

Chatswood Public School

2019 Annual Report



7409

Introduction

The Annual Report for 2019 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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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.

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Evidence of aligned professional goals within the annual performance and development plan and selected Teaching Standards and the Principal Standard.

Four teachers participate in the Quality Teaching Rounds.

Progress towards achieving improvement measures

Process 1: How do we do it and how will we know?

Quality Programming

Collaborative teaching and learning programs provide challenging, rich learning environments for students' learning;

Implement effective student feedback models to increase guidance and improve student outcomes, incorporating self and peer evaluation of performance.

Data Analysis

Use data analysis to identify targeted approaches for students in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>In 2019, there were seven groups of 3 to 4 teachers participating in Quality Teaching Rounds (QTR). The QTR took place from June to November with each group organising their 2 days of teaching and observations.</p> <p>The groups also included teachers from Kindergarten to Year Six, as well as EALD, LOTE, LAST and library teachers.</p> <p>Each day included two teachers teaching a lesson and being observed by the rest, as well as readings and collegial discussions.</p> <p>Throughout the QTR teachers participated in reflective cell groups. Participating teachers completed an evaluation that indicated that the process of QTR reassured teachers of their own practice against the Quality Teaching Framework which built teacher confidence and capacity. It also fostered a culture where staff collaborated on the metalanguage of pedagogy.</p>	<p>Quality Teaching Rounds Total Cost of Casuals = \$28,000.00</p> <p>Staff Training in Quality Teaching Rounds Total Cost of Casuals – \$3,500.00</p>

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.

Improvement Measures

Progress towards achieving improvement measures

Process 1: Students:

Effective Communication

To be actively involved in effective communication channels between school and the community.

Global Connections

Provide more opportunities for staff and the community to be involved in our global learning connections.

Evaluation	Funds Expended (Resources)
<p>Coonamble Public School</p> <p>As part of our strategic direction of Real World Connections, this year saw Chatswood PS work together with their rural sister school, Coonamble PS, to embed a positive culture and promote an understanding of diverse cultures between the two schools.</p> <p>Early in the year, two of our teachers (Ms Monk and Ms Jackson) spent a week at Coonamble Public School taking classes, sharing their expertise and enhancing their understanding of Indigenous and rural communities. Later in the year, Coonamble students came down to Sydney and participated in a variety of tours and city experiences. The highlight for the Coonamble students was attending our Moon Festival, increasing their awareness of Chinese culture.</p> <p>The much-anticipated highlight for Chatswood PS students is always the 4 day trip out to Coonamble PS and The Warrumbungles. This year, 25 Stage 3 students accompanied Ms Gan, Ms Monk, Mr Pi and Mrs Ryan on this trip. Students visited Dubbo Zoo on the way out to Coonamble and loved forming friendships and camping for the first night on the Coonamble PS sports oval. After boomerang throwing, visiting hobby and cattle farms, a trip to a grain silo and going out 'on country', the following 2 days were spent camping and hiking in the magnificent Warrumbungle National Park.</p> <p>Our students were excellent ambassadors for our school and the knowledge and insight our students gained from the experience will last them a lifetime.</p> <p>Korean Sister School</p>	<p>\$5,000 for the visiting Coonamble students</p> <p>\$28,000 for students and staff to visit Korea</p>

Progress towards achieving improvement measures

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.

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.

Improvement Measures

Why do we need this particular strategic direction and why is it important?

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.

Increased proportion of students in the top two NAPLAN bands for writing and numeracy.

Proportion of students in the top two NAPLAN bands for writing and numeracy.

Year 3 Writing from 78% to 80% and Numeracy from 80% to 82%

Year 5 Writing from 76% to 78% and Numeracy from 81% to 83%

Increase the percentage of students achieving greater than expected growth in NAPLAN writing:

–Years 3–5 from 81% to 85%

–Years 5–7 from 66% to 70%

Multiple Future-Focused e-Learning initiatives satisfy requirements and on-going implementation of the NSW National Curriculum.

Progress towards achieving improvement measures

Process 1: How do we do it and how will we know?

Project Based Learning

Participate in multi-disciplinary Project Based Learning.

Students demonstrate higher order thinking skills and the ability to collaborate and construct solutions to real life problems in a dynamic classroom environment.

Visible Learning and Future Focused

Actively engage in Visible Learning and explore Future-Focused Learning spaces.

Provide more opportunities and structures for teachers to collaborate, observe professional practice and to implement Future-Focused Learning.

Evaluation

Funds Expended (Resources)

Progress towards achieving improvement measures

Three working groups were formed in the areas of Visible Learning, Collaborative Practice and Future-focused Learning. 8 teachers attended the P21 Learning Hub workshops at Anzac Public School. The first group attended 'Reimagining Success' looking at the design of future-focused classrooms and the collaborative practice and targeted learning that can occur in new school builds. The second group attended 'Creating Connectors' to examine the impact of the integrated concept based curriculum model developed by Anzac Park. As a result of this workshop, Stages 2 and 3 developed a new 3-6 scope and sequence in all Key Learning Areas.

Targetted teachers attended a workshop with Peter Lippman to examine ways that existing classrooms can utilise our current furniture to create flexible learning spaces. From these workshops, 2 Kindergarten classrooms redesigned their learning spaces and implemented a team teaching model for literacy sessions. 6 Stage 2 classrooms trialled various models and implemented effective flexible learning spaces based on the needs of the students in their classrooms.

Feedback

All staff engaged in professional reading and discussion around the provision of quality feedback in the classroom. Evidence-based practices detailed in readings by Dylan William and John Hattie were examined and discussed in small teams. Staff considered the research in the context of Chatswood Public School and discussed what best practise would look like. They examined the impact, timing and student perceptions of effective feedback including peer to peer models. Updates, anecdotes and photos were regular features in the school newsletter in an effort to highlight the high impact of quality feedback in teaching and learning.

Cost of casuals to attend professional learning – \$8,000

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	English as an Additional Language or Dialect (EAL/D) Teacher \$621,812, an FTE 5.4	<p>Equity funding was used to employ 5.4 FTE specialist teachers. Students were supported to access the curriculum through withdrawal and in classroom support. As a result students progressed on the EAL/D scale.</p> <p>Additional SLSO's were also employed to support EAL/D learners in the classroom.</p>
Low level adjustment for disability	\$142,305.00	Additional SLSO support was implemented, K–6. All students requiring adjustments and additional learning support were catered for within class through differentiated programs and withdrawal programs.
Quality Teaching, Successful Students (QTSS)	2.153 FTE QTSS Total – \$229,760	A whole school timetable was established for teachers to have the opportunity to observe each other in alignment with PDP goals and to collaborate on teaching and learning programs.
Support for beginning teachers	Beginning teacher funding – \$107,448	<p>All beginning teachers received adequate time off class to access support and appropriate planning time.</p> <p>Beginning teachers were provided with professional development opportunities and were supported in their accreditation process. A new process for beginning teachers will be established in 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	620	632	669	686
Girls	560	618	622	629

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	96.1	95.6	97.1
1	96.7	96.1	94.7	97.2
2	95.8	96.2	96.1	97.5
3	96.2	96.5	95.3	98.3
4	95.2	96.2	96.6	97
5	96.7	96.6	96.2	97.6
6	96.7	94.9	93.4	96.2
All Years	96.1	96.1	95.4	97.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	7
Classroom Teacher(s)	53.2
Teacher of Reading Recovery	1.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.8
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	8.12
Other Positions	4.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,564,805
Revenue	13,218,160
Appropriation	11,532,523
Sale of Goods and Services	48,453
Grants and contributions	1,610,402
Investment income	10,601
Other revenue	16,182
Expenses	-12,807,378
Employee related	-11,017,959
Operating expenses	-1,789,419
Surplus / deficit for the year	410,783

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	307,570
Equity Total	773,086
Equity - Aboriginal	658
Equity - Socio-economic	8,311
Equity - Language	621,812
Equity - Disability	142,305
Base Total	8,148,402
Base - Per Capita	304,330
Base - Location	0
Base - Other	7,844,071
Other Total	1,651,218
Grand Total	10,880,276

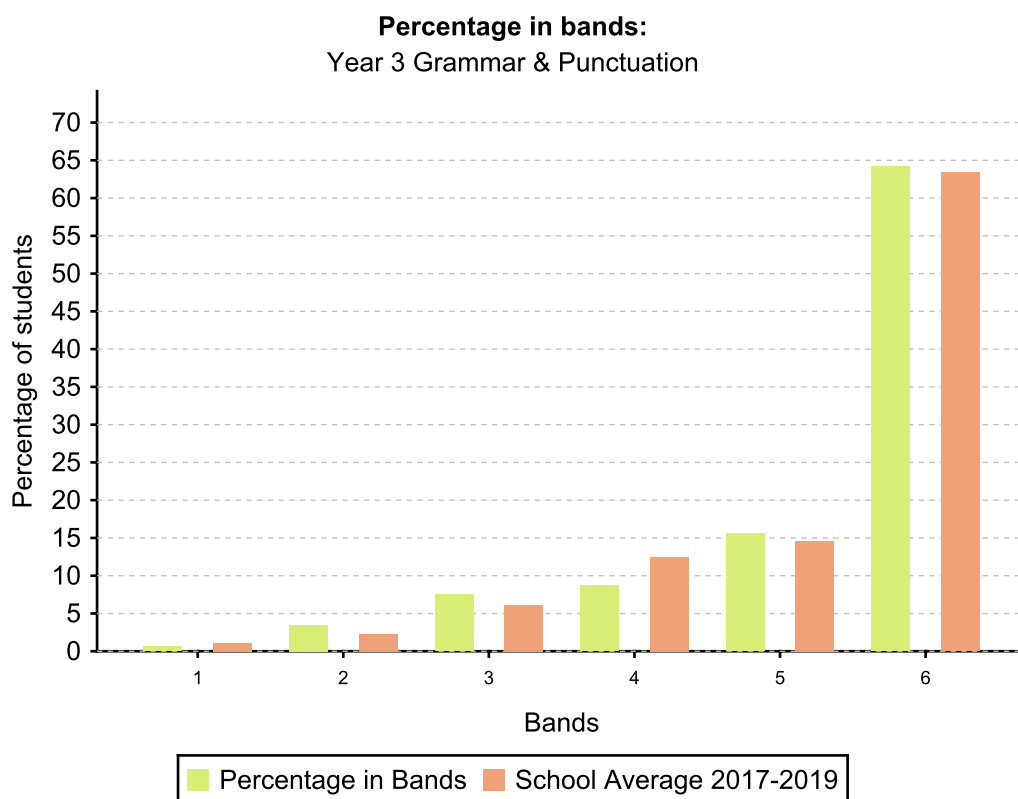
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

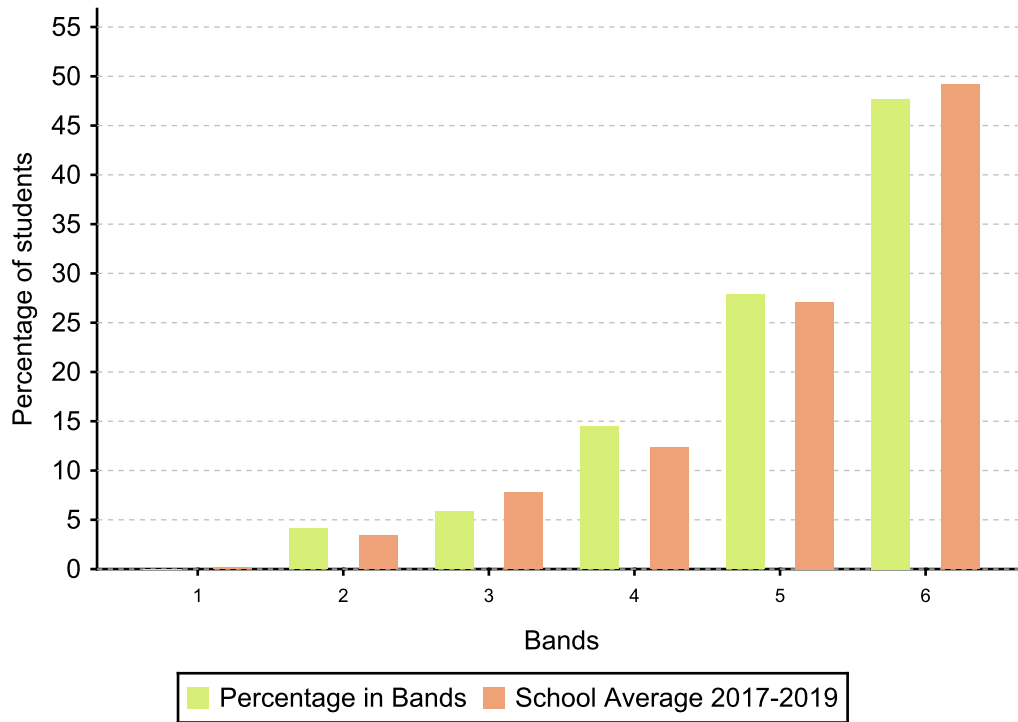
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



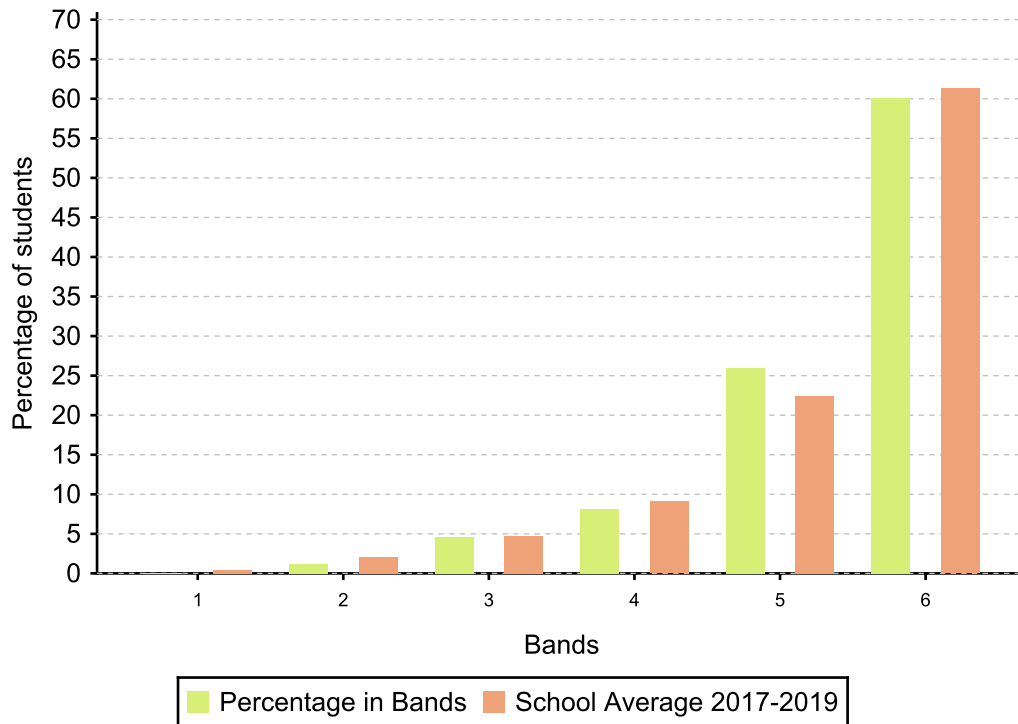
Band	1	2	3	4	5	6
Percentage of students	0.6	3.5	7.5	8.7	15.6	64.2
School avg 2017-2019	1.1	2.3	6.1	12.5	14.6	63.4

**Percentage in bands:
Year 3 Reading**



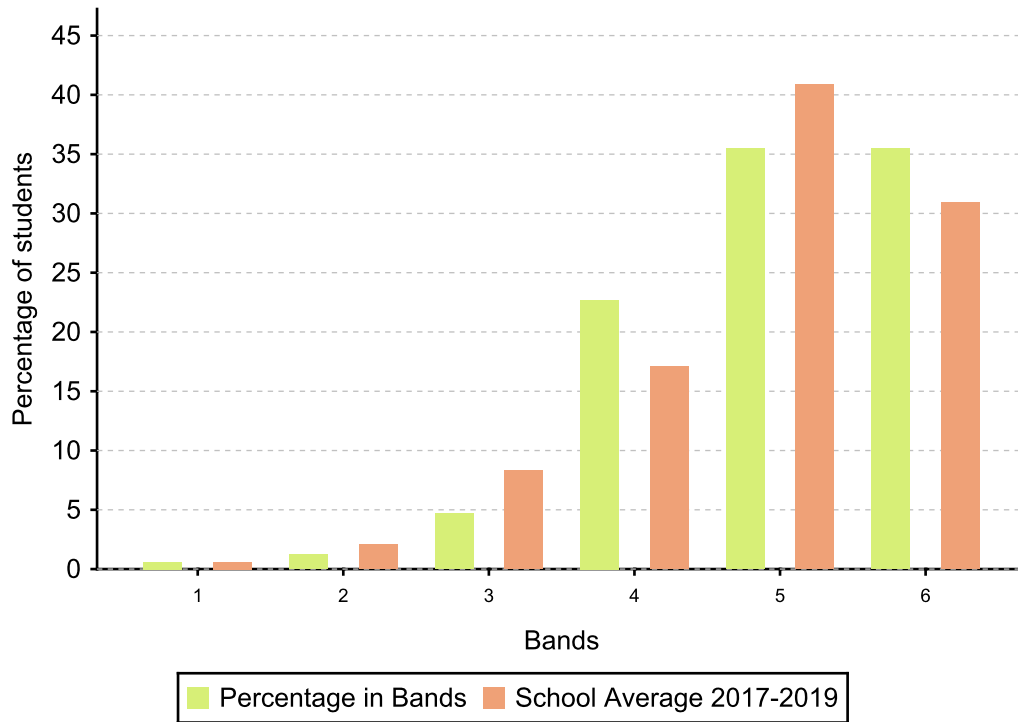
Band	1	2	3	4	5	6
Percentage of students	0.0	4.1	5.8	14.5	27.9	47.7
School avg 2017-2019	0.2	3.4	7.8	12.3	27.1	49.2

**Percentage in bands:
Year 3 Spelling**



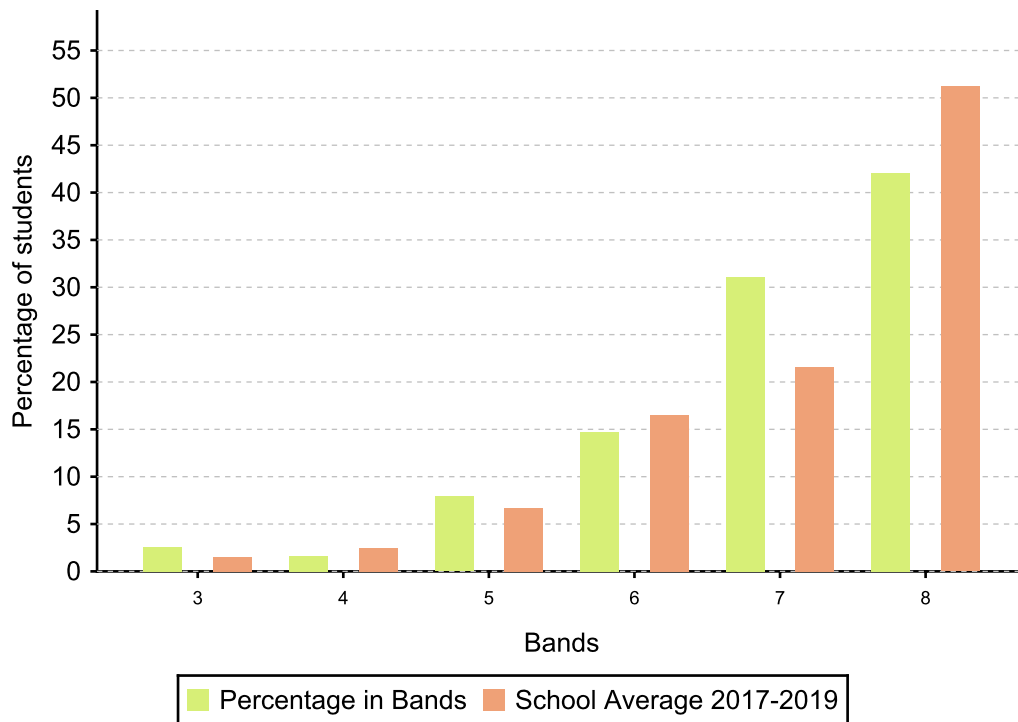
Band	1	2	3	4	5	6
Percentage of students	0.0	1.2	4.6	8.1	26.0	60.1
School avg 2017-2019	0.4	2.1	4.7	9.1	22.4	61.3

Percentage in bands:
Year 3 Writing



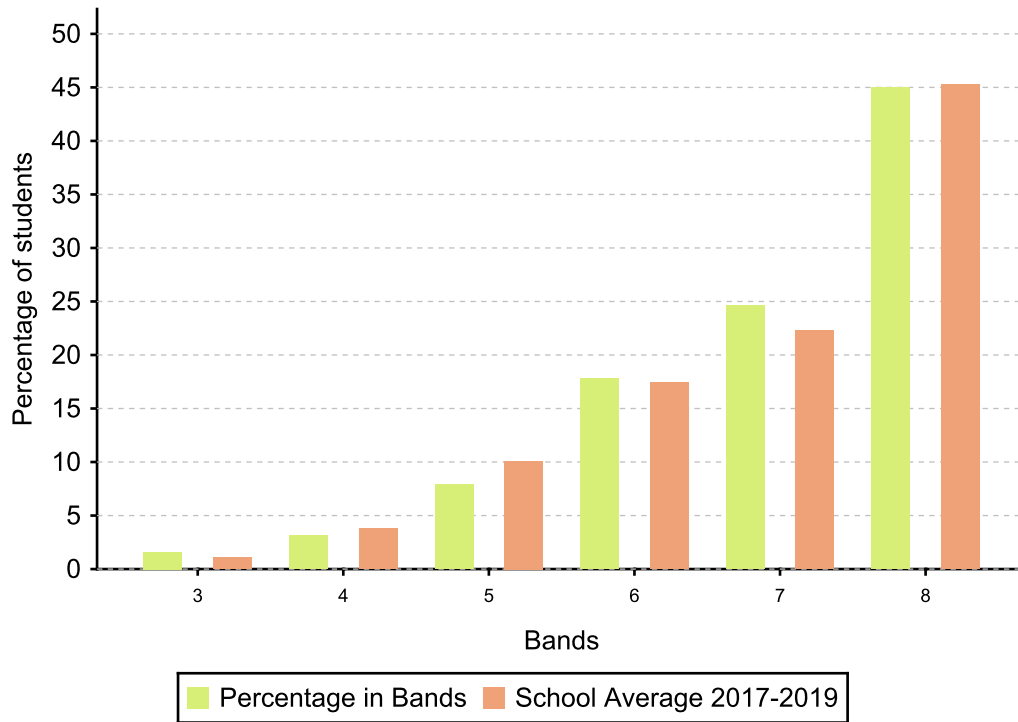
Band	1	2	3	4	5	6
Percentage of students	0.6	1.2	4.7	22.7	35.5	35.5
School avg 2017-2019	0.6	2.1	8.3	17.1	40.9	30.9

Percentage in bands:
Year 5 Grammar & Punctuation



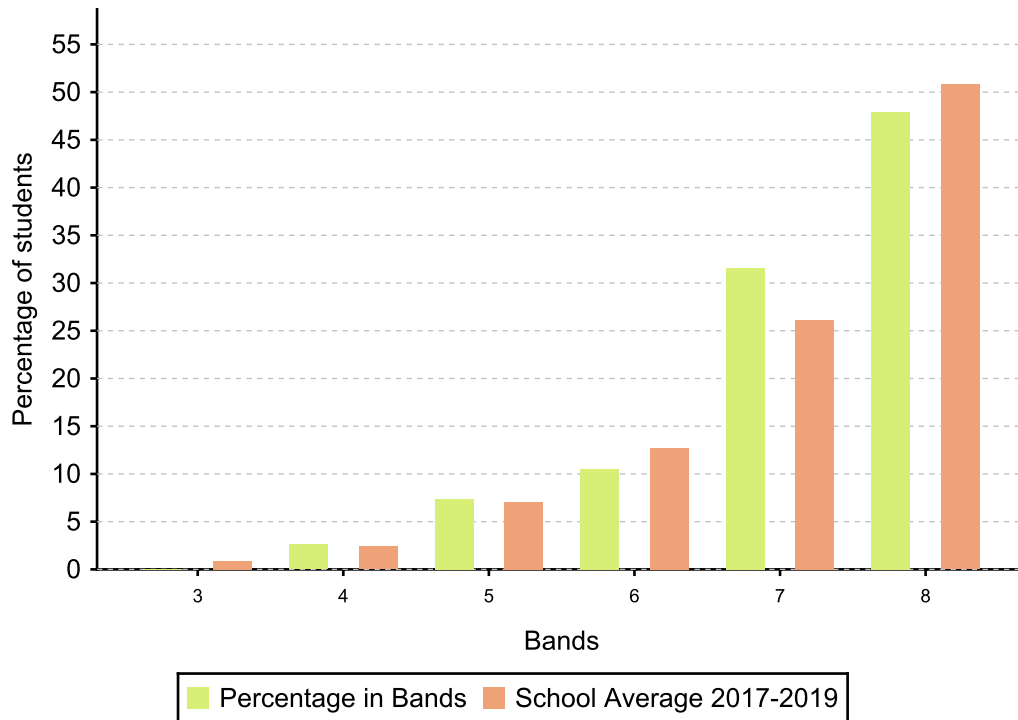
Band	3	4	5	6	7	8
Percentage of students	2.6	1.6	7.9	14.7	31.1	42.1
School avg 2017-2019	1.5	2.5	6.7	16.5	21.6	51.2

**Percentage in bands:
Year 5 Reading**



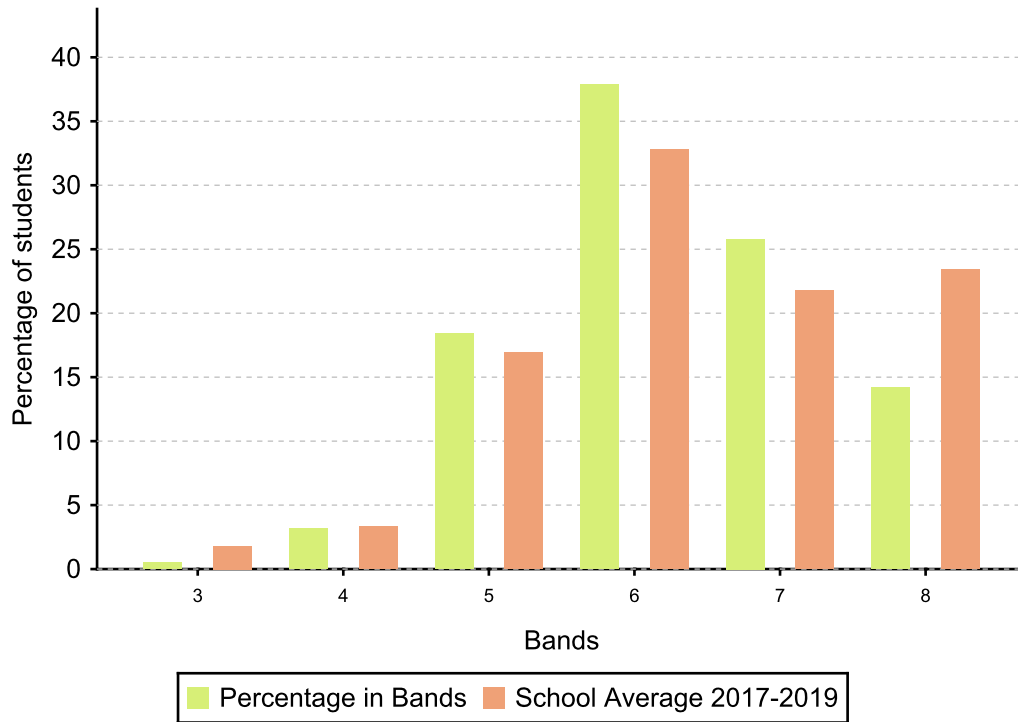
Band	3	4	5	6	7	8
Percentage of students	1.6	3.1	7.9	17.8	24.6	45.0
School avg 2017-2019	1.1	3.8	10.1	17.4	22.3	45.3

**Percentage in bands:
Year 5 Spelling**



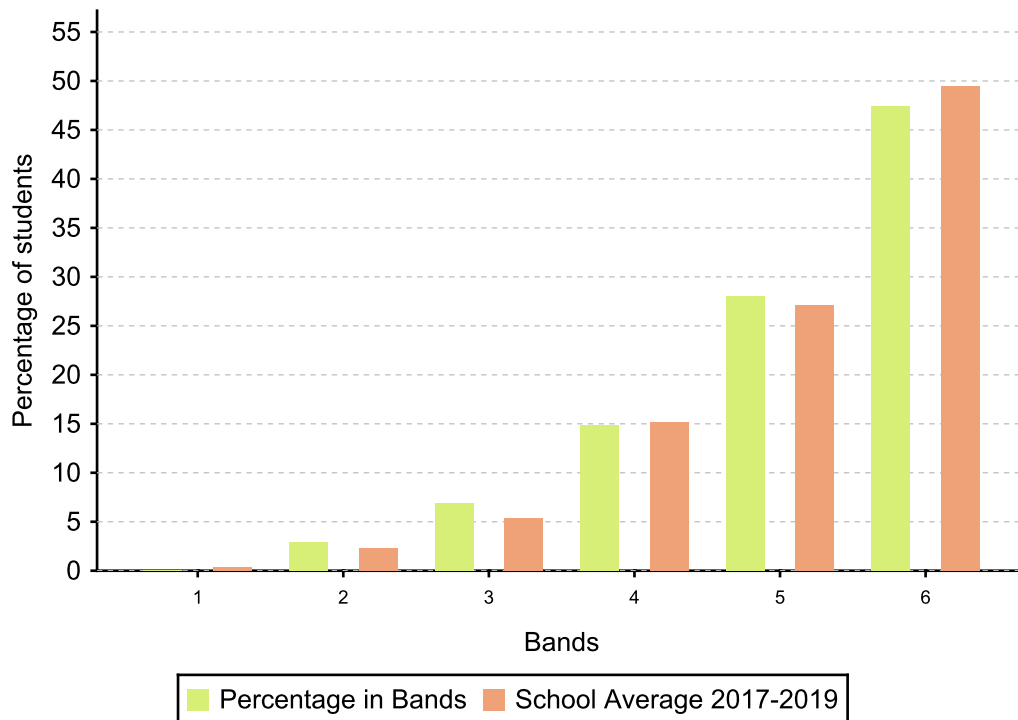
Band	3	4	5	6	7	8
Percentage of students	0.0	2.6	7.4	10.5	31.6	47.9
School avg 2017-2019	0.9	2.4	7.1	12.7	26.1	50.8

Percentage in bands:
Year 5 Writing



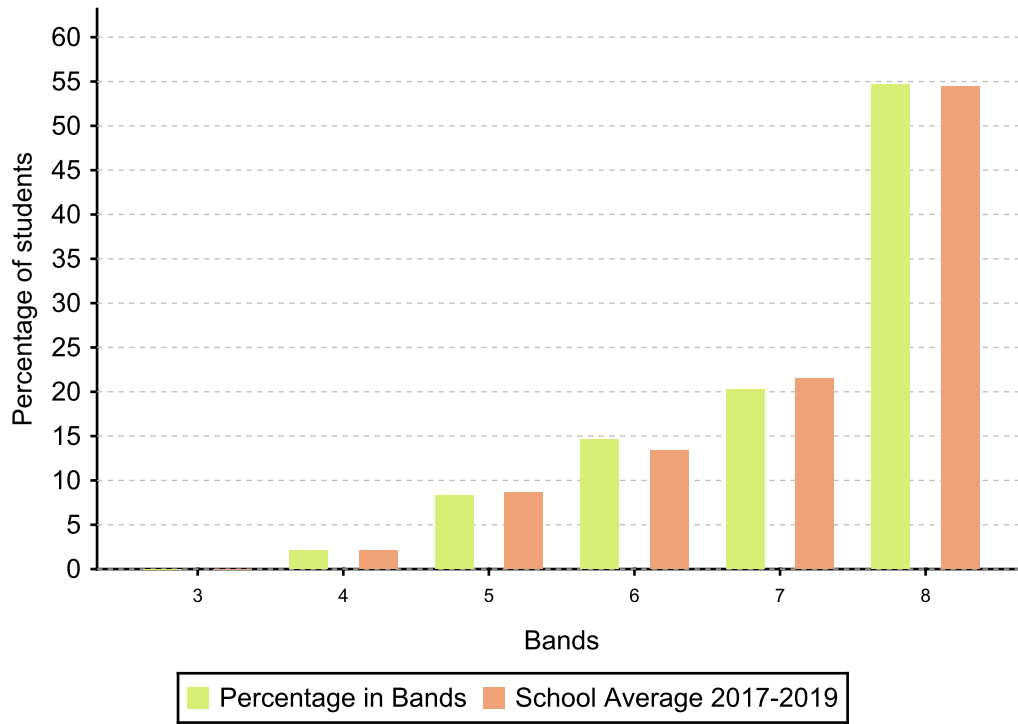
Band	3	4	5	6	7	8
Percentage of students	0.5	3.2	18.4	37.9	25.8	14.2
School avg 2017-2019	1.8	3.3	16.9	32.8	21.8	23.4

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	2.9	6.9	14.9	28.0	47.4
School avg 2017-2019	0.4	2.3	5.4	15.2	27.1	49.5

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	2.1	8.3	14.6	20.3	54.7
School avg 2017-2019	0	2.1	8.6	13.4	21.5	54.4

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, teachers and parents about the school in order to identify school improvement initiatives. In 2019 Chatswood Public School took part in the Tell Them From Me Surveys.

All students in Years 4–6 were invited to participate as were parents and teachers. We had 518 students respond and 117 parents. This parent number is a significant improvement from 2018 where 47 parents responded to the survey. Student Outcomes and School Climate Effort Students try hard to succeed in their learning.

* 91% of students in this school try hard to succeed in their learning. The NSW Govt norm for these years is 88%.

* 91% of the girls and 90% of the boys in this school try hard to succeed in their learning. The NSW Govt norm for girls is 90% and for boys is 85%. Students with positive behaviour at school Students that 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%.

* 97% of the girls and 90% 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.

* 80% of students in this school are interested and motivated to learn. The NSW Govt norm for these years is 78%.

* 79% of the girls and 81% 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.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.