Our school at a glance

Students

In 2012, Cherrybrook Public School began the year with 710 students, which enabled the school to form 27 classes. Due to increased numbers we were able to form 28 classes early in the year. Our student numbers steadily increased throughout the rest of the year and at the end of 2012 numbers had reached 730.

Our students once again excelled in academic, sporting, cultural and extra curricula activities. Each of these areas contributes significantly to the lifelong learning of students. Many are reported elsewhere in this document.

A full report on the achievements of Year 3 and Year 5 students in NAPLAN is detailed elsewhere in this report.

Staff

At Cherrybrook Public School we continue to have a highly professional staff that works collaboratively in grade and stage groups to maximise outcomes for all students. The 37 full time staff include classroom teaching staff, the school executive and specialist staff who support programs in music, Mandarin and computers across K-6. In addition we have a teacher/librarian who conducts lessons in our well-resourced library, a purpose built computer room, two ESL teachers, a DEC/parent funded LaST teacher, a Reading Recovery teacher and a School Counsellor all working with facilities which are richly resourced.

In 2012, the school had four full time administrative staff members. These positions were made up of one full-time School Administrative Manager, two full-time School Administrative Officers and a General Assistant. These staff members perform a range of administrative duties that facilitate the financial management of the school, school maintenance, communication and support the teaching programs of the school.

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

Significant programs and initiatives

At Cherrybrook Public School we provide a broad range of additional programs to support student’s academic, social, cultural and physical development which is in keeping with our philosophy of developing the whole child.

These include:

- Student Leadership and Student Representative Council.
- An extensive computer skills program catering for all students K-6.
- The provision of interactive whiteboards in all classrooms, the library and the computer room.
- Music programs from K-6.
- Recorder group
- Debating and public speaking programs for students from K-6.
- Gymnastics for all K-2 students.
- A highly effective Learning and Support Program to support students with learning needs as well as our Gifted and Talented students.
- Band programs, which includes a Main Band, a Training Band and a String Group.

- Dance program comprising of a senior girl’s dance group, junior girl’s dance group and a boy’s dance group.
- Senior, junior, chamber and Year 2 choirs.
- Mandarin community language program for all students K-6.
- Participation in district PSSA and state knockout sport competitions, Paul Kelly Cup, Paul Wade Cup as well as cyclical sport for Years 3-6.
- Sport in Schools Program for all students.
- A school website which includes wikis and blogs to showcase initiatives occurring in our school.
- Participation in District Chess Competition and school based tutor programs.

**Student achievement in 2012**

**Literacy – NAPLAN Year 3**

In 2012, 98 Year 3 students sat for the NAPLAN test in Literacy. 83.7% of students achieved in the top 2 bands for reading compared with 70.2% for the state. In spelling 86.7% of our students were in the top 2 bands compared to 50.3% of the state. Excellent results were achieved in Grammar and Punctuation with 83.7% of students in the top 2 bands compared to 55.7% of the state. In writing 79.6% of students were in the top 2 bands, compared to 57.2% of the state.

**Numeracy – NAPLAN Year 3**

In 2012, 98 Year 3 students sat for the NAPLAN test in Numeracy. Compared with students across the state our students continued to perform significantly above the state average. 65.3% of our Year 3 students were in the top two bands compared with 38.9% for the state.

**Literacy – NAPLAN Year 5**

In 2012, 100 Year 5 students sat for the NAPLAN test in Literacy and our students also continued to perform above the state average. Results in reading were 56% achieving Band 7 or 8 compared with 35.1% for the state. In spelling 68% of our students were in Band 7 or 8 compared to 41% of the state. Results in grammar and punctuation indicated that 90% of students achieved a Band 6 or above. This is compared to the state average of 68.7%. Results in writing were 77% of students achieved a Band 6 or above compared to the state average of 52%.

**Numeracy – NAPLAN Year 5**

In 2012, 100 Year 5 students sat for the NAPLAN test in Numeracy. Compared with students across the state our students also continued to perform significantly above the state average. 57% of our Year 5 students were in the top 2 bands compared with 31.2% for the state. A more detailed analysis of NAPLAN results is outlined later in this report.

**Messages**

**Principal’s message**

It is with great pleasure that I present the 2012 Annual School Report, for Cherrybrook Public School. Cherrybrook Public School provides the highest quality education for all students, delivering an extensive curriculum focusing on developing skills in literacy, numeracy and technology. Highly qualified and dedicated teachers strive to bring out the best in every child through quality teaching and learning programs delivered in
stimulating and supportive learning environments. 2012 was an exciting, challenging and rewarding year. Specialist support programs assist students experiencing difficulty whilst experienced staff provide enrichment and extension for our high achieving students. At Cherrybrook we aim to meet the individual needs of all our students. The school prides itself in having delivered outstanding quality education to the students. Our NAPLAN results reflect this important part of the school. It has been my privilege to lead such an outstanding school as Cherrybrook Public School in the capacity of principal in 2012. The school is justifiably proud of its many and varied achievements. Our school motto ‘Learn and Grow’, promotes a positive quality learning environment with a deep commitment to fostering the core values, fuelled by an extremely supportive staff, parents and community. Throughout 2012, our school provided extensive opportunities for students to develop socially, culturally and physically. The Cherrybrook dance program enables talented dancers to perform at local, regional and state dance festivals. Children also participated with enthusiasm in our choirs, chess, debating, public speaking and band programs. We now even have an equestrian team which represents the school at district events. Our proud history of sporting achievement is underpinned by extensive sporting opportunities for children, supported by skilled staff and dedicated parents and 2012 resulted in numerous representative titles. Our school has an expectation of cooperation, achievement, respect and engagement to reflect our motto ‘Learn and Grow’ and continues to develop responsible and successful global citizens. This was once again fostered through our outstanding peer tutoring program, charity work undertaken by students and our environmental education programs. Once again our school and parents worked closely together throughout 2012 for the benefit of the school and the children. Hundreds of parents assisted the school in a wide range of roles throughout the year. Apart from being a fundraising vehicle the P&C recognises the importance of educating families. Several P&C initiated educational programs include the introduction of guest speakers regarding Cyber Safety for Parents and resilience of children and parents. Our school culture recognises the potential of students, staff, parents and the community, providing opportunities for all stakeholders to engage in the life of the school and to learn. I thank the P&C for their continued support in providing the extras for our children. The Annual School Report provides a summary of our outstanding achievements in 2012 and gives structure to communicate our priorities and the focus of our learning in 2012. Ongoing evaluation is an important feature of our school with a commitment and desire for continual improvement.

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.

Peter Corney
Principal

P&C Message

The Cherrybrook Public School P&C has continued to provide strong support to the school across the 2012 school year. Various activities were held throughout the year including a Chocolate Drive, Bunning’s BBQ at the new Castle Hill store and School Discos. These activities were in addition to the P&C run Canteen and Uniform Shop. All of which provided strong fundraising throughout the year. During 2012, the P&C co-ordinated and supported events such as the Kindergarten Easter Parade, Tears n Tissues Morning Tea, Year Six
Graduation Assembly, Book Club, the Annual Father and Son Camp and the Inaugural Father and Daughter Camp.

In 2012 the P&C provided ongoing support for the Learning and Support Teacher and contributed $5000 to the School Band for the replacement of aged instruments. In addition $10,000 was set aside to fund a larger capital project to provide undercover walkways to the new classrooms. The balance of this project will be provided over the coming years through continued fund raising activities.

The Cherrybrook School Band Committee elected to become a sub-committee of the P&C for 2012; they continue to provide excellent opportunities for all students to learn a musical instrument.

There were changes to the staff across both the Canteen and Uniform Shop during the year. Mrs Digby has moved to a full time management position in the Canteen; supported by a part time assistant, Mrs Argall. A decision was also made to employ a Uniform Shop Manager. Mrs Bennett has been appointed to that position. Flexi Schools has also been rolled out across the Canteen for 2012, with expansion into the Uniform Shop planned for 2013.

The P&C has taken a keen interest in supporting the children of Cherrybrook School. This is in association with Mrs Chant and Mrs Basso through the Kids Matter Program. The P&C has also supported parent workshops, where Mrs Adams presented a program based on enhancing Children’s Resilience.

All parents of Cherrybrook Public School are able to join the Executive Members of the P&C, Mr Corney, Mrs Bridgwood and Mr McLeod, who meet on a monthly basis in the school library.

The P&C have a close, open and co-operative relationship with the school, the Principal, Deputies, teachers and staff.

The P&C Committee appreciates all volunteers who provide additional support and funding to the school. Many hours of assistance is given by the parents of the school, in both the Canteen and Uniform Shop, as well as through the organisation and support of other school activities.

It is a reward to see the children benefit from this hard work and we look forward to working on behalf of Cherrybrook Public School over the coming school year.

Mrs Cassandra Collins
P&C President

Student representative’s message

Cherrybrook Public School’s ‘Student Representative Council’ (SRC) is a body of students between grades 2-6 who have each been elected by their classes. Through positive discussion and debate, SRC Representatives take the ideas, issued from their individual class meetings, to the weekly SRC meetings, held during lunchtime on Thursdays, and there those ideas are considered, discussed and voted upon. If that particular idea passes through the body, it is then taken to the School Principal. The Principal’s approval will guarantee that the idea will be put into action.

These are some ideas that the Student Representative Council has passed this year:

- Chicken wire around and under classrooms – to prevent balls (or other such equipment) from rolling under the classrooms, and thus preventing children from having to crawl under the buildings to retrieve their lost items.
- Multicultural Day – to better educate students on the importance of multicultural acceptance and diversity.
- Hair-coloured girls’ hair elastics – as part of the school uniform.

Some of the activities the SRC have been involved in this year:

- A variety of fundraisers to support charities.
- The SRC Training Day – a day set aside to teach incoming SRC representatives about what it is to be a responsible
leader, how to run effective class meetings, and how to raise ideas in those meetings.

- National Australian Young Leader’s Day – attended by all the Year 6 SRC representatives, and the 2012 Cherrybrook Public School Leadership Team.

The weekly SRC meetings are under the constant supervision of two teachers – this year, those teachers were Mr Mater and Mrs Jones – who gave advice on raised ideas, and help everything to go ahead smoothly.

Each SRC meeting is run completely by the Leadership Team – School Captains, Vice Captains and Prefects – which further encourages student involvement, and also builds leadership skills.

Being a part of the SRC comes with great responsibility. It also provides children with opportunities to develop important cooperation and judgement abilities.

Being the School Captain of Cherrybrook Public School is a once in a lifetime opportunity – and we would both easily recommend it to everybody. We have, by far, enjoyed every single moment of our roles. Attending the various extra events such as Leadership Camp, the ANZAC Day Dawn Service and Young Leader’s Day have been fun and educational bonuses that we have enjoyed very much. Throughout our time as School Captains we have learnt many leadership skills and life lessons, and have LOVED leading this great school. We hope everyone has a great time next year.

Pravin Chanmugam & Annie Paterson
School Captains 2012

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>
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<td>322</td>
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Student attendance profile

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<th>2011</th>
<th>2012</th>
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<td>K</td>
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<td>1</td>
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<td>95.8</td>
<td>94.3</td>
<td>94.9</td>
<td>95.7</td>
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Management of non-attendance

Students seeking extended leave during school terms are required to apply for a Certificate of Exemption. Non-attendance is monitored and standard Department of Education and Communities follow-up letters are sent to families when further information is required. Parental interviews are initiated for families who find it difficult to attend school regularly or in a timely manner. The Home School Liaison Officer is contacted for intervention or review in appropriate situations.

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>
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<tr>
<th>Position</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<td>Part-Time Teacher</td>
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<td>Community Language Teacher</td>
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<td>School Administrative &amp; Support Staff</td>
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Our Part Time and RFF components are used to provide a specialist music teacher and a specialist computer teacher.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are currently no members of the school workforce with an indigenous background.

Staff retention

Staff turnover at Cherrybrook PS has historically been low. Teachers leave the school for promotion, when travel becomes prohibitive or when retiring from the service. A small number of late-career teachers are retiring. This brings fresh ideas and perspectives from new staff members who are appointed on a mix of transfer and merit selection, while maintaining the direction of the school and the corporate knowledge retained by long-term staff.

Teacher qualifications

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

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Date of financial summary: 30/11/2012

Income

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<td>Global funds</td>
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<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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<td>Canteen</td>
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<tr>
<td>Total income</td>
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Expenditure

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<th>Description</th>
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<td>Key learning areas</td>
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<tr>
<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
<td>117715.74</td>
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<tr>
<td>School-operated canteen</td>
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</table>
Utilities 78359.40
Maintenance 60348.56
Trust accounts 24296.05
Capital programs 70783.53
Total expenditure 1014937.64
Balance carried forward 346230.33

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

Cherrybrook Public School continues to achieve outstanding results in a wide variety of cultural and sporting areas. The school congratulates all those students who have performed their best and who have brought great pride and credit to their school, their families and the community.

**Achievements**

**Arts**

Cherrybrook Public School provides a broad scope of opportunities for children to participate in the arts, both within our school programs and also through our extra curricula activities.

The band program catered for nearly 100 students from Years 3-6. There were two bands – the Main Band and the Training Band. Both bands were given the opportunity to perform at school functions. We also held a highly successful band camp in April 2012 at Crusaders which included a number of tutorials. The culmination of the weekend was a concert for parents and friends.

Our Main Band competed at the Yamaha Festival and received a gold medal. They also won their section of the North Shore Music Festival held at Chatswood HS. They performed at a family concert in the school hall, the school soiree and Presentation Day.

Our Training Band competed at the Yamaha Festival and received a silver medal - a wonderful achievement in their first year of band. They also performed at the family concert and our annual soiree.

Our string group has continued in 2012 and performed as part of the string section at the Opera House Recorder Concert as well as at our school soiree.

A number of interested Year 6 students formed an ensemble group and performed at our annual soiree.

Due to increased growth of our bands the school will be forming an additional band in 2013.

Our three school dance groups achieved ongoing success this year. The Senior Girls and Boys Groups competed in the Hills Festival and a number of major eisteddfods including the prestigious Sydney Eisteddfod. The Junior Girls successfully competed in the Dural Eisteddfod. Twelve of our senior girl dancers participated in the Schools Spectacular and were selected to dance in the centre of the Entertainment Centre arena floor.

The Chamber Choir has had another successful year performing in a variety of events.

These events have included the Hills Music Festival at the Hills Centre, The Primary Choral Festival at the Sydney Opera House, Performances for the ‘Circle Of Friends’ community at the Cherrybrook Anglican Church, the BAZA Awards and Presentation Day.

During 2012 music has been part of the RFF program at Cherrybrook Public. Teachers, Mrs Jennifer Walkden-Brown and Mrs Carol Hare share this role teaching two days each per week.

Each class receives 40 minutes of music per week.
Additional programs run during 2012 were:

- **Junior Choir**, taken by Mrs Hare, for Year 3 and 4 students who practised each Wednesday at lunchtime and performed at the Town Hall in the Primary Proms Concert during September.
- **Senior Choir**, taken by Mrs Hare, for Years 5 and 6 who practised before school each Wednesday and performed at the Hills Performing Arts Festival in September, and the BAZA award night.
- **Chamber Choir**, taken by Mr Cowen, for exceptional students in Years 3-6 who practise each Thursday morning and performed at various functions including Anzac Day, Opera House Concert and BAZA award night.
- **Soiree** was once again held and proved to showcase the wonderful talent at Cherrybrook Public School.
- **Recorder Group**, taken by Mrs Walkden-Brown, for Year 3-6 students, performed at the Opera House and the Hills Festival.
- Incorporating the teaching of guitar in the Year 6 program has proven to be very successful this year.

2012 has been a very busy year for music but one which continues to enrich the lives of children at Cherrybrook Public School.

As a school, one of our major priorities continues to be that we provide an extensive range of sporting opportunities. Sport and physical education develops students’ skills, confidence and assist in a healthy learning environment.

Highlights of the 2012 sporting program were:

- Continuation of “Crunch and Sip” time across K-6 classes focusing on healthy eating habits.
- Participation in the Beecroft PSSA Winter Sport Competition. Senior Boys Soccer Team A and Senior Boys Soccer Team B came 1st overall. Senior Girls Netball A and B teams both had strong years, placing 3rd in their respective competitions.
- Students in Years 3-6 continued to participate in a cyclical sports program which included a wide variety of different sporting activities.
- The Sports in Schools program operated in Term 4 across the whole school every week for a ten week period.
- Coaching clinics were made available for K-6 in Basketball thanks to Tamara Borg of Hills Hornets. Also, touch football clinics (NSW Touch Association) and Soccer Clinics (Football Sydney Group) were run over 2012. Football Sydney Group ran after school clinics.
- Thirty-one students attended the Beecroft Zone Swimming Carnival. We had two competitors make it through to Sydney North.
Forty-eight students attended the Beecroft Zone Athletics Carnival and eight children went on to represent the zone at the Sydney North Athletics Carnival. Jordan A in the 100m, Mitchell B in the High Jump and the Boys Relay Team competed at the state finals, making the finals in their respective events.

Forty students attended the Beecroft Zone Cross Country Carnival. Three children qualified for the Sydney North Cross Country Carnival. Samantha B made it to State.

Nine teams attended the League Tag Gala Day. Three teams qualified for the League Tag Championship Day. Junior Girls won the championship.

K-2 students participated in a gymnastic program once a week for a term.

Year 2 attended Coulter Swim School for swimming lessons at Castle Hill. The program ran for ten days in Term 4.

Senior Boys and Junior Boys attended Milo Cup Gala Days.

PSSA Knockout results:
- Girls Touch Football made it to the 5th Round.
- Boys Touch Football made it to Round 3.
- Girls Soccer made it to Round 1.
- Boys Soccer made it to Round 3.

The Boys Soccer Team were champions for the third year in a row at the Paul Wade Cup.

In AFL the boys were quarter finalists at state titles in the Paul Kelly Cup. Girls made it to the regional finals for the Paul Kelly Cup.

Mitchell made it into the Boys State Softball Team. Jordan A and Mitchell B made it into the Ryde/Beecroft Touch Football Team; Emma S and Brittney H made it into the Ryde/Beecroft Zone Girls Touch Football team; Jordan A made it into the Beecroft Rugby League Team.

Mark Fountaine from Weet-Bix Kids TRYathlon came to speak to pupils about keeping healthy and participating in sport.

PSSA Ball Games Competition was held at Cherrybrook Public School. We were the inaugural winners of the Zone Shield.

Other

Chess Club

2012 has been a great year for our chess players. The school fielded three teams in the NSW Schools Chess Competition - Championship,
Intermediate and Rookie. All teams performed well and displayed excellent sportsmanship playing against other schools in the area. On a school level, Chess Club operated once weekly throughout the year. In addition to casual games there were three competitions - a Junior Individual, Senior individual and an Open Teams competition. All three were highly competitive and an excellent way of improving student’s standard of play as well as finding some up-and-coming chess players of the future. The Sydney Academy of Chess held chess lessons once a week throughout 2012 for a reasonable price and a number of our students benefited from this professional coaching.

Gifted and Talented

Our school continues to excel in the academic, performing arts and sporting arenas. A variety of opportunities were offered during 2012 for students to broaden their knowledge base beyond the core curricula. Enrichment and extension programs abound at Cherrybrook. Student centred learning through differentiated teaching programs saw students achieve outstanding results in all NSW University Competitions offered during the year with the vast majority of Cherrybrook students achieving scores of High Distinction or Distinction. Teams entered in the Mathematical Olympiads achieved high scores, with the A team being honoured with a High Team Achievement award. Our Maths Cup teams excelled. All teachers incorporate higher order thinking strategies and problem solving strategies into their teaching programs explicitly teaching divergent and creative thinking. Teachers have developed and are using a whole school approach to the teaching of problem solving with planned lessons of explicit instruction taking place K to 6 each week over an entire term. Our public speaking skills continue to impress with students reaching the regional finals of the Multicultural Public Speaking Competition and our students making the State Final of the Premiers Spelling Bee. 50% of Selective High School applicants were offered a place at a Selective School of their choice and a number of students received academic scholarships for placement in Year 7 2013.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Reading – NAPLAN Year 3

Percentage in bands:
Year 3 Reading

Percentage in bands:
Year 3 Numeracy

Numeracy – NAPLAN Year 3

Reading – NAPLAN Year 5

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Numeracy

Numeracy – NAPLAN 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 and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Kidsmatter**

This year we continued to develop the ideology of Kidsmatter which aims to improve student mental health and wellbeing. The first component: A Positive School Community was introduced and implemented. Each student was represented in a continuous link of paper chains to help them feel that they belong and that they are valued members of our school community. This has been on display in the hall throughout the year. The activity was enjoyed by all students and it was also published as a “School Story” on the Kidsmatter website. Next year the next component of Kidsmatter: Social and Emotional learning, will be the focus in 2013.

**Library**

Our library has had a busy and very productive year. The National Year of Reading 2012 was a great motivator for many excellent initiatives including an open library and book donations on Grandparent’s Day, a very successful Book Fair and wonderful Book Week events. The Premier’s Reading Challenge was extremely well-supported by our K-2 teachers and Years 3-6 students with over seven hundred students completing the challenge. Of these, twenty-eight students attained Gold PRC certificates (completing the challenge 4 consecutive years) and 4 students attained Platinum PRC certificates (completing the Challenge for seven consecutive years) – a great effort! A school-based extension challenge (the Super Reading Challenge) was completed by a number of motivated students.

The library was recarpeted this year – a huge task made all the easier by wonderful support from a number of willing parent helpers. New and colourful display shelving, spinning shelving and storage boxes has made borrowing easier and more user-friendly for our younger students.

**World Book Online**

All students and their families continued to have 24/7 access to the World Book online products
this year. The school subsidises access to Early World of Learning (Pre-School - Year 2), World Book Kids (Year 2-4), World Book Student (Year 4-8) and World Book Advanced for a few of our capable senior students. The subscription will continue in 2013 and provide support for school activities as well as being available for students to use at home for homework tasks, research or fun!

Aboriginal education

In 2012 Cherrybrook Public School had three Aboriginal students enrolled. At all official functions our Aboriginal ancestors - the Darug tribe are acknowledged through a ‘Welcome to Country’. Aboriginal perspectives are addressed in many of the units of work in our HSIE curriculum. K-6 students gain a meaningful and sensitive appreciation of the history and culture of Aboriginal people. The school celebrated NAIDOC Week with all students participating in Aboriginal art activities and watching a performance.

Multicultural education

Of our school student group of over seven hundred children this year, 44% have a language background other than English. There were 18 different language groups represented amongst the Kindergarten enrolments for 2012. The English as a Second Language (ESL) program at Cherrybrook Public School aims to improve the English language competence of students of Language Backgrounds other than English (LBOTE). The aim is to improve the ability of the students to the level where they can fully and happily participate in school and society. The children are also encouraged to continue to value their first language and culture. ESL students range from Phase 1 (beginner) to Phase 3 (higher order) and can be found in classes from Kindergarten to Year 6. Students are taught in a variety of ways, depending on their needs, and these include team teaching, parallel teaching, withdrawal and individual assistance. Our school celebrated our cultural diversity with a ‘Cultural Infusion Day’.

Progress on 2012 targets

Target 1

To increase our knowledge and understanding of Quality Teaching to strengthen K-6 literacy programs and enhance student outcomes.

Our achievements include:

- Informed teaching and increased differentiated delivery of curriculum for students was successfully implemented.
- Improvements in grade based assessment tasks and NAPLAN performance – all students performing at well above Northern Sydney Region benchmarks.
- Increased growth between Year 3 and Year 5 for all students.
- Increased student engagement in reading.

Target 2

Following a review of current assessment and reporting procedures implement a new reporting to parents system.
Our achievements include:
- An effective and informative reporting to parents package K-6 was implemented.
- Enhanced grade based assessment tasks which focus on more consistent reporting of teaching and learning were utilised.
- The use of rubrics by each grade as part of ESR was established.
- CTJ as an evaluation tool was effective.
- A revised standardised testing timeline was introduced.

Target 3

To implement the new Science and Technology curriculum.

Our achievements include:
- Units of work have been successfully taught in classrooms.
- IWB units and activities have been developed.
- Appropriate resources have been purchased.
- Staff have gained deeper knowledge and understanding of the new curriculum.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the effectiveness of the Mathletics program being run in the school.

In an attempt to continue to improve the student’s confidence and results in Mathematics and to allow students to use technology as a form of engagement for Mathematics the school introduced the online program called ‘Mathletics’. This is a review of the program and its effectiveness at school and home.

Background

Mathletics (online Mathematics program) has been in use at Cherrybrook PS for the past two years. The program was introduced after a number of parents, supported by the P&C, came forward expressing an interest for the program to be added to support the students in developing their mathematical abilities, engagement and confidence. After investigation, including consultation with fellow teachers and the Mathletics team, the program was introduced on a two year trial. This survey was aimed at finding out the thoughts of all parties involved to see if the program was of continued benefit to the teachers, parents and most of all students.

Findings and Conclusions

In NAPLAN results over the past two years our scores in Numeracy have increased dramatically in Year 3, while in Year 5 they have maintained a steady gap between school and state average. Our school growth in Year 5 in Numeracy placed us in the top five schools for growth in our SEG.

Of the 208 parents surveyed, the following results were recorded:-
- 98% were positive about the program, feeling that it helped to engage the students. Only a small minority found that it was either too easy or had difficulty accessing the program.
- 93% found accessing the program easy at home.
- 96% found the activities were suitable. They found them to be fun, engaging and mainly level appropriate. Some parents thought the activities were a little easy or that their child became game orientated.

Of the 25 teachers K-6 surveyed, the following results were recorded:-
- 96% were positive about the program, finding that it was useful for group work, revision, as a teaching tool, engagement and to generate data.
- 88% found accessing the program easy. A few had concerns for the younger students accessing the program.
- 96% thought that the activities were suitable and allowed for differentiation and links to class work.

Of the 140 students K-6 surveyed, the following results were recorded:-
- 81% thought the program was good, while a further 19% thought it to be satisfactory.
- 90% found the program useful.
- 87% found accessing the program easy at home.
- 40% found the activities excellent, 37% good and 23% suitable.
- 92% felt the program had helped their understanding of Maths.
90% would like to use Mathletics again next year.

**Future Directions**

The program provided teachers with an extra tool to engage, motivate and teach students to be more successful at Mathematics. It also allowed students to initiate and self-direct learning at home. Due to the overwhelming support of the program it will be continued over the upcoming years.

Further support from Mathletics consultants will be used to further engage the students and to ensure all teachers, parents and students are using the program to its full potential.

**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.

This took the form of informal discussions at P&C meetings, staff meetings and SRC meetings and assisted the school in being well informed about the level of satisfaction with the school and its programs. Responses from all stakeholders were overwhelmingly high. Satisfaction with our welfare programs, particularly our Learning Support Team was again significant. The standard of academic achievements reached by the school in a broad range of areas also rated highly. Also the school was acknowledged for the wide variety of extra curricula opportunities at Cherrybrook Public School and the resulting successes.

**Professional learning**

All staff participated in a variety of professional learning opportunities related to the development of their explicit teaching skills, their understandings of student management, career development and Information and Communication Technologies. Teachers participated in:

- **Literacy and Numeracy**
  - Developing quality writing programs 3-6
  - Differentiated numeracy K-6

- Grammar for English language learners
- Supporting language students
- Reading Recovery support training

**Welfare and Equity**

- Working with refugee students
- The accidental counsellor workshop
- Mental Health workshop
- Live Life Well @ School
- Social and emotional learning for students
- Support of Drug education in communities of schools
- Support for students with vision impairment

**Quality Teaching**

- School based mentoring programs in literacy and numeracy
- Selective high school and OC professional learning day

**Use of ICT for Teaching and Learning**

- Technology 101 workshop
- The iPad for musicians
- One note lesson and resource organisation
- NSR computer co-ordinator's workshop
- Use of the regional consultant, the Computer Coordinator and teachers sharing ideas in how to use technology in the classroom and the web services portal
- Continue Training & Development in the use of the school's Intranet

**Career Development**

- CV writing for aspiring executives
- Principal and DP conference
- Teacher/Librarian Conference
- Building Bridges Conference for APs
- Early Teachers Conference
- School Counsellor Conference

**Other**

- Foundation netball for teachers
- Science Expo
- 2012 Enviro Expo
- Chinese language teacher’s conference
- Ready, Set, Grow

In addition to the above courses and workshops, all staff participated in professional learning activities on each of the five school development days as well as at weekly professional learning staff meetings and network meetings.

**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

Our Strategic Plan’s major theme taking us through to 2014 is Connectedness.

As a school we will be adhering to the regional priorities 2012 – 2014. The regional priorities are:

1. To foster and lead differentiated learning.
2. To build leadership capacity.
3. To be recognised as providing quality education programs.
4. To develop authentic international relationships.

2013 Targets to achieve this outcome include:

Target: To develop an effective and differentiated whole school reading program.

Strategies to achieve this target include:

• Increased emphasis on ability based reading activities and the ‘super six strategies’ in the classroom to cater for the wide range of abilities in each class in the area of reading.
• Provision of Teacher Professional Learning (TPL) to enhance the capacity of staff to provide enriched, differentiated learning opportunities for all students.
• Utilise assessment results to guide further teaching.
• Develop tracking procedures in reading from year to year.

Our success will be measured by:

• Informed teaching and increased differentiated delivery of curriculum for students.
• Improvements in grade based assessment tasks and NAPLAN performance – all students performing above Northern Sydney Region benchmarks.
• Increased growth between Year 3 and Year 5 for all students.
• Increased student engagement in reading.
• Greater awareness by staff of students strengths/weaknesses in reading.

Target: Continued implementation of National English Curriculum.

Strategies to achieve this target include:

• Use of the new English Syllabus to guide teacher’s class programs in preparation for implementation in 2013.
• Development and use of an appropriate scope and sequence for the school K-6.
• Opportunities for staff to receive professional learning on the new curriculum.
• Purchase relevant resources to assist with the implementation of the new curriculum and our scope and sequence.
• Development of IWB units of work to link with the new curriculum.

Our success will be measured by:

• A K-6 scope and sequence for the school that uses the new curriculum.
• School core programs and teaching practices which reflect the new National Curriculum
• IWB units and relevant activities that have been developed.
• Appropriate resources have been purchased.
• Staff have gained deeper knowledge and understanding of the curriculum.

Target: Expansion of the mandarin program to include authentic dialogue with a sister school utilising technology.

Strategies to achieve this target include:

• Establishment of a committee to develop an authentic sister school relationship with a school in China.
• Increase the knowledge, skills and understanding of Chinese languages and cultures in the Cherrybrook PS Community.
- Use flexible delivery modes for teaching Mandarin.
- Utilisation of the Connected Classroom to establish communication.

Our success will be measured by:

- A sister school in China is established.
- Cherrybrook PS community have gained deeper knowledge and understanding of the Chinese languages and culture.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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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: