Chatswood Public School
Annual School Report 2014
School context

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 that 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 many programs to give students extra educational support throughout 2014. These included:
- Chatzfest (short film festival)
- Creative Writing Program
- English as an Additional Language or Dialect 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.

Principal’s message
Chatswood Public School continues to provide excellence in a caring and enriching environment. I would like to thank the exceptional students, teachers and parents that make up the Chatswood Public School Community.

2014 saw the school operating over two campuses. The transition to two campuses has been very successful. The school continues to provide outstanding educational outcomes for all students. The high standard of extra curricular activities continues with Music, Sport, Clubs and much more being offered. All students move between both campuses undertaking activities suited to the nature of each site.

The Bush Campus provides opportunities to focus on the natural environment, which is embedded into student learning. It also provides more opportunities and space for students to grow and learn.

At Chatswood Public School 85% of our students come from a non-English speaking background. 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.

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 President’s Message

Chatswood Public School continues to grow in student numbers. The school community has been very excited about the development of the Bush Campus and is committed to supporting the school to ensure this precinct has the facilities to match the main campus. To this end we committed $81,000 in 2014 to provide technology and resources to make sure the Bush Campus classrooms were to the same standard as those at the Main Campus. This initiative was well received by the Principal and Executive of the school.

Each year we offer $70,000 to Chatswood allocated at the principal’s discretion. This year the funds were used to provide:
- science resources $10,000;
- iPads $20,000;
- literacy and numeracy programs $30,000; and
- digital signage $10,000.

Another year, another record in respect to voluntary contributions received. In 2014 in excess of $120,000 was collected. Together with our annual fund raising efforts, notably the Trivia Night and Moon Festival, and transfers from our canteen and uniform businesses, the P&C main account at year end held in excess of $300,000.

This year the P&C formed a Masterplan sub-committee to guide future ideas, planning and fundraising targets for the school. From this process two initial projects have been identified and approved by the P&C and will be pursued in 2015. The first is to establish retractable seating in the school hall to allow for an increased audience capacity. The second is to construct an opening through A Block to E Block to improve access.

Chatswood Public School requires huge parent involvement. On behalf of the P&C I must thank all parent volunteers who participated during the year. The school, staff and students really appreciate your efforts.

John Burgess
President, Parents and Citizens Association

Student Representative’s message

The SRC Representatives have had a great time representing students in the school this year. We have organised many fundraisers, implemented clever initiatives to make positive changes in our school, and had a heap of fun too. Our SRC teachers this year were Mrs Littler, Miss Hossain and Miss Hui. They think we have been extraordinarily creative and innovative in our work as SRC Representatives.

This year, a SRC Representative was selected in each class after a whole class vote. All of the new SRC Representatives then attended the Induction Assembly, where they were formally named as SRC Representatives. We received a special certificate at the Induction. We were also lucky enough to be the first year to receive the new and modern SRC badges, which look amazing!

From all our fundraising we have raised $3000 for charities. The charities that the SRC is supporting this year are Taronga Foundation, Medicines Sans Frontiers, Cancer Council and Stewart House. These charities all contribute positively to our society, so we feel proud to support them.

We organised many cool dress up days, including Mix and Match Day, Colourful Mufti Day and Hero Day. Student involvement across the school was at an all-time high, possibly because we did such a great job letting everyone know how important our fundraising events were.

One of the most important initiatives we have introduced this year is the Rubbish Rangers program. The program involved responsible and awesome Stage 2 and 3 SRC Representatives patrolling the playground after morning tea and lunch and encouraging other students to pick up rubbish. As a result, we have a cleaner playground and a healthier school environment.

We also renamed the school canteen Snaxwood and organised for a brand new sign to be put up with the new name. We had many interesting suggestions as names for the canteen, however we liked Snaxwood best.

About half way through the year, we had professors from a Chinese university come to an SRC meeting to watch ‘democracy in action’. We felt honoured to have such highly educated people select our SRC meeting as a model of effective democracy. They stayed for ages taking notes and watching us go through processes such as voting and engaging in open discussions.
The highlight of the year was definitely the Stewart House Fete, where the SRC ran an exciting photo booth. At the photo booth we will had numerous backdrops for people to have photos with. We also had many props, signs, speech bubbles and awesome music. Other highlights of the fete included the 80 stalls, jumping castle and the haunted house. It was the biggest and best Stewart House Fete ever! At the Stewart House Fete last year we made over $4800.

To celebrate all of our hard work throughout the year, we will have a pizza party at the end of Term 4. Everyone in the SRC gets to attend, and we spend time having a special meal while we reflect on our achievements across the year. We can’t wait!

We have loved being in the 2014 SRC. When we’re at high school we will always reflect on the times when we held important leadership roles and were able to provide input into what happens in our school. We have had a very productive and fun year as representatives in the Chatswood SRC.

Written by SRC Representatives Fin Geraghty 6K and Vasav Pillai 6M.

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**Student information**

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

**Student enrolment profile**

![Enrolments Graph](image)

<table>
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<td>372</td>
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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**

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<tr>
<th>Year</th>
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<th>Total</th>
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**State DEC**

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<th>Year</th>
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<td>K</td>
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**Total**

<table>
<thead>
<tr>
<th>Male</th>
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<tbody>
<tr>
<td>94.4</td>
<td>94.3</td>
<td>94.7</td>
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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.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
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<tr>
<td>Classroom Teachers</td>
<td>30</td>
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<tr>
<td>Part-Time Teacher</td>
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<tr>
<td>Teacher RFF</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Community Language Teacher</td>
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<tr>
<td>Itinerant Teacher of Hearing</td>
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<tr>
<td>Itinerant Teacher of Visual</td>
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<tr>
<td>Teacher Multi-categorical</td>
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<tr>
<td>Learning and Support - Primary</td>
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<td>Student Support Executive Release</td>
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<td>Student Support RFF</td>
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<td>Itinerant AP Hearing Disabilities</td>
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<td>Total</td>
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<td>General Assistant</td>
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<td>School Administrative Officer</td>
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<td>School Administrative Manager</td>
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<td>Learning Support Officer</td>
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<tr>
<td>Total Non Teacher Entitlement</td>
<td>6.872</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are no staff of Aboriginal background currently working at Chatswood Public School.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>40</td>
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<tr>
<td>Postgraduate</td>
<td>60</td>
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Professional learning and teacher accreditation

The school received $89,000.00 in Teacher Professional Learning funds for 2014. This is an average of $1,200 per staff member. These funds were used in the following ways:

- Training in the use of PLAN software for ES1 and Stage 1 teachers.
- Mentoring/class observation program for teachers with a focus on literacy and numeracy.
- 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 development of whole school scope and sequences for English, Mathematics and Science.
- Training of staff on the new Mathematics and Science Curriculum.
- 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. 2014 saw four teachers gain accreditation at proficient.

Beginning Teachers

Under the Great Teaching, Inspired Learning initiative additional professional learning funds were received for Beginning Teachers.

In 2014 there were two teachers in their first year of permanent employment. They each received funding equivalent to two hours extra release a week and an additional hour a week for their mentor. This funding was used to provide teachers with time for planning, programming, reporting, working with their mentor and attending professional development.
In 2014 there were two teachers in their second year of permanent employment. They each received funding equivalent to one hour extra release a week. This funding was used to provide teachers with time for planning, programming, reporting, working with their mentor and attending professional development.

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>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>2258369.99</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>School-operated canteen</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>362546.91</td>
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</table>

A full copy of the school’s 2014 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 2014

Academic achievements

**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.
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Other achievements

**Music**
In 2014, our extra curricular Y1-6 Music Program catered for over four hundred and twenty students. One hundred and eighty two students joined a choir and almost three hundred students performed in an instrumental ensemble. Two hundred and sixty two students learned a musical instrument, several learning more than one.

The Music Program comprises five choirs, an orchestra, three bands, two recorder ensembles, five 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
- the Last Post and Reveille were performed by a CPS student trumpeter at our school’s ANZAC Assembly

May
- our String Quintet, Jazz Band, Advanced Recorder Consort, Senior Choir, String Group and Concert Band performed at “Tutti”, the North Harbour Learning Community combined schools concert

June
- a successful BandAid workshop was held at the school
- our school Orchestra was awarded first place and a $500 prize in the City of Sydney Eisteddfod
- our Chamber String Ensemble performed in the City of Sydney Eisteddfod
- members of our Advanced Recorder Consort and String Group formed part of the combined ensembles in the Banksia Concert of the Festival of Instrumental Music at the Sydney Opera House
- a member of our Advanced Recorder Consort was selected to perform a treble recorder solo at the Banksia Concert at the Sydney Opera House
- our viola soloist and Chamber String Ensemble were selected by audition to perform individually at the Festival of Instrumental Music at the Sydney Opera House
- a member of our Advanced Recorder Consort, as well as several ex students also performed at the Festival of Instrumental Music at the Sydney Opera House as part of state ensembles

July
- State Junior Music Camp was held and several CPS students attended
- our Orchestra performed at the Ryde Eisteddfod and was awarded first place

August
- at the Ryde Eisteddfod our Chamber String Ensemble and String Quintet won first place in their respective sections and our String Group also performed
- selected members of our Senior Choir performed at the Sydney Opera House in the Bennelong Concert of the Festival of Choral Music
- our Senior Choir performed, by invitation, at a James Morrison Concert at the Concourse
- the Concert Band participated in the North Shore Primary Schools Concert Band Festival which was adjudicated by the renowned composer Brian Hogg who had been commissioned to write one of the set pieces especially for the Festival

September
- the school’s major performance showcase, the Twilight Concert, was successfully staged at the Chatswood Concourse Concert Hall with all fourteen of the school’s ensembles performing as well as a mixed group of adults and students performing on traditional Chinese instruments
- our Stepping Stones and Wagon Wheels beginning string ensembles, and our Y3 Choir beginning string ensembles, and our Y3 Choir performed at the Sydney Opera House in the Bennelong Concert of the Festival of Choral Music
- our Senior Choir performed, by invitation, at a James Morrison Concert at the Concourse
- our whole school sang along in the national music phenomenon, Music Count Us In

October
- our Year 4 Choir performed in the Festival of Children’s Music at the Chatswood Concourse Concert Hall which also showcased our Advanced Recorder Consort, our Chamber String Ensemble and our Senior Dance Group
- our whole school sang along in the national music phenomenon, Music Count Us In

November
- a very successful school Music Camp was held at Naamaroo with 199 students from Y1 to Y6 attending over three days and two nights
- 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 five choirs, all students K-2 and our Orchestra participated in the school’s Celebration of Carols

December
• our Orchestra, Chamber String Ensemble, Concert Band and Senior Choir performed at our Presentation Night at the Chatswood Concourse Concert Hall
• our third annual Magical Music Tour was held, with our Concert Band and Chamber String Ensemble travelling to Colo Vale to perform

All ensembles performed regularly at infants assemblies, primary assemblies, Honour Assemblies, Orientation Nights and Days.

Dance
This year the dance program increased in size, due to a high level of interest in this Creative Arts area. It grew from the previous Senior Dance Group in 2013, to both a Junior and Senior Dance Group in 2014. There were 42 students involved across the school from Year 3 - 6. Each group participated in many events throughout the year.

The Junior Dance group consisted of 20 students from Year 3 and Year 4 and were trained by Miss Harding and Miss Langelaar. The Senior Dance Group included 22 vibrant students from Year 5 and Year 6. This group’s performance pieces were choreographed by Miss Maginnis and Miss Mitchell. The Dance Groups were dedicated to producing dance routines and performances throughout the year. The Dance Groups performed in many events and competitions including, Open Day, Assemblies, The Sydney North Dance Festival, The Moon Festival and The Hills Dance Spectacular.

The Junior Dance group’s performance piece was to a combined version of “Singing in the Rain” by Gene Kelly and “Happy” by Pharrell Williams. The Senior Dance Group performed a jungle inspired routine to “Of The Night” by Bastille. The Dance Groups thoroughly enjoyed rehearsing and performing throughout the year and consistently displayed positive attitudes and behaviours as they endeavoured to learn new repertoire and routines.

The Senior Dance group has been recognised for their individuality and expertise and were invited to partake in both The Festival of Children’s Music and The Chatswood Public School Presentation Night. Both of these prestigious events were held at The Concourse in Chatswood. In September, they were invited to perform on the school’s trip to Korea, performing at Seoul National University Elementary School. The Junior Dance Group performed at the Opening Ceremony of the Bush Campus and the end of year Extracurricular Assembly.

As a school, we are extremely proud and excited to see how this Creative Arts area has progressed over the past two years, and the students’ are to be commended for their effort, commitment and expertise. All the teachers have thoroughly enjoyed working with the Dance Groups, and it has been an absolute pleasure to work with such joyful and talented students!

Drama
Led by several teachers, with a range of experiences, the Drama Club consists of a group of stage 2 and stage 3 students who meet once a week to practice the art of acting. In addition to enhancing dramatic skills, the Drama Club also provides opportunities to develop a variety of skills such as public speaking, movement and working cooperatively. The Drama Club is offered in addition to drama lessons that all students take part in as part of the regular classroom.
It provides a dramatic outlet for talented actors, as well as a forum for developing an interest and love of acting and drama in all its forms.

The major end of year drama production this year was Happily Ever Chatswood a fractured fairy tale written by students and edited by teachers. The yearly drama production also provided an opportunity for students not formally involved in the Drama Club to assist in areas such as sound, lighting, costume and set design.

Debating
This year debating club had a total of 15 members comprised of year 5 and year 6 boys and girls. The club pooled students primarily from our stage 3 OC class however four year 6 students from outside the OC program also took part in the club. The club focused on working on and developing an understanding of the debating formula, PEEL technique, creating an effective rebuttal strategy, language use and general debating etiquette. The club met on Friday mornings and practiced these skills for 45 minutes over the course of term 2 and term 3. From this initial group of 158 students, four year 6 and four year 5 students were chosen to create our NSW Premier’s Debating challenge junior and senior teams. The other students acted as reserve members, replacing team members who could not debate for any given reason.

Over the course of term 2 and 3 the debating teams participated in four debates against three other schools from within our zone. These schools included Lane Cove West, Artarmon and Mowbray Public School. We had a very good year with both teams scoring two victories against opposing schools and one loss. Our final debate in the preliminary rounds saw our year 5 team against the senior team with the senior team securing the victory. Unfortunately due to a count back our senior team did not make it to the regional final but both teams were happy with their success over the course of the challenge. We were also most fortunate to have hosted three of the matches at our school which gave our reserve members an opportunity to take on the role of host positions, such as chairperson and time keeper. This was great experience for each of the members who took part and gave them a front row seat to a large proportion of the debates held during the challenge.

This year we also sent a number of students to the annual debating camp held in Collaroy which is organised by teachers from within the regional district. The students, comprising of four year 5 students and two year 6 students, were presented with an opportunity to expand their personal debating knowledge from a team of professional coaches and teachers and bring back what they had learnt for next year’s debating club or high school debating teams. The camp was a great success with all students reporting back that they had fun and were able to interact with other students from a variety of schools, who they had seen as opponents. More importantly these students were able to watch the regional finals which were held at the same event.

Overall the debating club has been a great success and I look forward to a new team of bright and enthusiastic debating club members joining us in 2015. I am also looking forward to welcoming back our year 5 members who will return as our senior team members next year. I hope parents will consider putting their child into debating club in 2015.
Tournament of Minds
This year Chatswood entered one Tournament of Minds team. The team consisted of seven students ranging from Years Three to Six. The team started training in Term One, learning group work and problem solving skills. They received their problem the first day back of Term Three. Then after six weeks of rehearsals they competed in the Northern region competition.

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.

PSSA Touch Football
2014 has proven to be a great year for senior touch at CPS with a huge amount of interest in the sport it was hard to narrow the boys team down to only two teams, whilst the girls field one strong team each week. Each Friday we venture to St Ives Showground which is the perfect set-up for touch (when the circus is not in town) and compete strongly against the other schools in our zone.

Whilst our students who have experience in touch football is very limited we do have a large sporting background amongst our players and it is great to see them all learning the game and learning to play as a team. Touch is a game which involves a lot of strategy and whilst there are many spaces on the field it is the space between your ears which is the most important space. As the year goes on our players are learning to use tactics and strategy to overcome their opponents and it is a pleasure to watch. Miss Mitchell and Mr Doyle encourage all the students who are keen sportsman to get involved in a competition outside of school to continue to improve your sporting ability and just to have fun!

In the 2014 season, Chatswood sent two teams to the Junior PSSA Touch Football competition at Hassell Park, St Ives. Our season was marked by high number of drawn results which placed our boys mid table however our girls struggled against the traditionally stronger schools.

The best game I saw throughout the year was our boys against the eventual winners, Lindfield East. Our boys beat them 2-0 in a blistering game of brutal defence and attacking football. Lindfield East did not know what hit them!

It was lovely to see our teams get better each week. Like the other schools in our Conference, I loved watching our kids enjoy playing each week.

PSSA Modball
2014 marked a very enjoyable and successful year for PSSA Modball. Twenty four students from years 3-6 participated each Friday, where they played against various schools at the St Ives Village Green Oval. Prior to their games, students also participated in weekly training sessions on Wednesday afternoons where they would consolidate their skills and discuss any strategies as well as different ways to improve for their next game. Both teams demonstrated strong sportsmanship where all students supported and encouraged one another at all times during any games they played.

The highlight of this year would have to be the double win for both seniors and juniors at the start of term 4 as they won by a huge margin. They have all improved dramatically with their skills and techniques and they should all be very proud of themselves. Thank you and well done to everyone who participated in PSSA Modball. We look forward to coaching you again in 2015.
PSSA Soccer
Chatswood Public School soccer flourished again in 2014 with our senior boys becoming 2014 Kuring-Gai District Runners Up. Our boys met Gordon East in the Grand Final at St Ives Showground. Despite drawing 1-1 at full time, Gordon East was declared champions due to finishing Minor Premiers. Our two junior teams showed much promise throughout the competition however were both unsuccessful in making the semi-finals.

PSSA AFL
2014 saw CPS field two teams in the PSSA AFL, one team in the seniors and one in the juniors. Each week both teams improved upon their previous week’s performance and it was great to see both teams learning to work as a team and putting some great plays together. AFL is a sport which demands fitness, skill, agility and the ability to work together as a unit. Chatswood certainly displayed all those attributes.

As the teams improved from week to week it led them to the end of season finals where our seniors had an extremely strong victory over their opponents. It was great to see the year 6 students who have given so much to AFL over the years finish on a ‘winning high’. The juniors played off for a position in the final which they subsequently won however were not able to go all the way losing a close match which went down to the wire. The way our two teams played in their final matches showed the true CPS spirit of giving it everything you have and I was very proud to be associated with our teams. All students who participated this year should consider enrolling in AFL outside of school as there is a lot of natural talent amongst these players. Well done to the boys who participated and I look forward to a strong season in 2015.

Running Club
In 2014 CPS Running Club enjoyed a very successful and fun year. Forty students from years 1-6 participated each Wednesday afternoon at the High School Oval. The format for each training session would change slightly from week to week but always consisted of students striving to achieve their personal best times and perfect their running styles (remember it is all in the arms).

With the weather not always being our friend and the oval resembling a swimming pool at times, we were not always able to make it on to the field each week but when we did the students trained to the best of their ability. The highlight of the season would have to have been the comparison of lap times of the students from the start of Term 2 to the end of Term 3. They all improved dramatically with their times and their techniques and it is something they should all be very proud of. This group of runners is a prime example of getting great results from doing training hard.

Well done to all runners who participated in running club this year.

Significant programs and initiatives – Policy and equity funding
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. 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 and anti-racism
The Dragon Boat Festival was an integrated component of the Chinese Program, closely associated with the cultural and historical strand of the language. Year 5 students performed a Chinese play “Long Shan Lao Lao”, the story about paper cutting in China. Chinese (rainbow) song, Chinese and Korean dances were also performed at the Festival. This year’s traditional Chinese Dance was the “Tambourine Dance” which is from the Xinjiang province of China. Korean Dance was the “Sogo Dance”, the little hand held drum, to contemporary Korean music.

The Moon Festival was a highlight of the year’s cultural events. We had a huge turnout due to the excellent weather. 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.

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 in excess of $25,000 was raised.

Equity Funding
From 2014 and in line with the Local Schools, Local Decisions education reform, schools receiving equity funding through RAM need to report on those student groups that attract equity funding.

Aboriginal background
There was one student from an Aboriginal Background at the school in 2014. Funding was used in the development of Individual Learning Plans as well as ensuring support in the classroom and excursions.

Socio-economic background
Funding for students identified as being from a low socio-economic background was utilized by enhancing student access to a wide range of educational experiences. Extra assistance was also provided in the class learning environment. This resulted in increased student participation and engagement leading to an improvement in learning outcomes.

English language proficiency
Students from non-English speaking backgrounds form 85% of the school population. The English as an Additional Language or Dialect (EALD) allocation included three full time teachers plus additional teachers four days per week. As a result of the dedication of all our teachers, students from a NESB continue to achieve very highly in NAPLAN tests and Australian Schools Competitions.
School planning and evaluation
2012—2014
School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 the literacy, numeracy and global learning teams carried out evaluation of the targets to analyse the extent to which they were realised. Each target team consists of a deputy principal, an assistant principal and a representative from each stage. The evaluation team of the target team was formed after NAPLAN to look at the data and met regularly to evaluate school targets.

School priority 1

Literacy

Outcomes from 2012–2014
Achievement of a 5% increase between Years 3 and 5 students in NAPLAN literacy. 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.

Evidence of achievement of outcomes in 2014:
- 72.5% of students achieved expected growth from Year 3 to Year 5 in 2014 NAPLAN Reading compared to 69.6% in 2012.
- 82% of students achieved expected growth from Year 5 to Year 7 in 2014 NAPLAN Reading compared to 70% in 2012.
- All teachers in K-1 plotted their students on the learning continuum using PLAN software in 2014.

Strategies to achieve these outcomes in 2014:
- Early Stage One and Stage One teachers will plot students along the continuum for literacy and numeracy;
- teacher programs differentiated according to students’ needs and abilities;
- all staff members supported in the development and delivering of quality literacy programs;
- staff will demonstrate a deeper knowledge of areas of comprehension that ensure better results in literacy;
- staff will use NAPLAN, ESL writing data and Best Start data as a diagnostic instrument to ensure teaching and learning programs are responsive to student learning needs;
- targeting of specific needs to improve measurable results in years three and five;
- increase engagement and library borrowing among Stage Three students by the purchase of better literature of appropriate interest level;
- whole staff able to confidently teach grammar with expectations from the National Curriculum;
- students to participate in writing competitions such as Dorothy Mackellar, and are supported and allowed to extend their abilities;
- Stage One to continue 2013’s successful Public Speaking Competition;
- students will have access to an engaging reading program both at school and at home;
- students will become aware that learning can be enjoyable and can occur outside as well as inside the school environment; and
- parents will take a more informed role in their children’s education.

School priority 2

Numeracy

Outcomes from 2012–2014
Increase the number of students achieving expected growth in NAPLAN from Year 5 to Year 7 from 68% (2011) to 75% by 2014. Effective implementation of new NSW curriculum in 2015 with improvement in curriculum differentiation. Maintain expected growth from Year 3 to Year 5 at 85% of students.
Evidence of achievement of outcomes in 2014:
- 84% of students achieved expected growth from Year 5 to Year 7 in 2014 NAPLAN.
- All teachers using the new NSW curriculum in their programming, teaching and learning, assessing and reporting.
- 84% of students achieved expected growth from Year 3 to Year 5 in 2013 NAPLAN. This dropped to 76% in 2014.

Strategies to achieve these outcomes in 2014:
- use of multimedia technologies such as iPads;
- targeted teacher training in the use of multimedia technologies;
- teacher’s aide, Robert Cen, employed to teach advanced problem solving skills to high achieving Stage 3 students;
- targeted Mathletics training and support for teachers using expertise identified within stage teams;
- teacher training to effectively differentiate curriculum for students who have performed in bands 1, 2 or 3 or who expect to perform in these bands; and
- development and implementation of whole school scope and sequence rubrics, and assessment resources to support the implementation of the new curriculum in 2015.

School priority 3

Global Learning

Outcomes from 2012–2014

To implement the Asian strategy within Chatswood Public School

Evidence of achievement of outcomes in 2014:
- Effective sister school relationships with Bajiazhuang Primary School in Beijing, Nanjing Confucius Temple Primary School in Nanjing and Seoul National University Primary in Seoul including teacher and student visits.
- Efficiently run Confucius Classroom that is utilized by the whole school community and shared with other schools in the local area.

Strategies to achieve these outcomes in 2014:
- 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.

Future Directions
2015–2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Through consultation with the school community three strategic directions and associated projects have been identified:

Quality Teaching and Leadership – through Quality Teaching Rounds

Real World Connections – through a partnership with Coonamble Public School

Shaping Creative Life Long Leaners – through Problem Based Learning
Parent/caregiver, student, and teacher satisfaction

For 2014 the school sought the opinions of parents, students and teachers about the school culture through an online survey. Respondents were given ten statements to rate on a five point scale:

- Don’t Know
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

The percentage of respondents that agree and strongly agree (combined) are presented below. Overall this was a very positive response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Staff</th>
<th>Parent</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school knows about the families and community in which it serves</td>
<td>100%</td>
<td>87%</td>
<td>66%</td>
</tr>
<tr>
<td>School leaders have a positive influence on the school culture</td>
<td>92%</td>
<td>91%</td>
<td>66%</td>
</tr>
<tr>
<td>The school often praises and rewards students who are successful</td>
<td>92%</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td>Meeting the needs of students is the school's main priority</td>
<td>80%</td>
<td>88%</td>
<td>66%</td>
</tr>
<tr>
<td>Staff/parents/students support what is happening at the school</td>
<td>80%</td>
<td>86%</td>
<td>83%</td>
</tr>
<tr>
<td>I am proud of my school</td>
<td>92%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>The school encourages new staff, students and their families to be involved in school activities</td>
<td>84%</td>
<td>91%</td>
<td>83%</td>
</tr>
<tr>
<td>The school encourages students to achieve their best</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>The school's curriculum caters for the learning needs of all students</td>
<td>88%</td>
<td>77%</td>
<td>83%</td>
</tr>
<tr>
<td>The school is continually finding ways to improve what it does</td>
<td>84%</td>
<td>87%</td>
<td>83%</td>
</tr>
</tbody>
</table>

It is clear that there is a wide belief of staff, parents and students that there is a positive learning culture at Chatswood Public School. We can also see from these results that the school needs to continue to focus on curriculum differentiation for all of our students.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: http://www.schools.nsw.edu.au/learning/emsad/asr/index.php