

Chatswood Public School

Annual Report



2018



7409

Introduction

The Annual Report for **2018** is provided to the community of Chatswood Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Excellence in a caring and enriching environment

Our strategic priorities are:

- 1. Quality Teaching and Leadership [Quality Teaching Rounds]** will create a place of **excellence in a caring and enriching environment** which Chatswood Public School is committed to through excellence in **learning, teaching, and leading**.
- 2. Our Real World Connections [Global connections]** will contribute to a place of **excellent learning**, where students are encouraged to achieve their full potential in their academic, creative, personal, physical and moral development by connections to other students in other culturally diverse situations.
- 3. Shaping Creative Lifelong Learners [Future-Focused Learning]** is Chatswood Public School's vision of the future by creating a place of **excellent teaching**, where collective responsibility for student improvement is achieved through the observation and evaluation of colleagues' practices resulting in a strategic and transparent learning culture; and a place of **excellent leadership**, where the highest levels of learning will be supported in the future via the creation of a self-sustaining and self-improving educational community.

Through these three **Strategic Priorities, [and our Projects]** our school leaders are dedicated to fostering a school-wide culture of high expectations and collaborative responsibility for student engagement, learning, development, and success. (School Excellence Framework Jan 2015).

School context

At Chatswood Public School, 89% of our students come from non-English speaking backgrounds (NESB), and we are proud that our school is both culturally sensitive and responsive to student and community needs. This emphasis on inclusivity, and celebrating the differences existing throughout our student population, continues to strengthen our school.

The school enjoys close ties with its community and its range of programs acknowledges both community and individual student needs. Special programs for gifted and talented students, including Opportunity Classes (OC), Bilingual Classes, STEM classes, a Multi-Categorical Class and individualised programs for students with varying intellectual and physical disabilities are conducted throughout the school. The school has extensive LOTE programs in both Chinese and Korean.

The school has a proud tradition of achievement in the Creative Arts with outstanding established programs in Music. More recently, opportunities for students to participate in the Performing Arts have expanded in the areas of Dance and Drama.

A Confucius Classroom on the main campus provides opportunities for our students to access Chinese cultural knowledge and experiences.

Our key programs are hugely successful, providing our students with challenging and rewarding experiences. These include:

1. an outstanding academic program with 60% of Year Six students accessing Selective High Schools and the school performing at the highest level in NAPLAN;
2. music programs (instrumental and choral) earning the Director-General Excellence Award;
3. dance and physical fitness programs for all students taught by specialist teachers;
4. enriching Gifted and Talented programs;
5. a commitment to Asian Literacy with all students learning either Chinese or Korean;
6. teacher exchange program with Coonamble Public School;
7. multicultural education, earning the Director-General Excellence Award;
8. well-established Confucius Classroom to support neighbouring schools;

9. extensive Sister School program (Korea and China), including visits from principals, staff and students;
10. overseas student excursions to visit our Korean sister school; and
11. a comprehensive and engaging extra-curricular program.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Differentiated Learning

Learning Elements

Our intention is to engage all students in differentiated learning experiences to equip them with the skills to become lifelong learners. One of the ways we will be doing this is through the STEM challenge which is one of our proposed school projects for 2018–2020. STEM activities provide open-ended challenges that offer students the freedom to learn in a style that they feel is appropriate.

Teaching Elements

Our intention is to ensure we continue to train teachers in highly differentiated programs such as TEN, L3 and STEM. We will ensure that differentiated programming is done collaboratively and stored on Google drive so that everyone has easy access. We will ensure that learning support is placed on the agenda for staff meetings, with the aim of creating consistent teacher judgment in regard to suitable adjustments for successful student learning.

Leading Elements

Through the STEM challenge, which is one of our strategic projects for 2018–2020, we aim to ensure that teachers skilled in this area share their differentiated techniques with other teachers. This will provide valuable training to the staff at Chatswood Public School. As our Korean Bilingual program grows, it will be imperative that the more experienced Bilingual teachers train and mentor the new members to this program.

Quality Teaching and Leadership Learning Elements

Teaching and Learning Cycle (TLC) has been part of the Chatswood program for staff for some time but it is evolving and has changed as the needs of the staff have changed. It is a permanent tool in the reflective practice that we use. Our Online PDP and Feedback are new innovations that we have yet to fully explore but will need to continue to fine-tune as we progress towards fulfilling the needs of students of the 21st Century.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

The welfare of the staff begins with Quality Teaching which we have begun to fully realise through Quality Teaching Rounds [QTR]. This has proven to be an invaluable tool for observing excellent teaching within our own staff and to discuss pedagogical aspects of our teaching and student learning. Quality Teaching Successful Students [QTSS] is another new system of achieving excellence in teaching by using this time to fine-tune programs, units of work, observations of other teaching methods and consolidating our overall teaching practice. Our clearly defined Roles and Responsibilities helps ensure that the staff is aware of opportunities to come and this sort of planning will also change and grow to accommodate the needs of our staff and students.

Leading Elements

The Aspiring Leaders Program (EOI), Mentoring Program, Online PDP and Feedback are still relatively new and are part of the 21st Century initiative that will bring our teachers into the information age. These programs which are being implemented keep us accountable and informed. To comply with the NESA Project on Scope and Sequences, we have now begun to organise our programs so that any teacher coming into the school or teachers moving to a new stage can access all programs and resources across all KLAs that they will need to teach their students.

Effective Management and Communication Learning Elements

Sentral will be an integral communication system for our school projects from 2018–2020 as the student and parent portal will be utilised by staff members. Parents and students will have information at their fingertips including homework tracking, messages and communication from teachers as well as class updates on student learning which will include our future projects of Visible Teaching and Learning, Global Connection and STEM focus.

Teaching Elements

As the committee will be working closely together, collaborative practice and learning development are highlighted to ensure effective management and communication continues. In addition, it will ensure the modules on Sentral will be operating at their full potential, including the continuum tracker, reporting and assessment, and the well-being and referral system. As data is stored automatically and readily available, staff are able to access and use the information for future planning and improving effective classroom practice and management.

Leading Elements

As Chatswood Public School is one of the state's largest primary schools, to effectively use Sentral, a committee with a representative from each Stage was formed in late 2017. Staff members continue to be formally trained to oversee modules on Sentral including the communication portals with the wider community. Committee members are also a point of contact for staff for troubleshooting, increasing leadership opportunities for the representatives and providing more avenues for increased communication.

Systematic Data Collection Learning Elements

The effective collection and use of data are essential for our school accountability and ongoing review of learning programs. The school will continue to use a wide range of data collection systems to enhance school learning and establish future directions. Parents and community will have access to relevant data and provide input to strategic directions where required. Data from Sentral, TTFM and Focus on Learning surveys, as well as targeted Survey Monkey review surveys will continue to be used as a tool to collect evidence for the review of ongoing programs and to establish new directions.

Teaching Elements

Sentral tracking will be used more extensively as we use the data from the establishment of this system to inform classroom programs. Teachers will receive ongoing support and training in its use for profiling student progress and establishing effective workgroups based on prior and ongoing student achievement. This will be enhanced with data from L3 and our multi-lit/mini-lit programs and will form the foundation of efforts to establish Visible Teaching and Learning practices across the school.

Leading Elements

As a large public school, Chatswood is fortunate to have the resources and capability to establish and maintain leading programs to improve student outcomes and the quality of its teachers. Leadership teams will be formed according to the needs of new school directions and projects which will be guided by the rich data we collect via Sentral tracking, specific assessment data from programs like L3 and feedback about the effectiveness of programs to increase quality teaching practice such as QTR rounds. The use of Google Drive applications to collect data for NCCD, ongoing teacher review, teaching program assessment and targeted review surveys continue to be expanded and further established into our regular practice after successful implementation in 2016. Staff members with expertise in these areas will provide leadership and ongoing support to staff as we expand existing systems to increase our capacity to use data in specific ways to improve outcomes across the school.

Whole School Wellbeing Learning Elements

Chatswood Public School plans to continue our current Speech Therapy and Occupational Therapy programs that focus on early intervention. This investment in early intervention should see a substantial reduction in the need for interventions during later grades and students will be more equipped to access school learning on an equal basis as their peers.

Chatswood also plans to expand our parent/community programs due to their success this year and in response to parent body feedback and demand. As our database for NCCD collection grows, this will provide an increasingly detailed record of the changing needs of our students as well as a valuable source of information on students that will enable teachers to tailor their teaching to the learning needs of individuals in their care.

Teaching Elements

Continuing professional presence on site of an Occupational Therapist and a Speech Therapist upskills teachers through collaborative practices already embedded in Chatswood as these skills are passed on and the positive effects on student learning are magnified. Student Wellbeing programs such as Circle Solutions likewise will become further established as our plans for further teacher training and mentoring are implemented. Chatswood's ongoing commitment to an evolving and changing LaST program reflects the ability to change in response to the ever-changing needs of our student body and community. The use of TTFM data ensures we are currently assessing if our Wellbeing programs are effective.

Leading Elements

Chatswood Public School will further develop our relationship with valuable external community organisations to continue to meet the needs of our school community. Programs such as Surviving Adolescence and Ready for Life are planned to continue and the LaST are constantly keeping abreast of new opportunities to further support teachers, students and parents, such as the introduction of Cyber Safety community education in 2018.

Global Citizen – 21st Century Learners

To further develop all students to become Global Citizen and 21st Century Learners we will be focusing on Visible Teaching and Learning, Global Connection and STEM Challenge in the next 3 years.

Learning Elements

The need for education that focuses on cultural understanding and fostering harmony across all cultural groups has been a priority in Chatswood Public School. Our Mandarin Program, Korean Bilingual Classes, visitation to sisters school here and overseas, participation in Confucius Classroom activities and multicultural festivals have progressed in the direction of understanding and accepting Global Connection in the Real World. Chatswood Public School will further develop Korean Bilingual classes and the Mandarin Program to continue to meet our needs of the community for bilingualism and multicultural understanding.

Teaching Elements

The value of global, intercultural and 21st-century education will continue in and outside of classrooms. Our extracurricular programs, SRC and cultural festivals will continue to contribute to developing the necessary skills for the future of our students. In 2018, Moon Festival and extracurricular clubs expanded to meet the needs of the rapid growth of our school.

Leading Elements

We have established 4 STEM Classes this year across Stages 1–3. STEM teaching and learning will be implemented in every class in the next 3 years. Our STEM teachers have been in-servicing the whole school staff in understanding and delivering STEM teaching across Science, Technology, Engineering and Mathematics. Our aim is to encourage and assist all students to become proficient in STEM as these are the core skills that are required for 21st Century Global Citizens to utilise and to keep learning throughout their lives. In 2018, through collaborative programming, STEM teachers have continued to share their expertise with other teachers during Staff Development days. This has, and will enable teachers to be trained in STEM for successful student learning.

Our self-assessment and the external validation process will assist the school to refine our 2019 school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching and Leadership

Purpose

- To build and support a collaboration learning workplace;
- To evaluate what works well, particularly in the classroom;
- To affirm, share and celebrate our successes;
- To identify our learning goals, where and how we can improve individually and collaboratively;
- To build on what we have discovered; and
- To improve the learning outcomes for students.

Overall summary of progress

During 2018, twenty-seven teachers including EALD, LOTE, LaST and K-6 MC teachers were involved in Quality Teaching Rounds with a goal of mainly including teachers who did not experience the program in 2017. They were able to see how this highly effective process allows teachers to focus on the Quality Teaching Framework as well as the Professional Teaching Standards to improve their practice. All of these teachers have reported the significant benefits in Quality Teaching Rounds as a means for well-supported critical self and peer to peer evaluation of teaching practice. With a significant number of our teachers now experiencing Quali Teaching Rounds, the knowledge gained has allowed teachers to incorporate the elements of the framework into their Performance and Development Plans. Staff have been trained in online development and maintenance of the Performance and Development cycle and used this to implement individualised plans for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of teachers accredited by the NSW Teacher Education Standards Authority (NESA) at Proficient and higher levels. Increase the percentage of teachers accreditation at Proficient level from 62% to 70%. Teacher satisfaction and evaluation survey results. Increase the percentage of teachers' satisfaction with school leadership and communication from 74% to 78%. Documentation of teachers' annual performance and development plan. Evidence of aligned professional goals within the annual performance and development plan and selected Teaching Standards and the Principal Standard.	\$11,124.00 27 casual teachers x \$412 each [Plus 2 Split classes]	27 Teachers participated successfully in QTR this year from all areas of the school. This supported many teachers in their bid for accreditation at Proficient. Continued to monitor effectiveness of the program. Teacher Mentor Program will continue in 2019. Survey showed that the majority of Teachers involved found the program beneficial to their teaching [77.5% satisfaction]. Supervisor individual feedback provided and well documented by Stage. Professional Learning in line with their individual PDPs. Continued to monitor effectiveness of the program. Quality Teaching Rounds will continue in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of teachers participate in QTR from 50% to 100% by 2020.</p>		<p>27 Teachers participated successfully in QTR this year from all areas of the school. This supported many teachers in their bid for accreditation at Proficient.</p> <p>Continued to monitor effectiveness of the program. Teacher Mentor Program will continue in 2019.</p> <p>Survey showed that the majority of Teachers involved found the program beneficial to their teaching [77.5% satisfaction].</p> <p>Supervisor individual feedback provided and well documented by Stage.</p> <p>Professional Learning in line with their individual PDPs.</p> <p>Continued to monitor effectiveness of the program. Quality Teaching Rounds will continue in 2019.</p>

Next Steps

Quality Teaching Rounds will continue to be a focus in 2019. It is anticipated that by the end of 2018 we will have at least 80% of the teaching staff at Chatswood Public School being trained in and/or having experience in Quality Teaching Rounds and that these will continue to form a central part of the Performance and Development Plans of staff. The expansion of Quality Teaching Rounds across the North Harbour Learning Community will continue to grow as will the involvement of Chatswood Public School staff. During 2019 all staff will refine and improve skills in utilising Performance and Development Plans. All staff will continue to work towards achieving or maintaining accreditation at proficient. A greater response from staff in the Tell Them From Me survey and increasing levels of overall satisfaction continues to be worked towards.

Strategic Direction 2

Real World Connections

Purpose

- To work across the school community to embed a positive culture and promote diverse cultures;
- To enhance understanding of indigenous and rural communities (The teacher exchange program between two schools Coonamble PS and Chatswood PS shares teachers' expertise);
- To have better understanding and preparation for the world around us; and
- To prepare our students to be world class active and informed citizens.

Overall summary of progress

Our relationship with Coonamble Public School continues to grow with resource sharing and cultural understanding between two very different schools. 2018 began with a joint leadership training day for the student leaders of both schools in Sydney. Thirty-four students from Chatswood PS travelled to Coonamble PS with a focus on STEM education and cultural experiences and outdoor education on a 5-day camp. Twenty students from Coonamble PS participated in the Chinese Immersion Day at Chatswood PS in September. Feedback from teachers, students and parents involved at both schools remains overwhelmingly positive. Existing relationships with sister schools in Korea and China were further enhanced through teacher and student exchange programs. A significant effort was made to increase community involvement in school programs and decision making. With surveys being translated into various languages, face to face surveys being conducted by students in various languages, help desks being established for clubs and music registration, bi-lingual information sessions and appointments of Chinese and Korean Community liaison parents, we have seen an increase in the participation rates of parents – especially those from a non-English Speaking Background.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
More involvement of NESB parents and English speaking background parents.	\$25,000 for CPS students and staff to visit Korea for one week	Selected students from Year 5 and 6 visited our sister school in Korea to exchange language and culture. They were able to observe and experience the Korean education system and develop their intercultural understanding as global citizens. As a result, we have strengthened relationship between our school and our Korean sister school.
NESB Parents attendance at P&C meetings will increase by 20%.	\$3000 for gifts and excursions for the visiting Korean students	Students visiting from our Korean sister school were able to share and participate in our daily learning experience and be immersed in Australian culture.
Increased participation of volunteering work throughout the year at school.	\$5000 for the visiting Coonamble students	We have increased Chinese cultural awareness for the visiting Coonamble students.
Increase the percentage of NESB parents canteen volunteering work from 30% to 40%.		
EAL/D students, new arrivals students and the parents of NESB students satisfaction level high (70% above) in the survey (Tell Them From Me Surveys). Participation in school surveys will be at or above a response rate of 40%.		
Increase the number of bilingual classes from 5 to 7.		

Next Steps

In 2019 the Coonamble Connection will continue to be fostered. A further two teachers will take part in an exchange program. We will continue to work with Coonamble PS to share resources with a particular focus on STEM/PBL which is a key focus for both schools. Students will continue to be given the opportunity to visit Coonamble PS with plans for 30 students planning a trip with a STEM focus. A group of twenty students will be travelling to Seoul to visit their sister schools. A number of musicians will be part of this group and will perform. Further efforts will be made to increase the level of volunteer work being done by our students in the local community. 2019 will continue to see a sustained effort to increase the number of NESB parents involved in the school. This will involve getting as much school-based information as possible translated into Chinese and Korean and continuing to engage parents directly through bilingual teachers and students.

Strategic Direction 3

Shaping Creative Lifelong Learners

Purpose

- To develop critical and creative thinking;
- To create effective problem solvers;
- To increase motivation;
- To encourage lateral thinking; and
- To improve communication and networking skills.

Overall summary of progress

Teachers have implemented Visible Learning into their daily practice providing students with a clear understanding of the learning intention of their lessons and the criteria needed for them to be successful. Teachers have engaged with professional sharing sessions and observed how Visible Learning is being implemented in their colleagues' classrooms. Stages 1–3 teachers have further developed and implemented scope and sequences in History and Geography that have a text based English focus and incorporate PBL where possible. The STEM program was funded for 8 classes from Years 1 to 6. Four classes in Stage 2 again participated in the North Harbour Learning Community (NHLC) Cardboard Challenge, a PBL activity where students designed arcade style games from cardboard and recycled materials. The continued employment of a specialist writing teacher has enhanced classroom programs and provided students with expert tuition in this targeted area. Strong extra-curricular music, dance and clubs programs all continue to make significant contributions to the creative culture being fostered at Chatswood Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Why do we need this particular strategic direction and why is it important?</p> <p>To create Future-focused classrooms that explicitly teach students to be creative, productive lateral thinkers and users of technology. As a result of our classroom programs students will learn to think deeply and logically, obtain and solve real world problems in a disciplined way. Students will have opportunities to be creative, innovative, resourceful and be able to self-reflect and assess their learning. Students will be taught how to engage in real world problems, solve them and assess the effectiveness of their learning. Students will learn how to collaborate, work in teams and communicate ideas to make sense of their world.</p>		<p>100% of staff have been involved in professional development on Visible Learning.</p> <p>All classrooms have implemented Visible Learning. Students have clearer understanding of the intent of their learning and are learning to self evaluate.</p> <p>Project Based Learning has continued to be incorporated into History and Geography units of work. This is an on-going process that reflects teachers growing knowledge in this area.</p>
<p>Increased proportion of students in the top two NAPLAN bands for writing and numeracy.</p>		<p>73.4% of students at or above expected growth in Numeracy compared to state average of 59.8%.</p> <p>77.9% of students at or above expected growth in</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Proportion of students in the top two NAPLAN bands for writing and numeracy.</p> <p>Year 3 Writing from 78% to 80% and Numeracy from 80% to 82%</p> <p>Year 5 Writing from 76% to 78% and Numeracy from 81% to 83%</p> <p>Increase the percentage of students achieving greater than expected growth in NAPLAN writing:</p> <ul style="list-style-type: none"> –Years 3–5 from 81% to 85% –Years 5–7 from 66% to 70% <p>Multiple Future–Focused e–Learning initiatives satisfy requirements and on–going implementation of the NSW National Curriculum.</p> <p>Increase the number of STEM classes from 8 to 14.</p> <p>An efficient and effective budgeting process, aligned to the school vision and direction, supporting teaching and learning.</p>		<p>Writing compared to state average of 64.1%.</p> <p>STEM classes maintained at 8 in 2018.</p> <p>Continuation of specialist RFF Writing program.</p>

Next Steps

Growth of our STEM program will continue to be a focus for the school in 2019 with all classes incorporating STEM education into their programs. On–going support will be provided for all classes by teachers with expertise in STEM. The specialist RFF writing program will continue to be implemented and will work closely with Stage programs focusing on conceptual English programming. Visible Learning will underpin all our learning programs and be an on–going focus in 2019. In preparation for our future–focused school building project, Visible Learning will become integral to teachers developing students who think deeply about their learning and are able to self–reflect and assess their own progress.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$53,309	<p>Students from non-English speaking backgrounds from 89% of the school population. The English as an Additional Language or Dialect (EAL/D) allocation included 5.4 teachers plus additional three full time NAP teachers to support the students. Students are supported in the classrooms with extra resources to enhance their attainment of English Language. L&ST team and EAL/D team consult to determine language goals for specific students/groups/class/</p> <p>Speech Pathologist collaboration and coordination with SLSO's towards goal achievement.</p> <p>*L&STeam</p> <p>*L&STeacher</p> <p>*\$7,615/152 SLSO hours@\$50/hour</p> <p>*monitored student progress</p> <p>*staff feedback</p>
Low level adjustment for disability	\$67,060	<p>Additional SLSO support to supplement teacher aide timetable. All students requiring adjustments and learning support are catered for within class differentiated programs and withdrawal programs.</p> <p>L&STeam</p> <p>L&STeacher</p> <p>\$8,382/167 SLSO hrs @\$50/hr</p> <p>monitored student progress</p> <p>staff feedback</p> <p>SENTRAL updates</p> <p>SLSO PDP finalised</p> <p>mandatory training requirements met</p> <p>team meeting</p>
Quality Teaching, Successful Students (QTSS)	Allocation Staff	<p>Set up timetable for QTSS – Set up procedures and expectations for teachers and QTSS providers.</p> <p>Review QTSS process from 2018 and set goals for 2019.</p> <p>All teachers have ample opportunity to collaborate with colleagues, access to</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Allocation Staff</p>	<p>mentors and classroom observations as needed.</p> <p>Stage groups have the opportunity to work on Stage initiatives such as TENS and L3.</p> <p>Teachers are developed, supported and encouraged to create inspired learning.</p>
<p>Support for beginning teachers</p>	<p>\$121,150</p>	<p>All beginning teachers receive adequate time off class to access support and appropriate planning time.</p> <p>Beginning teachers are provided with professional development opportunities and are supported in their accreditation process.</p> <p>Review Beginning Teachers process from 2018 and set goals for 2019.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	568	620	632	669
Girls	504	560	618	622

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	95.4	96.1	95.6
1	95.8	96.7	96.1	94.7
2	93.7	95.8	96.2	96.1
3	96	96.2	96.5	95.3
4	96.3	95.2	96.2	96.6
5	96.9	96.7	96.6	96.2
6	95	96.7	94.9	93.4
All Years	95.6	96.1	96.1	95.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

At Chatswood Public School the resolution of attendance difficulties is reached with the following strategies:

*meeting with the student and parents

*referral to the school's Learning and Support Team to identify and implement strategies that address the learning and support needs for the student

*development of a school-based attendance improvement plan with the student and parents

*engaging identified groups of students in programs

that support regular attendance and punctuality

*referral to the school counsellor

*working collaboratively with other government or non-government agencies

*use of interpreters and translated materials where needed

*seeking advice about culturally appropriate responses from relevant services and working collaboratively with them.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	7
Classroom Teacher(s)	53.17
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.8
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	9.02
Other Positions	4

*Full Time Equivalent

In 2018 no teaching staff at Chatswood Public School identified as being Aboriginal or Torres Strait Islander. Throughout the year, Chatswood Public School has seen positions advertised through merit selection and expression of interest. These positions include those of Deputy Principal, teacher mentor, Bilingual class teacher, Assistant Principal and School Learning Support Officer (SLSO).

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

The school received \$86,349 in Teacher Professional Learning funds for 2018. This is an average of \$1104 per staff member. These funds were used in the following ways:

* Training in L3 for teachers in Early Stage 1 and Stage1

* Quality Teaching Rounds with a focus on literacy and numeracy for teachers K–6.

* Release for teachers and associated costs to attend courses in areas such as literacy, numeracy, gifted and talented, drama, music, sport and dance.

* Allowing teachers to collaborate in the evaluation and refinement of whole school scope and sequences and assessments for English, Mathematics, Science, History and Geography.

* Training in the use of Google Apps for programming, recording the progress and reflection on PDPs and lesson observations, as well as the collaborative development of our new whole school scope and sequence and stage programs.

* Providing training and development on School Development Days. This included mandatory training such as First Aid and CPR.

* Time for professional learning and feedback for those teachers seeking accreditation at proficiency.

	2018 Actual (\$)
Opening Balance	360,685
Revenue	12,650,786
Appropriation	10,887,105
Sale of Goods and Services	60,602
Grants and Contributions	1,688,167
Gain and Loss	0
Other Revenue	6,249
Investment Income	8,664
Expenses	-11,446,666
Recurrent Expenses	-11,446,666
Employee Related	-9,818,284
Operating Expenses	-1,628,382
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,204,120
Balance Carried Forward	1,564,805

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

The school's financial management processes prioritises the use of resources to meet the needs of the students and the school. The school's finance committee built a budget which linked student outcomes and strategic direction statements. The committee sought to achieve specific outcomes with the use of additional equity loadings. By using typical accrual-based financial reports the committee was able to assess the budget performance over the year and identified possible actions to take if the reports highlighted any significant variances from the budget.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	8,165,615
Base Per Capita	242,377
Base Location	0
Other Base	7,923,239
Equity Total	754,383
Equity Aboriginal	642
Equity Socio economic	8,694
Equity Language	615,519
Equity Disability	129,528
Targeted Total	287,595
Other Total	1,132,305
Grand Total	10,339,899

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

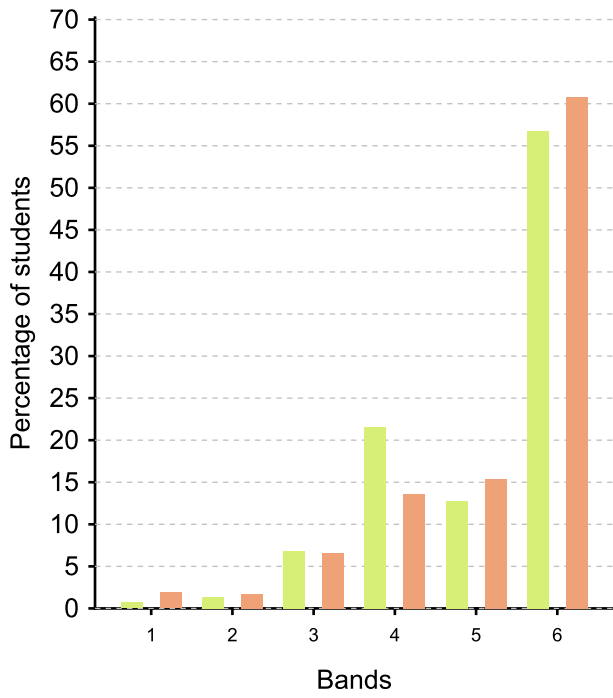
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

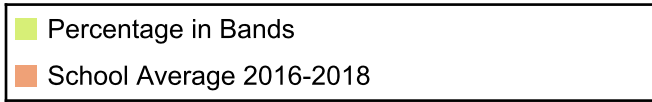
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The graphs displayed show the performance of students in Year 3 and 5 in NAPLAN Literacy tests.

Percentage in bands:
Year 3 Grammar & Punctuation

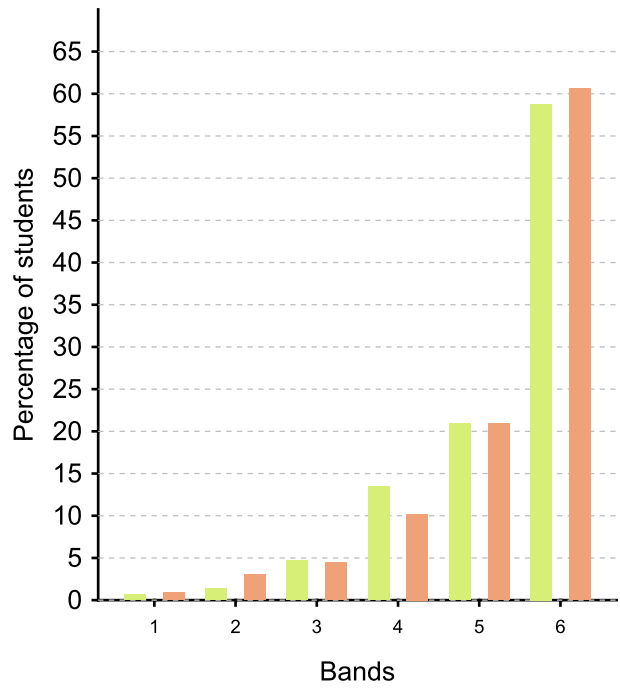


Band	1	2	3	4	5	6
Percentage of students	0.0	3.4	12.1	8.7	26.2	49.7
School avg 2016-2018	0.4	3.4	10.7	10.2	26.9	48.4



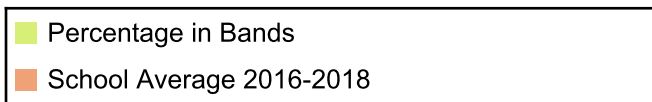
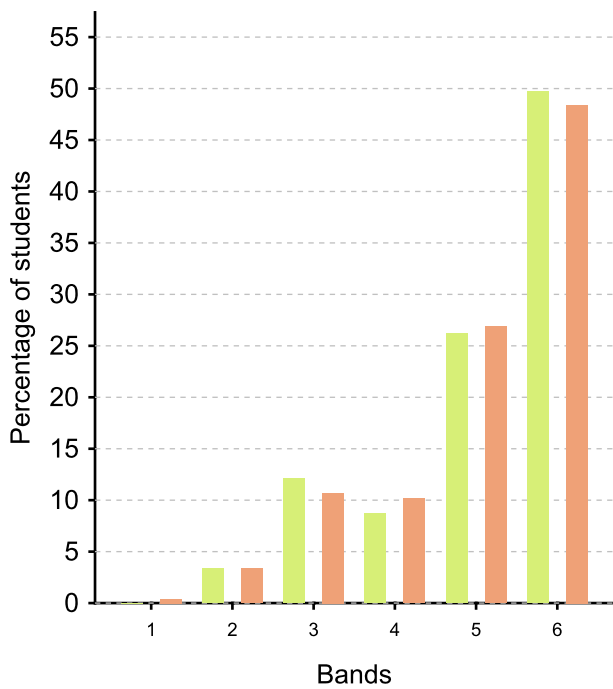
Band	1	2	3	4	5	6
Percentage of students	0.7	1.4	6.8	21.6	12.8	56.8
School avg 2016-2018	1.9	1.7	6.6	13.6	15.4	60.8

Percentage in bands:
Year 3 Spelling

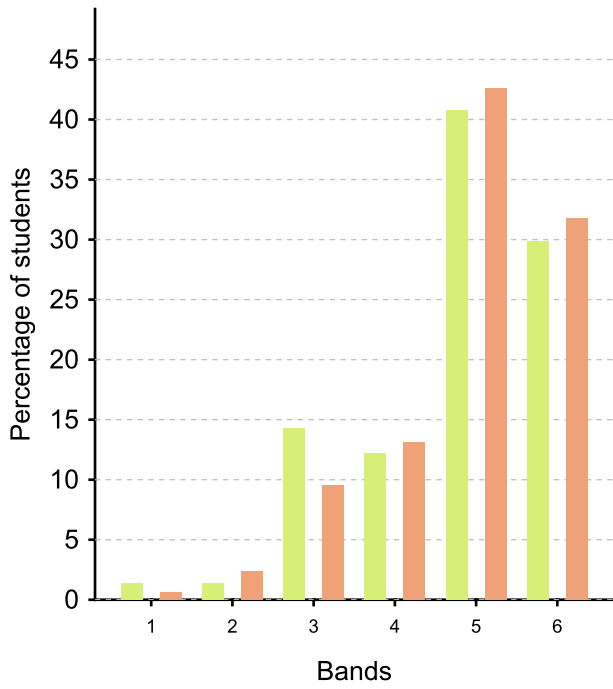


Band	1	2	3	4	5	6
Percentage of students	0.7	1.4	4.7	13.5	20.9	58.8
School avg 2016-2018	0.9	3	4.5	10.2	20.9	60.6

Percentage in bands:
Year 3 Reading



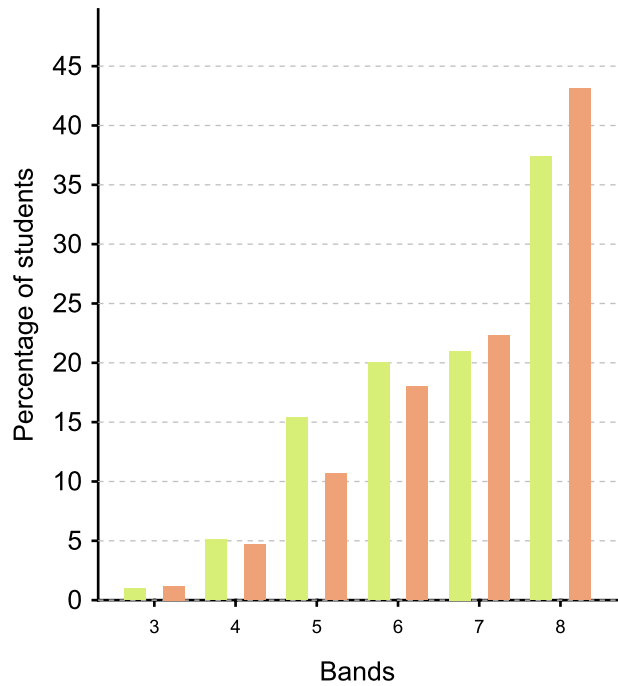
Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.4	1.4	14.3	12.2	40.8	29.9
School avg 2016-2018	0.6	2.4	9.5	13.1	42.6	31.8

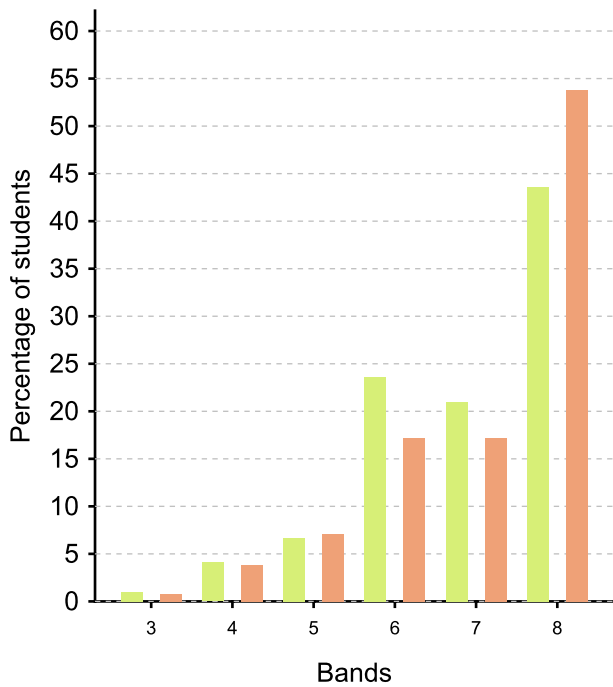
Band	3	4	5	6	7	8
Percentage of students	1.0	4.1	6.7	23.6	21.0	43.6
School avg 2016-2018	0.8	3.8	7.1	17.2	17.2	53.8

Percentage in bands:
Year 5 Reading

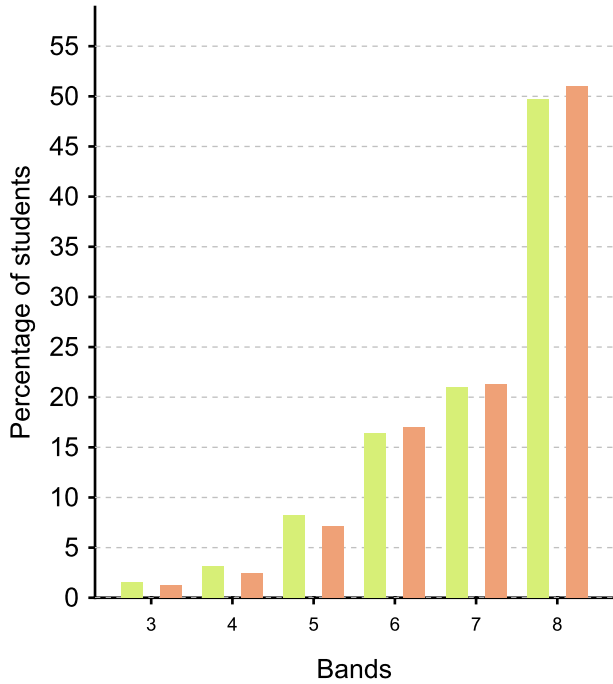


Band	3	4	5	6	7	8
Percentage of students	1.0	5.1	15.4	20.0	21.0	37.4
School avg 2016-2018	1.2	4.7	10.7	18	22.3	43.1

Percentage in bands:
Year 5 Grammar & Punctuation



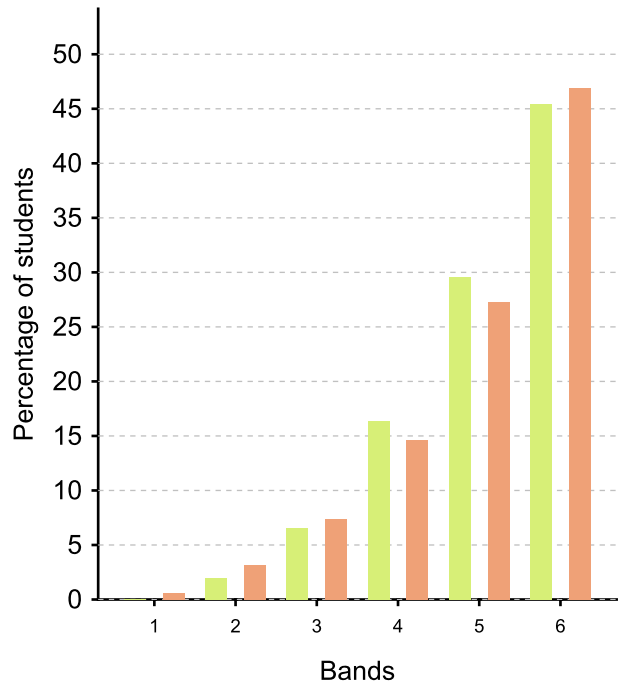
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	2.6	5.1	17.4	31.3	17.9	25.6
School avg 2016-2018	3	3.3	16.3	28.9	22.4	26.2

The graphs displayed show the performance of students in Year 3 and 5 in NAPLAN numeracy tests.

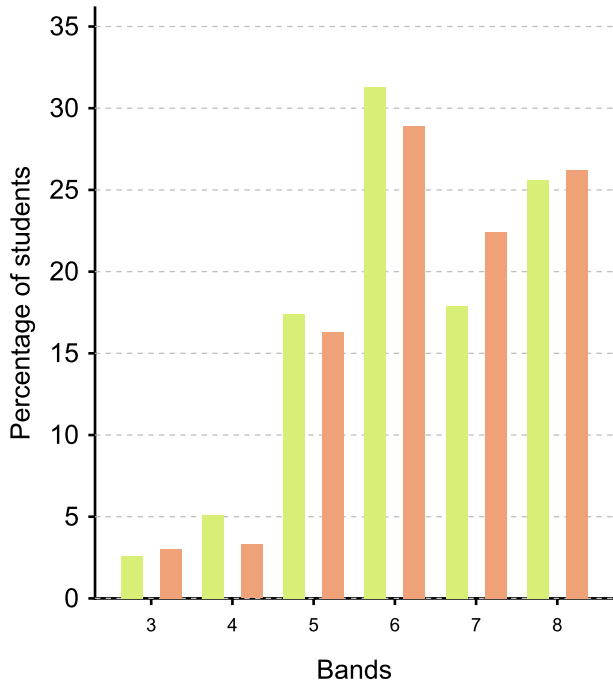
Percentage in bands:
Year 3 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.5	3.1	8.2	16.4	21.0	49.7
School avg 2016-2018	1.2	2.4	7.1	17	21.3	51

Percentage in bands:
Year 5 Writing

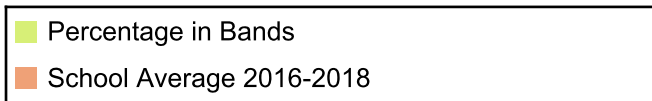
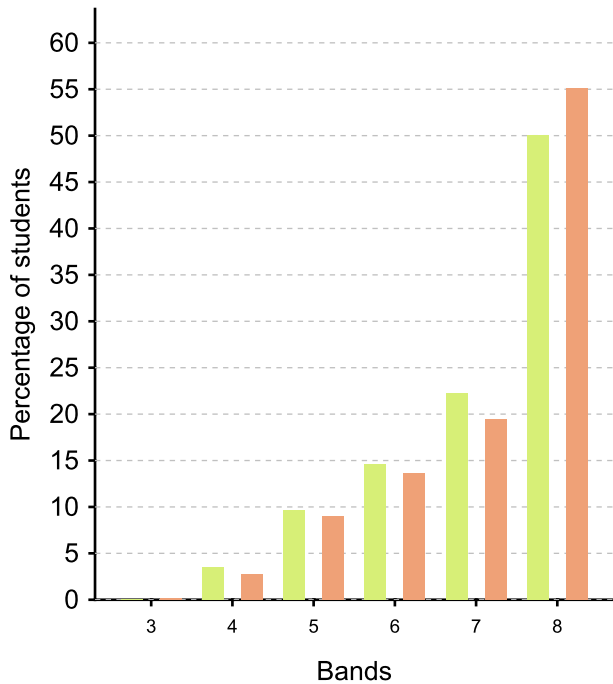


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	2.0	6.6	16.4	29.6	45.4
School avg 2016-2018	0.6	3.2	7.4	14.6	27.3	46.9

■ Percentage in Bands
■ School Average 2016-2018

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	0.0	3.5	9.6	14.6	22.2	50.0
School avg 2016-2018	0.2	2.8	9	13.6	19.4	55.1

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

At or Above Expected Student Growth

Grammar and Punctuation

68% of students achieved expected growth from Year 3 to Year 5.

Numeracy

74% of students achieved expected growth from Year 3 to Year 5.

Reading

70% of students achieved expected growth from Year 3 to Year 5.

70% of students achieved expected growth from Year 5 to Year 7.

Spelling

71% of students achieved expected growth from Year 3 to Year 5.

Writing

76% of students achieved expected growth from Year 3 to Year 5.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, teachers and parents about the school. In 2018 Chatswood Public School took part in the Tell Them From Me Surveys. All students in Years 4–6 were invited to participate as were the parents of the school and teachers. We had 493 students respond and 49 parents. For 2019 there will continue to be a concerted effort to get more parents to participate to achieve a more representative response.

Student Outcomes and School Climate – 493 respondents

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

* 82% of students in this school have a positive sense of belonging. The NSW Govt norm for these years is 81%.

* 82% of the girls and 82% of the boys in this school have a positive sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

Students with positive behaviour at school

Students do not get in trouble at school for disruptive or inappropriate behaviour.

* 93% of students in this school have positive behaviour at school. The NSW Govt norm for these years is 83%.

* 98% of the girls and 87% of the boys in this school have positive behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%.

Students who are interested and motivated

Students are interested and motivated in their learning.

* 83% of students in this school are interested and motivated to learn. The NSW Govt norm for these years is 78%.

* 83% of the girls and 83% of the boys in this school are interested and motivated in their learning. The NSW Govt norm for girls is 83% and for boys is 73%.

Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

* In this school, students rated effective learning time as 8.2 out of 10. The NSW Govt norm for these years is 8.2.

* In this school, Effective learning time was rated 8.2 out of 10 by girls and 8.2 out of 10 for boys. The NSW Govt norm for girls is 8.4 and for boys is 8.1.

Students who are victims of bullying

Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the internet.

* 34% of students in this school survey indicated being a victim of bullying. The NSW Govt norm is 36%.

* 29% of the girls and 39% of the boys in this school indicated being a victim of bullying. The NSW Govt norm for girls is 32% and for boys is 41%.

Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

* In this school, students rated Advocacy 7.8 out of 10. The NSW Govt norm for these years is 7.7.

* In this school, Advocacy was rated 7.8 out of 10 by girls and 7.8 out of 10 by boys. The NSW Govt norm for girls is 7.8 and for boys is 7.5.

Expectations for success

School staff emphasise academic skills and hold high expectations for all students to succeed.

* In this school, students rated Teachers' Expectations for Academic Success 8.8 out of 10. The NSW Govt norm for these years is 8.7.

* In this school, Teachers' Expectations for Academic Success were rated 8.8 out of 10 by girls and 8.7 out of 10 for boys. The NSW Govt norm for girls is 8.8 and for boys is 8.6.

Perspective of Parents at Chatswood Public School – 49 respondents

Parents were asked how often they spoke with a teacher about their child's learning or behaviour.

* 39% responded more than three times a year. 43% responded two or three times a year. 15% responded once a year and 0% responded never.

Parents were asked how often they attended meetings or school functions since the beginning of the year.

* 49% responded more than 3 times. 24% responded two or three times. 24% responded once and 0% responded never.

Parents were asked if they were involved in any school committees (for instance, the P&C).

* 16% responded yes and 84% responded no.

Educational Aspiration

Parents were asked about their educational aspirations for their children.

* 85% expected their child to go to university. 91% expected their child to complete Year 12 and 15% expected their child to attend TAFE.

Our parent sample size remains small and it is clear we need to do more to engage parents in the school. We will continue to make Chatswood Public School an inviting place where cultures and languages are celebrated and nurtured.

Teacher satisfaction at Chatswood Public School – 41 respondents

Teachers were asked about the educational leadership at Chatswood Public School.

* 80% agree or strongly agree that school leaders are leading improvement and change. 15% neither agree or disagree. 0% disagree or strongly disagree.

* 74% agree or strongly agree that there is clear communication of a strategic vision for the school. 17% neither agree or disagree. 7% disagree and 0% strongly disagree.

Policy requirements

Aboriginal education

Aboriginal perspectives are embedded into units of study in many subject areas at the school. This is in line with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present. In addition to this, we have continued to develop our relationship with Coonamble Public School where students and teachers have been able to exchange and share cultural knowledge, understanding and experiences. Teachers have been involved in exchange programs as well as establishing "buddy classes" between the schools. Thirty-four students and three teachers from Chatswood PS visited Coonamble PS and participated in cultural activities. Twenty students from Coonamble PS participated in the Chinese Immersion Day at Chatswood PS in September. Feedback from teachers, students and parents involved at both schools has continued to be overwhelmingly positive.

Multicultural and anti-racism education

Chatswood Public School prides itself on being a harmonious and multicultural school. The Dragon Boat Festival was an integrated component of the Chinese Program, closely associated with the cultural and historical strand of the language. Chinese and Korean dances also performed at the Festival. The Moon

Festival was a highlight of the year's cultural events. Everybody enjoyed a great variety of multicultural food, games and performances. It was a wonderful evening of entertainment provided by our students and the wider community, the highlights of which include the Lion Dance, K-pop dance, classical Chinese instrument performance, Indian Folk Dance, Japanese Dance, Kung Fu demonstration, Korean Fan Dance and our school's dance groups. A highly successful Harmony Day and visits from students from Coonamble Public School and sister schools in Korea and China further enhance the multicultural education of students at Chatswood Public School. The school has a teacher who is appointed as the Anti-Racism Contact Officer (ARCO). This officer is the first contact in dealing with any allegations of racism.