Our school at a glance

**Students**
Students at Chatswood Public School are highly motivated and cooperative learners. Our students develop a high standard of educational ability, as validated by the national (NAPLAN) results which continue to be well above surrounding schools, state and national averages.

**Staff**
The high level of professionalism, dedication and commitment by our staff members, combined with strong support from our parents, ensures that all students are provided with opportunities to maximise their potential.

All teaching staff meet the professional requirements for teaching in New South Wales public schools.

**Significant programs and initiatives**
The school ran a number of programs to give students extra educational support throughout 2012. These included:

- Chatzfest (short film festival)
- Creative Writing Program
- English as a Second Language Program
- Environmental Programs
- Extensive Extra Curricula Programs
- Gifted and Talented Program including two Opportunity Classes
- Global Citizenship Program
- Instrument and Choral Program
- iPad/Technology Program
- K-6 Fitness Program
- Languages other than English Program teaching both Mandarin and Korean
- Learning Support Program
- Multicultural Education Program
- North Harbour Learning Community
- Program for students with disabilities including one Multi-Categorical Class
- Student Leadership Program

- Student Welfare Program
- Visual Arts Program

**Student achievement in 2012**

**Year 3**

**Reading**
In Year 3, 76% of our students were in the top 2 skill bands (Bands 5 & 6), compared to 50% in the State and 71% in Northern Sydney Region. Only 1% of our students were in the lowest band.

**Writing**
In Year 3, 63% of our students were in the top 2 skill bands (Bands 5 & 6), compared to 57% in the State and 74% in Northern Sydney Region. Only 1% of our students were in the lowest 2 bands.

**Spelling**
In Year 3, 88% of our students were in the top 2 skill bands (Bands 5 & 6), compared to 50% in the State and 68% in Northern Sydney Region. Only 1% of our students were in the lowest 2 bands.

**Grammar and Punctuation**
In Year 3, 74% of our students were in the top 2 skill bands (Bands 5 & 6), compared to 56% in the State and 76% in Northern Sydney Region. Only 1% of our students were in the lowest band.

**Numeracy**
In Year 3, 77% of our students were in the top 2 skill bands (Bands 5 & 6), compared to 39% in the State and 60% in Northern Sydney Region. None of our students were in the lowest band.

**Year 5**

**Reading**
In Year 5, 59% of our students were in the top 2 skill bands (Bands 7 & 8), compared to 35% in the State and 55% in Northern Sydney Region. Only 5% of our students were in the lowest band.
Writing
In Year 5, 42% of our students were in the top 2 skill bands (Bands 7 & 8), compared to 23% in the State and 39% in Northern Sydney Region. Only 1% of our students were in the lowest band.

Spelling
In Year 5, 73% of our students were in the top 2 skill bands (Bands 7 & 8), compared to 41% in the State and 59% in Northern Sydney Region. None of our students were in the lowest band.

Grammar and Punctuation
In Year 5, 62% of our students were in the top 2 skill bands (Bands 7 & 8), compared to 35% in the State and 57% in Northern Sydney Region. Only 3% of our students were in the lowest band.

Numeracy
In Year 5, 69% of our students were in the top 2 skill bands (Bands 7 & 8), compared to 31% in the State and 56% in Northern Sydney Region. Only 1% of our students were in the lowest band.

Expected Student Growth

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
67% of students achieved expected growth from Year 3 to Year 5.
72% of students achieved expected growth from Year 5 to Year 7.

Grammar and Punctuation
73% of students achieved expected growth from Year 3 to Year 5.
58% of students achieved expected growth from Year 5 to Year 7.

Numeracy
72% of students achieved expected growth from Year 3 to Year 5.
70% of students achieved expected growth from Year 5 to Year 7.

Messages

Principal’s message
In 2012 the staff have reflected on the school’s mission and answered three important questions. As a result the school staff have answered 3 important questions about the education of our students.

- Why we do it?: To inspire, engage and nurture
- What are we doing?: Shaping creative life-long learners
- How do we accomplish it?: By providing excellence in a caring and enriching environment

Our key programs continue to be great successes, providing our students with challenging and rewarding experiences. These programs include:

- an outstanding academic program with 50% of Year 6 students accessing Selective High Schools and the School performing at the highest level in NAPLAN;
- the trial of an extensive iPad program to increase engagement and the introduction of a BYOT (Bring Your Own Technology) policy;
- instrument and choral programs, where we continue to be a state leader;
- visual arts and physical fitness programs for all students with specialist teachers;
- a commitment to Asian Literacy with all students learning Mandarin or Korean;
- a visit from the Principal, staff and students of our Korean and Beijing Sister Schools; and
- an extensive and engaging extra curricula program.
At Chatswood Public School 80% of our students come from non-English speaking backgrounds (NESB). I am proud of the fact that our school is culturally responsive and promotes inclusivity as we celebrate the differences amongst our student population. It is these differences that give us strength.

As in previous years we have worked extensively with our community who are now engaging with the school at a high level, taking an active role in the provision of resources for our students. I also commend the staff of Chatswood Public School for their commitment to providing the highest quality education for our students.

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.

Tim Dodds
Principal

P & C and/or School Council message

A milestone year for Chatswood Public school from the P&C’s perspective. 2012 saw a number of projects being completed such as the new playground equipment for stage 1 children and the rollout of the iPad pilot program.

Technology was a major theme this year for the school and the P&C was happy to support this initiative by purchasing iPads and interactive white boards. Now every classroom in the school has the interactive white board technology.

Each year we offer $70,000 to Chatswood allocated at the principal’s discretion. This year the funds were used to provide

- Literacy Resources $10,000
- Numeracy Resources $7,000
- Interactive White Boards & iPads $11,000
- Learning Support Teacher $12,000
- Enrichment Writing Program $12,000 and
- New boundary fence $18,000

In recent years the P&C looks for key staff within the school to recommend spending and capital initiatives. We believe this process encourages staff to put forward great ideas in keeping with the school’s objectives and take ownership through to implementation. This year the library was a focus as we committed approximately $15,000 to complete the shelving fit out. Together with the new super fast computers and iPads purchased by the school the library will be updated for the 21st century.

Chatswood continues to grow in student numbers and as result for the first time in the history of the school over $100,000 was received in voluntary contributions. Together with our fund raising efforts, Trivia Night and Moon Festival being our largest events, and proceeds from our canteen and uniform businesses in excess of $160,000 was available for spending initiatives.

The P&C also introduced for the first time a professional learning grant for the staff of Chatswood Public. We believe providing opportunities to staff to improve their skills and knowledge will improve the experience and learning outcomes for students. This initiative was well received and we look forward to seeing some innovative changes in 2013 and beyond.

The schools grounds continue to improve guided by the Grounds Masterplan commissioned in 2010. Planting in Peace Place and small sections around the school occurred in term 3 and was well supported by the parent community.

Finally, I must thank all parent volunteers who participated during the year. The school, staff and students really appreciate their efforts.

John Burgess
President, Parents and Citizens Association
Student representative’s message
Over the course of 2012, the S.R.C. have had many adventures!

We have participated in the World’s Greatest Shave for the Leukemia Foundation and guess what, Mrs Pagett, Aston Brown and Lachlan Hatton shaved their hair off. We all had crazy hair and hats to support these three amazing shavers. We made $660 for the Leukemia Foundation.

We have also held dress up as ‘What You Want to be When You Grow Up’ day, which raised $660 for Medicines San Frontiers and $660 for Taronga Zoo. Both events were a huge success! But the most money was raised at the Stewart House Fete a total of $4500. $4000 will be donated to Stewart House and $500 will be donated to other charities.

This year at the Stewart house fete, the S.R.C held a photo booth to raise money for Stewart House. There was a toy stall, jumping castle and about a million slushie stores. There were amazing cake stalls, game stalls and a minecraft tournament. This year’s Stewart House Fete was the best fete yet and was held for a really great cause.

This year we have had so much fun in the S.R.C holding many exciting events and raising money for charities and ending with a well-deserved pizza party. Congratulations to this year’s S.R.C, Miss Thirlaway and Mrs Littler on their support and ideas to raise more money for charity than ever before at Chatswood P.S.

Written by Lizzie Burgess, Ann Choi and Vanessa Lockwood

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>373</td>
<td>349</td>
<td>347</td>
<td>352</td>
<td>415</td>
<td>461</td>
</tr>
<tr>
<td>Female</td>
<td>321</td>
<td>334</td>
<td>355</td>
<td>378</td>
<td>372</td>
<td>392</td>
</tr>
</tbody>
</table>

We have continued to maintain our increased enrolments of the past few years. As a result of new residential developments in Chatswood we expect that school enrolments will continue to increase.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.6</td>
<td>95.9</td>
<td>95.9</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.9</td>
<td>96.2</td>
<td>96.1</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.8</td>
<td>95.2</td>
<td>96.3</td>
<td>95.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.3</td>
<td>95.0</td>
<td>97.5</td>
<td>96.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.6</td>
<td>95.6</td>
<td>96.4</td>
<td>96.2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.3</td>
<td>97.6</td>
<td>96.1</td>
<td>96.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.5</td>
<td>96.4</td>
<td>96.7</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.3</td>
<td>96.0</td>
<td>96.1</td>
<td>96.4</td>
<td>95.8</td>
</tr>
</tbody>
</table>

Management of non-attendance

Attendance rates have been consistent with both the region and state. Teachers and executive staff monitor full and partial absences closely.

Students with poor attendance or unexplained absences are referred to the school’s Learning Support Team. Where
attendance continues to be of concern, the case is referred to the DEC’s Home-School Liaison Officer for further support or action under DEC policy and legal requirements.

Staff information

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

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>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>26</td>
</tr>
<tr>
<td>Part -Time Teacher</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.428</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.8</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>2.2</td>
</tr>
<tr>
<td>Itinerant Teacher of Hearing</td>
<td>1.6</td>
</tr>
<tr>
<td>Itinerant Teacher of Visual</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Multi-categorical</td>
<td>1.0</td>
</tr>
<tr>
<td>Student Support Executive</td>
<td>0.336</td>
</tr>
<tr>
<td>SS Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Student Support RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Itinerant AP Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>49.948</td>
</tr>
</tbody>
</table>

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

Staff retention

In 2012 92% of teaching staff were retained from 2011.

The break up is as follows:
- One teacher transferred to another school
- One teacher was successful at interview in being appointed to an executive position
- An Assistant Principal was successfully promoted to a Deputy Principal position at Chatswood Public School
- One teacher retired
- A Deputy Principal was promoted to a Principal

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>39</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>61</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>365,177.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>543,711.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>168,577.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>745,725.35</td>
</tr>
<tr>
<td>Interest</td>
<td>16,292.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>121,163.23</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,960,647.21</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas 134,224.42
- Excursions 114,393.94
- Extracurricular dissections 213,248.64

Library 14,761.18
Training & development 66,247.74
Tied funds 155,076.47
Casual relief teachers 162,375.77
Administration & office 275,495.45
School-operated canteen 0.00
Utilities 98,644.57
Maintenance 70,166.96
Trust accounts 129,634.74
Capital programs 137,926.29
Total expenditure 1,572,196.20

Balance carried forward 388,451.01

A full copy of the school’s 2012 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 2012

Achievements

Academic
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Arts

Visual Arts
This has been an exciting and productive year for Visual Arts at Chatswood Public School. Each class has enjoyed a 40 minute Visual Arts lesson each week in a classroom specifically set up for the teaching and learning of Visual Arts. The students have been exposed to a range of artists, subject matter, techniques and media throughout the year to learn new skills and inspire and develop their creativity.

In Term 3 the Visual Arts focus was ‘People and Portraits’. The Early Stage 1 students, inspired by the work of Andy Warhol, added bold colours to enlarged black and white photographs of themselves and also drew their own self-portraits. The Stage 1 students made their own printing blocks and also experimented with the way colours and lines can express emotion in an image. Students in Stage 2 looked at portraits by Pablo Picasso before attempting to create their own abstract art. They also developed their skills in using rollers and ink to produce quality prints. In Stage 3 the students looked at the work of Paul Klee before engaging in cubist inspired portraits. They also looked at the colour and meaning behind striking and bold Chinese Opera Masks. They then faced the challenge of creating and painting their own mask designs onto a 3D surface.

In Term 4 the Visual Arts focus was ‘Creatures of the sea’. Early Stage 1 students learnt how to add interest to an image by collaging different colours and materials together. They also developed their observational drawing skills of real life objects. The Stage 1 students learnt about the different colours and effects that are created when paints are sprayed onto a surface at different distances. They also experimented with metal foil by adding texture and colour to create visually interesting surfaces. Stage 2 students learnt about the art of metal embossing and then confidently designed and created their own embossed images. They also added different textures to paper to then use as part of a sea creature inspired collage. In Stage 3 the students learnt how to create reduction prints and also skillfully used wire to create 3D sculptural forms.

Throughout the year the students have engaged in drawing, painting, printing, collage, mixed media and 3D sculptural work. The students have produced some wonderful pieces of artwork to take home and also to adorn the walls and corridors of Chatswood Public School.
Chess
This year Chess Lessons were conducted by the Sydney Academy of Chess for students from Year 1 to Year 6 who wished to learn how to play chess and also those who wished to improve their chess abilities. Lessons were available in the Library each Thursday Lunch time from Term One to Term Four.

Chatswood Public School sent three teams into the New South Wales Junior Chess League’s Primary Schools’ Chess Competition. Those teams included two Intermediate Teams and a Rookies Team. They included students from Year 2 to Year 6 who hosted games and also went away to play against other schools in the local area.

Creative Writing
Creative writing classes in 2012 consisted of whole class lessons with students in Year 3 and Year 5 in the first semester and smaller withdrawal groups from Year 2 through to Year 6 for gifted writers in the second half of the year.

This year Willoughby City Council ran the Wildlife Story Book Competition again to facilitate ‘kids teaching kids’. Council’s Wildlife Officers provided talks to local schools that focused on a significant animal for each school. Year 5 students were asked to write a story about a Satin Bower Bird to read to a Year 2 buddy.

The Writers’ Festival afternoon was held on 27th August to showcase the work of Year 5 students who had written and illustrated books for their younger schoolmates. It was attended by Willoughby Council Wildlife officers.

Chatswood Public School’s finalists, along with those from the other eight schools involved in the competition, met Mayor Pat O’Reilly. Felix Parker’s imaginatively produced book, How the Bower Bird Became Blue was read at the ceremony. The winning story Star Feathers by Amynee Yu was published and distributed to 20 local schools and libraries. There was also a display of the entries at the Willoughby City Council.

Young poets from across the grades entered the Dorothea Mackellar Poetry Awards and students were able to submit their entries online. More than 80 entrants received a participation certificate.

Chatswood Public School student Owen Wong’s poem The Wave was commended by the judges and will be published in the annual Dorothea Mackellar Anthology of the best poems for 2012.

In addition to entering writing competitions, students enjoyed working together with other young writers in multi-age groups for weekly sessions with Mrs Yvonne Louis. They particularly enjoyed using their senses to inform their writing, including lessons that involved smelling and tasting cinnamon, dates and baby gherkins. They liked devising a book about Phoebe the toy koala in different locations around the school after taking photos and discussing possible points of conflict in the story. Each week they commented on each other’s work and discussed aspects of the writers’ craft. Their mature evaluation of their own and of other students’ writing was a highlight of the lessons.

Drama
The major production this year was inspired by Broadway theatre with a literacy focus linked to script writing. The Drama Ensemble devised the script for the musical which involved writing a musical based on the songs chosen by the staff. The Drama Ensemble created the plot, the story line, and the characters and cleverly connected the songs and the dialogues.

Continuing with our multi-handed approach to ensure maximum participation, the Drama ensemble was joined by seventeen classes, who worked on items which were brought
together as a major production in Term 3. This was performed in the morning session for K-2, after morning tea for years 3-6, and in the evening for parents and friends. This event also provided students with opportunities back stage, such as sound and audio management, organising classes for performances and more.

**Gardening Club**

Gardening Club has been busy growing lots of tasty food throughout the year. On a hot summer’s day we picked our lemons, limes and mint and turned them into refreshing lemonade which quenched our thirsts. We had a bumper crop of tomatoes which we made into delicious snacks. With all of our abundant basil, we whizzed up some pesto and had a pesto pasta feast.

Later in the year we harvested lettuce and used bread and cheese to make tasty sandwiches. Our last gourmet delight was a potato and beetroot salad which we made with our many juicy beetroots. Other than eating, the gardening club has watered, mulched, fertilized and kept the pests at bay in the vegetable garden.

At the Stewart House Fete we sold seedlings and succulents which sold like hotcakes. We also sold herbs at a morning stall and used the money raised to buy more seeds and equipment. All in all, the Gardening Club has had a bountiful year and we hope to have as many green thumbs helping in 2013.

**Library**

2012 has been yet another successful and rewarding year in the Library. We continue to service the whole school community and offer services such as book exchange, resource matching, collaborative planning and teaching, research skills and computer/iPad usage. We have also continued to develop our collection of quality literature and resources to cater for our staff and growing student population.

This year the library continued to develop our collection of quality literature and resources with a particular focus on catering the needs of older readers. In partnership with the Literacy Committee, we purchased a large collection of Young Adult reading materials in an effort to engage senior readers. We have committed to developing this Young Adult collection in future years.

Earlier in the year we installed new front-facing shelving to house the extensive Junior Fiction collection. The new shelving has not only improved the aesthetics of the Library but also the functionality as well. This project was generously funded by the P&C and has seen an increase in the use of the Junior Fiction section.

A record 445 students successfully completed the Premier’s Reading challenge in 2012 with some students even receiving Gold and Platinum certificates. Students had fun whilst completing the challenge and many more are looking forward to participating in the challenge in 2013.

We celebrated another fabulous Book Week in Term 3 this year with a variety of fun and exciting activities for the whole school. Celebrations commenced with our favourite Book Character Dress-Up Day and that set the tone for the whole fun-filled week. Later in the week, students from Kindergarten through to Year 2 attended a performance entitled “Tiddalik the Frog” – a retelling of a well-known Australian indigenous story. Students in Year 3 and 4 attended a presentation by wildlife photographer and author, Jan Latta, who spoke about her travels and the process she uses to create her books.
2012 saw major upgrades in access to technology in the Library. We have installed 12 new high-end computers which have since been highly utilised by all students. To maximise space and streamline the computer area, we installed new purpose-built computer tables. The Library also subscribed to World Book Online this year, providing all students and teachers with access to a professional, trusted online encyclopedia from both school and home. Recently, we have also initiated a Library iPad program with 20 new iPads exclusively for use in the Library. Although only new, the iPad program has been a wonderful success and we look forward to continuing with it and improving the program next year.

Music

Our extra curricular Music Program increased in size and popularity again in 2012. Three hundred and eighty nine students participated in the Program. Two hundred and thirty six students joined a choir and almost three hundred students performed in an instrumental ensemble. Three hundred and sixty two students learned a musical instrument, several learning more than one. The Music Program comprises four choirs, an orchestra, three bands, two recorder ensembles, four string ensembles and offers in school time one on one lessons in piano, recorder, piccolo, flute, clarinet, saxophone, bassoon, cornet, trumpet, French horn, trombone, tuba, euphonium, percussion, violin and ‘cello.

Highlights of our performance year include:

April
• our Concert Band was invited to perform at the Chatswood High School Term 1 Music Night
• our Senior Choir performed at the school’s ANZAC Assembly where the Last Post and Reveille were performed by a CPS student trumpeter

May
• our Chamber String Ensemble was invited to perform at the Sydney North GATs Conference

June
• a successful BandAid workshop was held at the school
• our Chamber String Ensemble was awarded second place at the Sydney Eisteddfod
• at the Yamaha Music Festival our Concert Band and our Training Band were awarded bronze
• our Senior Choir, Orchestra and Chamber String Ensemble performed at the opening of the Northern Suburbs Memorial Park Function Centre for the NSW Governor, Her Excellency Marie Bashir and invited guests

July
• State Junior Music Camp was held and several CPS students applied and were accepted

August
• at the City of Ryde Eisteddfod our Chamber String Ensemble won first place in its section, our Advanced Recorder Consort and String Group were awarded second place in their respective sections and our Orchestra was placed third in its section
• the inaugural Bash, Blow, Bow Breakfast was staged incorporating a concert by our Orchestra, Recorder Ensemble and Advanced Recorder Consort followed by a breakfast for all members and guests
• our Year 3 Choir performed an item of its own at the school’s annual Drama Night
• Ms Fiona Lucas, our Recorder Director, was invited to conduct two concerts of the state Festival of Instrumental Music at the Sydney Opera House
our Recorder Ensemble and String Group participated in their respective combined ensembles in the Banksia Concert of the state Festival of Instrumental Music at the Sydney Opera House

three CPS teachers performed in the inaugural Teachers’ Item at the Banksia and Jacaranda Concerts of the state Festival of Instrumental Music at the Sydney Opera House

NRG ('energy'), an ensemble made up of two CPS students and two ex-students of CPS was selected by audition to present an item at the Jacaranda Concert of the state Festival of Instrumental Music at the Sydney Opera House

the State Recorder Ensemble, of which two CPS students and two ex-students of CPS are members, performed in two concerts of the Festival of Instrumental Music at the Sydney Opera House

our Stepping Stones and Wagon Wheels beginning string ensembles, and our Year 1/2 Choir performed at our annual Fathers’ Day Breakfast

September

the school’s major performance showcase, the Twilight Concert, was successfully staged at the Chatswood Concourse Concert Hall with all thirteen of the school’s ensembles performing

the Concert Band participated in the North Shore Primary Schools Concert Band Festival which was adjudicated by the renowned composer Tim Ferrier who had been commissioned to write one of the set pieces especially for the Festival

our Year 4 Choir performed in the Festival of Children’s Music at the Chatswood Concourse Concert Hall which also showcased our String Group

all four choirs performed together at the school’s Moon Festival

our Year 3 Choir performed at the Sydney Town Hall in the Daintree Concert of the Primary Proms Choral Series which also showcased our Concert Band

October

our Stepping Stones, comprising students in their first year of tuition, performed at both K-2 and Year 3-6 weekly assemblies

selected members of our Senior Choir performed at the Sydney Opera House in the Endeavour Concert of the Festival of Choral Music

our Chamber String Ensemble was selected by audition to perform at the Endeavour Concert of the Festival of Choral Music at the Sydney Opera House

our whole school sang along in the national music phenomenon Music Count Us In

November

a very successful school Music Camp, ‘Music Is Magic’, was held at Naamaroo with 175 students from Year 1 through to Year 6 attending over three days

the Music Camp also featured a commissioned work from renowned Australian composer Tracy Burjan

our Senior Choir was selected by audition to be one of the anchor schools featured in the Moving Choir on the stage at the Schools Spectacular, as well as to participate in the Combined Primary Choir

all four choirs and our String Group participated in the school’s Celebration of Carols
December

- a successful Breakfast With The Bands was held
- our Concert Band, Chamber String Ensemble, Training Band and Orchestra performed at our Presentation Night at the Chatswood Concourse Concert Hall
- our Concert Band went on tour to Colo Vale Public School in the southern highlands to assist them with setting up a band program

All ensembles performed regularly at infants assemblies, primary assemblies, Honour Assemblies, Orientation Nights and Days. The Instrument Committee, comprising six parents and our school’s music coordinator, met seven times as a Committee, hosted three social events for members and formed many working parties to perform tasks associated with the school’s music program.

Public Speaking

We began the year with a very large, enthusiastic group of public speakers. Our senior group was led by Mrs Pagett and our junior group was led by Mrs Louis. We met on Monday mornings before school to learn the skills needed to speak confidently to an audience.

In June three speakers represented Chatswood Public School at the Multicultural Perspectives Public Speaking Regional Finals at Artarmon Public School. Trisha Nangia and Ady Banik represented our school in the Junior division and Aryaan Nangia represented our school in the Senior division. All of our students spoke admirably.

Rather than disband the group after the competition, the combined group continued meeting in Term 3 to focus on the trickiest aspect of public speaking competitions; the impromptu speech. By the end of the term, all of our students could confidently deliver a speech on any topic. Congratulations public speakers.

Science

Scientists in Schools Program

This year CPS partnered with the CSIRO and CPS parents in the Scientists in Schools Program. This program enables schools to gain valuable experiences and knowledge first hand from scientists who are part of the school community. This year we had three scientists work with us. K-2 students focused on germs and scientific enquiry. Measurement was the focus for years 3-6, with some Year 5 and 6 classes also taking part in a series of Robotics workshops. The feedback was positive from students, staff and scientists.

Following an audit of the school’s science resources, many new resources were purchased. Together with older resources, these were rehoused in new storage containers, labelled for ease of use.

Night Under the Stars

During Term 3 CPS held its’ first Night Under the Stars. This night showcased the local Astronomical Society and many other celestial activities. Students and their families took part in telescope viewings, iPADs, art, storytelling, informative talks and more. Many business and groups (as well as CPS staff) volunteered time, services, knowledge and resources for the night. It was held in the school grounds and, although the night was cloudy, a fun and informative night was had by all. It was also a great example of the community and school working together.
Sport

Personal Development, Health and Physical Education is held in high regard at Chatswood Public School and there is a major focus on students leading healthy, happy and active lifestyles. Every week each class has a sport lesson where they learn a variety of sports, work on their fitness and develop their fundamental movement skills. Primary students also participate in school and PSSA sport each Friday where they get to experience a range of sports in both a competitive and non-competitive environment. This year Chatswood’s drive and determination on the sporting field resulted in winning two soccer grand finals and one netball grand final.

Our students are provided with opportunities to learn skills that may inspire life-long passions and interests in sport. Additionally, they learn how to interact in certain social environments; helping to prepare them for their future endeavours. The extensive PDHPE program at Chatswood Public School includes:

- K-6 fundamental movement skills program
- K-6 dance program
- K-6 fitness program
- Life Education
- Running Club
- Skiing and Snowboarding teams
- Road Safety awareness
- A compulsory Learn to Swim program for Years 2-6

- Being involved in the Ku-ring-gai Primary School Sport Association, which includes 13 schools in summer and winter competitions
- Competitive and social school carnivals in swimming, athletics and cross country
- Drug Education and Child Protection programs
- Personal Health Choices; developing students’ awareness of the foods they eat and the lifestyle they choose to lead
- Year 6 sports leaders being involved in the Premiers Sporting Challenge

As well as these aspects, the Friday school sport program includes sports such as: tennis, basketball, soccer, netball, cricket, modball and AFL. Children are placed in rotational groups so they have the opportunity to experience all of these sports.

To promote active lifestyles, Chatswood Public School has links with local sporting clubs; allowing children to have the opportunity to join teams outside the school. Additionally, our relationship with Chatswood High School has become part of our PDHPE program; fostering positive social interactions. For example, high School students visit and teach on the primary campus and primary classes have visited the High School to interact with those students and teachers.

Technology

2012 has proved to be a hugely successful year in the implementation of new and emerging technologies. We have implemented wireless technology in Block A, the School Hall and Library, this has enabled our student’s to engage and learn creatively with iPad’s and portable NetBooks. We were very fortunate that our wonderful P&C actively supports technology, and with their help we have purchased over 25 iPads and 20 iPad 3’s for our students. These technologies have proven to be very popular additions to our IT program; ensuring positive student engagement and improved student learning.
Stage 3 students, as well as all our staff members have access to the iPads both in class and in the Information Research Centre, located in the library. Additionally, thanks to the Building the Education Revolution (BER) program, funding from our P&C and funding from our Global and Computer Coordinator funds, all classrooms have interactive whiteboards (IWB).

The high skill-level of all of our staff and our IT Team (Mr Koo, Miss Ryan and Miss Hossain) allow us to to conduct innovative research based IT lessons across all grades. Our IT network is partially wireless and our iPads are widely used.

We now have 2 video conferencing facilities located in 6E and in our new Confucius Classroom. Our students regularly make use of our video conferencing facilities and were involved in virtual excursions, which are always engaging and content rich.

Our School has also conducted an annual computer stock-take in which we have replaced and upgraded many existing computers, ensuring students and staff can achieve objectives in a more efficient way. Our Computer Room has been re-established with 32 advanced Windows 7 computers. It has been a real pleasure watching all students from Kindergarten through to Year 6 learning new IT skills and refining existing skills.

**Tournament of Minds**

This year Chatswood entered two Tournament of Minds teams. The teams consisted of seven students ranging from Years 3 to 6. The teams started training in Term 1; learning group work and problem solving skills. They received their problems the first day back of Term 3. Then after six weeks of rehearsals they competed at PLC in the Northern region competition. This year we held a Tournament of Minds fun day for Stage 3 in Term 4. Five classes joined in and mixed together to form teams. They had one day to prepare and present a solution to a problem.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal perspectives are embedded into units of study in many subject areas at the school 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.

This year Stage 3 has included Aboriginal perspectives in many ways. In particular, Year 6 have studied Aboriginal issues on the Great Barrier Reef and traditional forms of communication in Global Studies. Year 5 have looked at the impact of European settlement on Aboriginal people during the gold rush and have included Aboriginal perspectives in their Australian Identity studies.

**Multicultural education**

The Dragon Boat Festival was an integrated component of the Chinese Program, closely associated with the cultural and historical strand of the language. Year 3 students performed a Chinese play “The Paper Dragon”. It is a story about an artist who is brave, royal, honest and full of love. Additionally, Chinese song, and Chinese and Korean dances were also performed at the Festival. This year’s traditional Chinese Dance was called “Double Fan Dance” which is slow, graceful and aesthetic. Korean Dance was based on the traditional Korean Mask Dance “Tal Choom” with contemporary Korean music.
The Moon Festival was a highlight of the year’s cultural events. Due to the wet weather only 400 people attended but all enjoyed the 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, the Korean Drumming, classical Chinese instrument performance, the Indian Folk Dance, the Japanese Dance and the Great South Band. There were also Korean Taekwondo and Jujitsu demonstrations. The Moon Festival Committee was outstanding in their organisation of the event which was generously sponsored by many local businesses as well as school families. The evening was so successful that the funds raised was in excess of $18,000.

Korean Culture Club
The students in the Korean Culture Club experience different ways of Korean greetings and manners during cultural activities undertaken each week. They also learnt how to write their names in Korean and some Stage 2 students could read simple Korean words after a 10 minute crash course. The children all enjoyed listening and singing Korean pop songs and children’s songs. Korean folk games and paper craft were a great hit.

Through these club activities the students could gain a better understanding of Korean culture who is a very close neighbour of Australia.

Respect and responsibility
Values education underpins every area of school life at Chatswood Public School. Core values are embedded in classroom learning programs, anti bullying strategies, social justice programs (Stewart House and World Vision) and multicultural education programs.

Progress on 2012 targets

Literacy
Increase the percentage of students in the higher bands in Reading, Grammar and Punctuation by maintaining expected growth from Year 3 to Year 5 at 85%. In addition increase Year 5 to Year 7 results to 75%. Kindergarten to Year Two teachers will use Best Start Software to plot students on the continuum.

Our achievements include:

This year the continuation and expansion of Best Start L3 in our school, included Year 1. The progress of our students has required the purchase of more appropriate resources for Year 1. These resources were purchased and put into use during the year. There will be future demands for improved reading resources as our students who have participated in the L3 program progress through the school.

Early Stage 1 teachers continued to implement the Best Start Kindergarten Assessment program to identify the literacy learning that children bring to school. Parent-Teacher interviews in Term 1 provided valuable information to parents on their child’s level of development and suggestions for ways to support continued learning at home.

NAPLAN data was analysed to identify literacy achievements and areas of need. The support material and resources were accessed and examined to allow Quality
teaching and learning programming. These materials offered guidance for staff to provide activities that focused on effective practices so that quality teaching of reading could be delivered in a differentiated manner in the classroom.

Numeracy

Increase the number of students achieving expected growth in NAPLAN from Year 5 to Year 7 from 68% (2011) to 75% by 2013. Maintain expected growth from Year 3 to Year 5 at 85% of students.

Our achievements include:

1. Analysis of 2012 NAPLAN results
   In Mathematics, 72% of our students achieved expected growth from Year 3 to Year 5 and 70% of our students achieved expected growth from Year 5 to Year 7.

   In Year 3, 77% of our students were in the top 2 skill bands (Bands 5 & 6), compared to 39% in the State, and 60% in the North Sydney Region. None of our students were in the bottom band.

   In Year 5, 69% of our students were in the top 2 skill bands (Bands 7 & 8), compared to 31% in the State, and 56% in the North Sydney Region. Only 1% of our students were in the bottom band.

2. Mathletics Refresher Course
   All teachers received an updated training in Mathletics in Term 2, 2012. This has led to a significant increase in the number of children participating in Mathletics. The program has been used to support classroom and homework based activities.

3. STLA teachers employed to support students with basic skills in Numeracy and extend those in the higher bands.

   Teachers were employed to support children in Years 2-4 to support students with basic skills in Numeracy. This occurred during Terms 3 and 4. The targeted students were retested in Term 4 to determine gains and ongoing needs.

   Targeted students in Years 5 and 6 received weekly lesson, throughout the year in more advanced problem solving strategies. This resulted in improved results in University Competitions and the Maths Olympiad

   Incorporating iPads and specialist team teaching arrangement in classrooms increased student engagement throughout the year.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. Our school carried out evaluation of writing.

WRITING SURVEY 2012

Background:
Writing is a targeted area in literacy at Chatswood Public School. In order to improve our writing programs it was decided that we needed to be aware of the attitudes people have towards writing.
A survey was constructed for Teachers, Students and Parents about their thoughts on Writing. The questions included types of writing most often used by the target groups, their opinions about their ability as a writer, how well it was taught, and if it was something they enjoyed doing.

**Findings and Conclusions:**

1. What kinds of writing do you do each week?

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emails</td>
<td>91%</td>
<td>57%</td>
<td>100%</td>
</tr>
<tr>
<td>Text Messaging on Mobile phones</td>
<td>70%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Brief Notes</td>
<td>47%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Do you enjoy writing?

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55%</td>
<td>54%</td>
<td>88%</td>
</tr>
<tr>
<td>No</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>41%</td>
<td>37%</td>
<td>11%</td>
</tr>
</tbody>
</table>

3. How well is writing taught?

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellently</td>
<td>16%</td>
<td>44%</td>
<td>5%</td>
</tr>
<tr>
<td>really well</td>
<td></td>
<td></td>
<td>29%</td>
</tr>
<tr>
<td>[Teachers’ Survey only]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moderately well</td>
<td></td>
<td></td>
<td>58%</td>
</tr>
<tr>
<td>[Teachers’ Survey only]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well</td>
<td>48%</td>
<td>36%</td>
<td>5%</td>
</tr>
<tr>
<td>I don’t know</td>
<td>28%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>poorly</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Parents’/Students’ Survey only]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>very poorly</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>[Parents’/Students’ Survey only]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. What aspects of writing are the most worrying to you [Teachers and Students] and your child [Parents]?

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>43%</td>
<td>22%</td>
<td>42%</td>
</tr>
<tr>
<td>Grammar</td>
<td>32%</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Punctuation</td>
<td>22%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Hand Writing</td>
<td>30%</td>
<td>38%</td>
<td>28%</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>37%</td>
<td>27%</td>
<td>7%</td>
</tr>
<tr>
<td>Ideas for Writing</td>
<td>34%</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>Logical Sequencing</td>
<td>31%</td>
<td>5%</td>
<td>21%</td>
</tr>
</tbody>
</table>

5. What do you think about your child’s ability in Writing? [Parents only]

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poor</td>
<td>4%</td>
</tr>
<tr>
<td>Poor</td>
<td>17%</td>
</tr>
<tr>
<td>Good</td>
<td>51%</td>
</tr>
<tr>
<td>Very Good</td>
<td>19%</td>
</tr>
<tr>
<td>Excellent</td>
<td>7%</td>
</tr>
<tr>
<td>I don’t know</td>
<td>2%</td>
</tr>
</tbody>
</table>

5-1. Comments about writing [Students/Teachers’ survey only]:

**Students:** Generally they enjoyed the ability to consolidate and record ideas and use their imaginations. They found writing either exciting or boring especially when writing about areas for which they had no connection. They also requested that the school provide more opportunities for them to enter Writing Competitions.

**Teachers:** The most repeated comment was the aspect of the difficulties of teaching students with English as a second language, especially grammar. A lack of examples of really good writing [in the form of well written books] in the school was another concern, as was the need to expand students’ vocabularies.
Conclusions:
In our day to day writing experiences most of those surveyed [Parents, Students and Teachers] write brief messages electronically using shortcuts. Although both parents and teachers worry about spelling, and students worry about their hand writing, it appears that, because of our tendency to write digital messages, few of these aspects of writing are significant in our normal daily experiences of writing.

Most participants agreed that writing is well taught and our students are very confident in their teachers’ abilities to teach writing. Despite the concern that some parents are unaware or unsure of the quality of writing education students receive at Chatswood Public School, they believe that their children’s writing abilities are good or very good.

Future Directions:
As the New National Curriculum in Literacy emphasises the comprehension of digital media and texts as being important aspects of literacy in the Twenty First Century, Chatswood Public School should promote students’ access to multimedia in writing. Through using available technologies we may allow our students to have an audience outside of their immediate peer group or family. This is important as all students wish their writing to be valued by others. Additionally, as for many students writing is laborious, new technologies may provide a more engaging and visual dimension to their writing. Considering students’ concern regarding handwriting, an alternative approach, such as a typing tutor type program, may alleviate some of the anxiety those students may feel about writing, and increase the speed at which they can produce written work.

To address parents’ concern regarding students’ vocabularies, and improve students’ grammar, more resources in the form of high quality books, in class sets, may also be beneficial. A more individualised use of ESL Teachers throughout the school may also benefit particular students.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Leadership surveys were carried out and the results showed positive responses and satisfaction with school leadership. The majority of responses (94% of Parents, 91% of students and 92% of teachers either agree and strongly agree) responded that the principal demonstrates an interest in and accountability for learning outcomes and (the responses of 76% of Parents, 97% of Students and 88% of Staff were either agreed or strongly agreed) that the principal works with staff to effect educational improvements.

Chatswood Public School will maintain effective leadership practices to enhance students’ achievement. The school leadership team will ensure that staff members are encouraged to update their skills and knowledge through Teacher Professional Learning (TPL) activities. Chatswood Public School leadership team will work with all members of the school community to participate in school activities throughout the year.
Professional learning
Throughout 2012 we have used teacher professional learning funds to support our targets of numeracy, literacy, science and Asian literacy. These investments ensure we implement quality programs and effective teaching and learning activities.

The teaching and learning cycle has once again continued to provide the opportunity for our teaching staff to investigate effective and practical ways to implement quality classroom programs that cater for the needs of all students. The school has continued to achieve a consistent level of judgement between teachers which is an indicator of the success of this initiative.

Long Term Strategic Directions

2012 – 2014
Chatswood Public School has a School Management Plan which helps us to promote the best schooling experience for every child. Copies of the School Management Plan are available from the office. The School Management Plan was developed in consultation with staff and parents. It contains long term goals for the school and yearly targets.

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
In Term 4 every year we examine school data from many sources and agree on improvement targets for the next year. These targets are contained in the Management Plan.

Literacy
Intended outcomes:
• Achievement of a 5% increase between Years 3 and 5 students in NAPLAN literacy in 2013
• Provision of professional learning support to guide the implementation of the incoming Australian Curriculum Syllabus documents
• Implement aspects of the Early Years framework within Kindergarten to Year 2 programs

2013 Targets to achieve this outcome include:
• Increase the percentage of Year 3 students in the 5 and 6 bands for Grammar and Punctuation by 2% in 2013
• Increase the percentage of Year 5 students in the 7 and 8 bands for Grammar and Punctuation by 2% in 2013
• Affect a 5% increase in Year 3 and Year 5 students achieving at a National Literacy proficiency standard
• Provide professional development for staff to effectively implement the Australian Curriculum syllabus documents
• Development of scope of learning documents to align with the National Curriculum and current Syllabus documents
• Kindergarten to Year Two teachers will use Best Start Software to plot students on the continuum.

Strategies to achieve these targets include:
• Whole School analysis of NAPLAN Year 3, 5 and virtual Year 7 Assessment data to inform whole school plan for differentiated and engaging programing including use of multimedia
• Utilise NAPLAN Year 3 and 5 Assessment Data to inform whole school planning by strengthening the scope and sequence using the Quality teaching and learning framework
• Provision of professional learning support to guide the implementation of new
sylabus documents incorporating the Australian curriculum.

- Review the provision of Gifted and Talented programs to ensure differentiated learning
- Provision of enhanced professional learning to develop teachers’ skills in differentiated learning and facilitated learning design
- Enhance teacher capacity to integrate technology within teaching and learning to affect increased learning opportunities and differentiation for all students
- Use Best Start Assessment to accurately determine the individual needs of students in K-2
- Continuing Best Start L3 in K-2
- Expanding Best Start training to Year 1 and 2 teachers

Numeracy

Increase the number of students achieving expected growth in NAPLAN from Year 5 to Year 7 from 68% (2011) to 75% by 2013. Maintain expected growth from Year 3 to Year 5 at 85% of students.

2013 Targets to achieve this outcome include:

- More effective transition of students from Stage 3 to Stage 4 with 75% of students achieving expected growth in the 2013 NAPLAN.
- Increased student engagement maintained throughout the whole year.
- Increased confidence of teachers in using technology to assist in the teaching of numeracy.
- Improved results in problem solving assessments and competitions.
- Teachers using the Mathletics site effectively in their classrooms.
- Increase in achievement of children in the lower bands of NAPLAN.

Strategies to achieve this target include:

- Use of multimedia technologies (eg Ipads).
- Teacher training in the use of multimedia technologies (eg Ipads).
- Revise assessments for the end of Stage 3 in consultation with local High Schools.
- Stream Maths classes across Stage 3.
- Teacher’s Aide (Robert Cen) employed to teach advanced problem solving skills to high achieving Stage 3 students.
- Mathletics refresher course for staff.
- STLA teacher employed to address learning needs of students in years 3, 4 and 5 who have performed in bands 1, 2 or 3 or who expect to perform in these bands.
- The yearly scope and sequence for each grade will start with Measurement & Space and Data.

Our success will be measured by:

- More effective transition of students from Stage 3 to Stage 4 with 75% of students achieving expected growth in the 2013 NAPLAN.
- Increased student engagement maintained throughout the whole year.
- Increased confidence of teachers in using technology to assist in the teaching of numeracy.
- Improved results in problem solving assessments and competitions.
- Teachers using the Mathletics site effectively in their classrooms.
- Increase in achievement of children in the lower bands of NAPLAN.
School priority 3

Global Learning

Intended outcome:
To implement the Asian strategy within Chatswood Public School

2013 Targets to achieve this outcome include:

- Maintain well developed and authentic sister school relationships in both China and Korea and establish second Chinese sister school relationship with a school from Jiangsu province
- Utilise the established Confucius Classroom and the volunteer teacher within whole school community
- Continue to promote DEC NSW education internationally and to successfully reapply for Confucius Classroom to continue at Chatswood Public School

Strategies to achieve these targets include:

- Maintaining a sister school relationship with Bajiazhuang Primary School in Beijing and Seoul National University Primary in Seoul.
- Developing a Confucius Classroom to foster Chinese cultural understanding and language both in an authentic and virtual classroom environment.
- Offering a Chinese language and culture program for parents and staff.
- Promoting and diversifying multicultural celebrations within whole school community e.g. Dragonboat Festival, Moon Festival and Harmony Day.
- Maintain above regional standard of ESL2 & ESL3 students’ performance in both literacy and numeracy.
- Whole school to be an Asia Literate school.

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.

Tim Dodds Principal
Su Hill Deputy Principal
Terry McKinnon Deputy Principal
Staff of Chatswood Public School
John Burgess P&C President
School Captains

School contact information

Chatswood Public School
Pacific Highway, Chatswood NSW 2067
Ph: 9419 6127
Fax: 9415 1241
Email: chatswood-p.school@det.nsw.edu.au
Web: www.chatswood-p.schools.nsw.edu.au
School Code: 7409

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