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 World Vision and indigenous Literacy 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.

In April a building at the school was destroyed by fire. Staff and students managed the crisis calmly and no serious injuries occurred. The building is now being rebuilt for occupation in 2012.

I congratulate the school community for an outstanding year of support to the school learning community. With the guidance of two Community Liaison Officers (CLO), the participation of parents from different cultural groups, including the Aboriginal parents, 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 its 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 $10,350.

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

In 2011 the P&C has contributed to the K-2 play equipment, a coffee machine for our community 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 2011.

Toni Reynolds-Pace
P&C President
Student representative’s 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 and 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.
- Helping out the SRC with organising events and discussing leadership with the Principal and Assistant Principals.

Highlights of 2011 have been:

- New technology classrooms Block L were officially opened by the Honourable Jason Clare.
- Welcoming many university students from the University of Sydney and the University of Western Sydney.
- Go for Gold day activities helped raise money for extra student resources.
- ‘Bounce Sport’ gymnastics program and Foot Steps dance company has continued at our school for all students to learn new skills.
- Having the opportunity to meet authors at school and at the Book Fest.

Thai Cao and Taylah Bailey
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 513 students were enrolled. During the year there were 129 new enrolments including Kindergarten and 64 transfers for the school. In October we reached 535 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

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student attendance rates

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>KC</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1Z</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2Z</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3J</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3MN</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>4D</td>
<td>4</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>4T</td>
<td>4</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>5FL</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5K</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>5N</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6B</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6K</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

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 five executive, 17 classroom teachers and seven specialist teachers. This year one classroom teacher was appointed. Four additional executive teachers were employed under the National Partnership Program.

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>0.815</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>Teacher of ESL</td>
<td>2.4</td>
</tr>
<tr>
<td>District Guidance Officer</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.962</td>
</tr>
<tr>
<td>Total</td>
<td>32.977</td>
</tr>
</tbody>
</table>

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

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 areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income $</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>294443.91</td>
</tr>
<tr>
<td>Global funds</td>
<td>306772.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>246784.61</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>113862.40</td>
</tr>
<tr>
<td>Interest</td>
<td>16601.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>102459.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1080925.07</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
  Key learning areas 12442.43
  Excursions 36777.69
  Extracurricular dissections 53170.12
Library 9774.70
Training & development 0.00
Tied funds 236853.93
Casual relief teachers 79122.98
Administration & office 82125.70
School-operated canteen 0.00
Utilities 49043.76
Maintenance 38201.36
Trust accounts 104509.17
Capital programs 69991.27
Total expenditure 772013.11
Balance carried forward 308911.96

A full copy of the school’s 2011 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 2011

Achievements

Arts
- The Gillawarna choir performed at the Festival on Grandparents Day and for the school concert.
- 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.
- The Opera House choir performed in the State Choral Concert at the Opera House, Grandparents Day and the School Concert.
- A Boys and Girls Junior Dance Group were formed this year. 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 for K-2 and 3-6 students.

Sport
- Students reached Regional level in Primary School Sport Association (PSSA) competition in Swimming (3), Cross Country (8), and Athletics (6). Our school was the Premier in Cross Country 2011.
- 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.
- In 2011 the Boys Oztag and the Girl’s Touch Football team were the Premiers in the Landsdown zone.
- Students participated in the Premier’s Sporting Challenge during 2011. 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 2011.
- Four students competed in the District Public Speaking Competition; Kindergarten Ali Ellassaad, Infants Annalise Reynolds-Pace, Junior Alison Ma and Senior Hamza Abid.
- Alison Ma won the Junior Public Speaking Competition in the District and was Highly Commended at Regional Level. Annalise Reynolds-Pace was runner up in the Infants section.
- Students participated in the Premier’s Spelling Challenge.
- Students assisted in the running of the Go for Gold Fete in 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 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)
**Literacy – NAPLAN Year 3**

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 3 Numeracy

**Numeracy – NAPLAN Year 3**
Literacy – NAPLAN Year 5

Percentage in bands: Year 5 Reading

Percentage in bands: Year 5 Spelling

Percentage in bands: Year 5 Writing

Percentage in bands: Year 5 Grammar & Punctuation

Bands
- Percentage in Band
- School Average 2008-2011

School Average 2008-2011

SSG % in Band 2011

State DEC % in Band 2011
**Numeracy – NAPLAN Year 5**

**Percentage in bands:**
- Year 5 Numeracy

**Progress in literacy**

**Average progress in Reading between Year 3 and 5**

**Average progress in Spelling between Year 3 and 5**

**Average progress in Grammar & Punctuation between Year 3 and 5**

**Progress in numeracy**

**Average progress in Numeracy between Year 3 and 5**
Guided Reading Results 2011

<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>37%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Level 5-14</td>
<td>48%</td>
<td>22%</td>
<td>7%</td>
</tr>
<tr>
<td>Level 15-20</td>
<td>6%</td>
<td>23%</td>
<td>18%</td>
</tr>
<tr>
<td>Level 21-30+</td>
<td>9%</td>
<td>51%</td>
<td>72%</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.

<table>
<thead>
<tr>
<th>Minimum Standards data</th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.7</td>
</tr>
<tr>
<td>Writing</td>
<td>95.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>84.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.4</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

- Reading: 80.8
- Writing: 92.9
- Spelling: 91.9
- Grammar & Punctuation: 87.9
- Numeracy: 91.9

Significant programs and initiatives

Aboriginal education

The school established an Aboriginal Parent group in collaboration with the Aboriginal Community Liaison Officer (ACLO) 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 Community 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. An Aboriginal Consultant collaborated with the Aboriginal committee to ensure all staff had a clear understanding of policies to support Aboriginal students. This included 8 Ways of Learning to engage students in all KLAs. All students are provided with opportunities to develop deeper understandings of culturally significant programs and historical events.

We celebrated NAIDOC Week with students and Elders who mentored Aboriginal students. Aboriginal Artwork prizes were presented at our assembly. Students participated in games with some of the Aboriginal School Liaison Officers.

The school had 20 Aboriginal students in 2011. 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.
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 were run by specialist teachers who supported the class teachers. All teachers participated in the Teaching English to Language Learners (TELL) professional learning during 2011, facilitated by two experienced ESL teachers from Chester Hill North Public School. 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 were held for Arabic and Vietnamese background families in collaboration with our community Liaison Officer. This was to raise awareness of the importance of play and social interaction for preschool children before beginning school.

National partnership programs

In 2011, Chester Hill North Public School joined the National Partnership on Low SES School Communities programs. Focus areas are Leadership and Professional Learning, Literacy, Numeracy, Student Engagement and School and Community Partnerships.

A major focus for 2011 has been leadership development, strengthening understanding of school improvement, professional learning programs and teacher quality. National Partnerships has funded Assistant Principals – Literacy, Numeracy, Mentor and Support Teacher of Learning Assistance.

Staff participated in professional learning to support the implementation of effective literacy and numeracy programs. School Learning Support Officers are supporting teachers to deliver quality targeted support.

The introduction of the Aboriginal Community Liaison Officer role has been well received and is regarded as a very worthwhile addition to the school.

Priority School Funding Program

During 2011 PSP funding supported numeracy and literacy teaching and learning programs which resulted in increased student engagement and significant improvement in student learning outcomes. The Community Liaison Officer encouraged partnerships with parents and better relationships with the school through regular practical workshops to assist parents to engage with the curriculum.

Two specialist numeracy teachers collaborated with classroom teachers to engage students in hands-on activities which resulted in deeper understanding of numeracy concepts. Classroom teachers gained knowledge of the Mathematics curriculum through explicit and sequential programs through team teaching with specialist numeracy teachers and Consultants. Resources were purchased to equip the dedicated Maths Room.

Progress on 2011 targets

Targets for 2011

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

Strategies used to achieve this target included:

- 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 was measured by:

- 79% 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;
- 17% of students in Year 3 are proficient (top 2 bands) in overall Numeracy;
- 74% of students in Year 3 will achieve in Band 3 or higher in NAPLAN testing;
- 13% of students in year 5 are proficient in Overall Numeracy; and
- 71% 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 used to achieve this target included:

- Student trained in “Key Into Comprehension” strategy to improve their comprehension;
- Students use the Hear, 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 (PUT) in November 2011.

Our success was measured by:

- 34% of students in Year 3 are proficient (top 2 bands) in Writing;
- 87% of students in Year 3 will achieve in band 3 or higher in NAPLAN testing;
- 16% of students in Year 5 are proficient (top 2 bands) in Writing; and
- 84% 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 used to achieve this target included:

- Students trained in “Key Into Comprehension” strategy to improve their comprehension;
- Students use the Hear, 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 (PUT) in November 2011.

Our success was measured by:

- 69% of students in Year 3 achieve in Band 3 and above in NAPLAN testing;
- 20% of students in Year 3 are proficient (top 2 bands) in Reading;
- 59% of students in Year 5 achieve in Band 5 and above in NAPLAN testing;
- 14% of students in Year 5 are proficient (top 2 bands) in Reading; and
- 63% of students progressed at the rate equal to or above one skill band in reading between Year 3 and Year 5 according to NAPLAN testing.
Target 4. To improve spelling and grammar skills of students 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 (TELL) 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 was measured by:

- 80% of students in Year 3 achieve in Bands 3 and above in NAPLAN spelling testing;
- 78% of students in Year 3 achieve in Band 5 and above in NAPLAN spelling testing;
- 72% of students in Year 3 achieve in Band 3 and above in NAPLAN grammar and punctuation testing;
- 74% 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
- 81% 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 tests.

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 2011 our school carried out evaluations of

Educational and management practice

Teaching

Background

The area of Teaching was chosen for evaluation in order to ascertain how effectively teachers were incorporating teaching practices into aspects of teaching. Students, staff and parents were surveyed.

Findings and conclusions

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

- Students are provided with a relevant curriculum;
- Assessment processes are ongoing and provide information on students’ strengths and areas for further development;
- Student progress is recorded by teachers and communicated to students and parents; and
- Teaching programs are designed to respond to students’ interests, needs and abilities.

Future directions

Analysis of information collected indicated that there were a number of areas for further development. These included:

- teachers talking to students about the relevance of their learning;
- assessment activities being clearly understood by parents and students; and
- teachers refining classroom management strategies to maximise student learning.
Curriculum

Literacy

Background
This Key Learning area is taught across the school and in 2011. Staff saw a need for a review of current practices and with directions set in the Strategic Plan 2009-11

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

- 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.

These included

- providing adequate resources to support the teaching of reading across all Key Learning Areas;
- providing opportunities for staff to receive ongoing professional development in teaching reading;
- providing encouragement for parents to become more involved in reading to and with their children; and
- equipping classrooms and the library with reading resources to support student learning in reading.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Interviews with students, staff and parents were held to determine satisfaction with the school.

Student responses indicated a positive attitude towards learning. They knew how their learning was assessed and how to improve to gain better results.

Teacher’s responses indicated a need to continue professional learning to write their own program in line with the assessment criteria developed through backward mapping.

Parents continue to support the school in a range of ways. They understand how their child’s learning is assessed. They enjoy the experiences the school provides and would like more information to support their child with homework.

Professional learning

- The 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.
- Professional Learning was held fortnightly with all teachers in Teaching English to Language Learners (TELL). The program raised awareness of how ESL learners acquire English as well as giving practical strategies to assist ESL students move along the mode continuum. Interactive strategies helped to engage staff as well as demonstrate how these strategies could be used within the classroom. End of module tasks were helpful as they enabled teachers to put into practice what they had learnt. The emphasis on reflection was also helpful as it provoked
discussion about changing perceptions and assumptions in regard to ESL learners.

- Best Start professional learning supported kindergarten teachers throughout the year on assessments, programming and reporting to parents.

- Maths Consultants and dedicated Maths support teachers provided professional learning through demonstrated lessons and collaborated with teachers to implement measurement and Count Me In Too.

- Professional Learning enabled teachers to confidently assess students using the SENA test to establish a base line to implement the CMIT program.

- Early Career Teachers participated in school based professional learning by a mentor 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

- Library Workshops

- TELL – facilitators ESL teachers

- Computer Coordinator Days.

- The District Guidance Officer attended a range of workshops to assist the counselling role.

- Principal participated in the Leading educators Around the Planet (LEAP) and hosted a visiting Canadian Principal for 8 days.

- The Principal visited schools in the United States of America, United Kingdom and Canada for four weeks.

The average expenditure per teacher of professional learning was $1,200

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

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

Increased student outcomes in Literacy through enhanced Quality Teaching and Learning programs.

**2012 Targets to achieve this outcome include:**

- Increase the percentage of students achieving proficient levels for Reading in NAPLAN, in bands 5 and 6 in **Year 3** and Bands 7 and **Year 5**, by at least 3% (in **Year 3** from 20% in 2011 to 23% in 2012 and in **Year 5** from 14% in 2011 to 17% in 2012).

- Decrease the percentage of students at or below the National Minimum Standard NAPLAN results for Reading, in bands 1 and 2 in **Year 3** and Bands 3 and 4 **Year 5**, by at least 3% (**Year 3** from 31% in 2011 to 28% in 2012 and in **Year 5** from 41% in 2011 to 38% in 2012).

**Strategies to achieve these targets include:**

- Employ a Literacy Coach (Assistant Principal) to lead the development and implementation of the Quality Teaching Framework through Literacy program practices and the use of ICT in program delivery.

- Employ a Focus on Reading Facilitator (0.6 Assistant Principal) to train staff, demonstrate strategies and integrate the philosophy into classroom practice.

- Continue with the Speech Pathologist Program with a focus on integrating aspects of TELL (with additional ESL position) and Talking & Listening into Quality Literacy classroom programs created in collaboration with classroom teachers.

- Continue to employ SLSOs to implement the Multilit Program and support students with learning needs and behavioural support.
• Ongoing training and Professional Learning in using Best Start data for Literacy programming, assessment and reporting.
• ESL staff support teachers and support staff in addressing the learning needs of LBOTE/ESL students (TELL Strategies and ESL Scales/Steps)

School priority 2
Outcome for 2012–2014
Increased student outcomes in Numeracy through enhanced Quality Teaching and Learning programs.

2012 Targets to achieve this outcome include:
• Increase the percentage of students achieving proficient levels for overall Numeracy in NAPLAN, in bands 5 and 6 in Year 3 and Bands 7 and 8 Year 5, by at least 3% (Year 3 from 17% in 2011 to 20% in 2012 and in Year 5 from 13% in 2011 to 16% in 2012).
• Decrease the percentage of students at or below the National Minimum Standard NAPLAN results for overall Numeracy, in bands 1 and 2 in Year 3 and Bands 3 and 4 Year 5, by at least 3% (Year 3 from 26% in 2011 to 23% in 2012 and in Year 5 from 29% in 2011 to 26% in 2012).
• Decrease, by at least 5%, the number of Kindergarten students achieving Emergent level Early Arithmetical Strategies (at the end of Semester One), from 36% in 2011 to 31% in 2012.

Strategies to achieve these targets include:
• Employ a Numeracy Coach 0.6 (Assistant Principal) to lead the development and implementation of Quality Teaching programs associated with all areas of Mathematics (including Best Start, Count Me In Too and Counting On).
• Continue with the Mathletics Program, including Rainforest Maths, and training of new and returning teachers.
• Timetable all classes to use the Maths Workshop as part of their weekly Numeracy programs with the Numeracy Coach available to support teachers to deliver Quality Numeracy lessons using ICT.
• Teachers to complete Diagnostic Assessment and Tracking from Best Start, Count Me in Too and Counting On.
• Whole school analysis of NAPLAN using SMART 2 to analyse strengths and weaknesses with alignment to Mathematics syllabus outcomes.
• Identify students below minimum standard in Numeracy and provide access to appropriate intervention strategies to strengthen their achievement in Numeracy.

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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