are improving and they enjoy learning different styles of dance. They report on student progress in PDHPE and believe students know how to keep safe at school.
Parents stated they believed it is important for children to be active and play sport and that children are getting better at using equipment. They stated that their children are fit and able to co-operate in sport teams and activities.

Students believe it is important to be active and play sport and they know how to keep safe at school and to make healthy choices. They believe they can co-operate and play well in team and other sport and that they getting better at using equipment.

Future directions

- Teachers stated that not all students are fit and active or know how to make healthy choices. They stated not all students have a good understanding of the importance of values and developing personal goals and they stated that students need to develop a better understanding about how their bodies grow and change. They believe students should improve in their gymnastic skills.

- Parents stated that it was important to have teachers telling the students how they are progressing in PD/H/PE. They would like their children to learn different styles of dance and improve their gymnastic skills.

- Students stated they wanted to improve their gymnastic skills and have their teacher tell them how they are progressing in PD/H/PE.

- Grammar and basic skills writing which analyses sentence structure within writing through an Action Research Project.

- School Executive participated in the Australian Growth Coaching Program as part of the Australian Government Quality Teaching Project.

- 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.

Teachers attended a range of courses run by DET and other workshop providers:

- Principal and Deputy Principal conferences;
- Executive Leadership Strategy;
- Library Workshops; and
- Computer Coordinator Days.

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.

Other evaluations

Professional learning

All teachers participated in the following professional learning activities:

- Key Into Comprehension which is an explicit and systematic teaching tool to promote comprehension;

- Non Crisis Intervention to have raised awareness of strategies of intervention for students’ expressive and receptive language;

- The Language of Discipline to ensure consistent language to promote good behaviour was used across the school;
School Development 2009-2011

Targets for 2010

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;
- introduce Key Into Numeracy to enable students to understand the language of mathematics;
- equipping classrooms with a range of resources to support teachers’ programs; and
- informing parents about how students learn Mathematical concepts.

Our success will be measured by:

- 80% 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.
- 70% of students in Year 3 will achieve in Band 3 or higher in NAPLAN testing; and
- 70% 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 data;
- implementing the Writing Rescue program Years 3-6 with explicit and systematic teaching of grammar and sentence structure.
- 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:

- 50% of students from Year 3 to Year 6 improving their writing skills by 10% or more based on the Writing Rescue placement test.
- 70% of students progressing at a rate equal to or above one skill band in writing between Year 3 and Year 5 according to NAPLAN.
- 80% of students in Year 3 will achieve in Band 3 or higher in NAPLAN testing; and
- 80% 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 Here, Head, Hidden and Heart strategies through the use of Yellow, Red, Blue & 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 (PUT) in November 2009.

Our success will be measured by:

- 75% of students in Year 3 achieve in Band 3 and above in NAPLAN testing; and
- 75% of students in Year 5 achieve Band 5 and above in NAPLAN testing.
- 65% of students progressed at a rate equal to or above one skill band in Writing between Year 3 and Year 5 according to NAPLAN testing.
- 91% of Year 3 achieving at or above minimum standard.
- 81.5% of Year 5 achieving at or above minimum standard.
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.

Helen Colquhoun Principal
Catherine Cooper Deputy Principal
Cheryl Stewart Administration Manager
Toni Reynolds-Pace Parent Representative

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: