2009 Annual School Report
Chertsey Primary School

NSW Public Schools – Leading the way
Our school at a glance

Students

Our school population of 215 children was organised into 8 mainstream classes and 4 special education classes. In 2009 Chertsey had 2 classes for students with a hearing loss, 1 for autism and 1 for children requiring language support.

Staff

Chertsey Primary School has a staff allocation of highly qualified teachers and 7 support staff. Additional casual staff is employed to support both children and teaching staff. We are the base school for an Itinerant Support Teacher (Behaviour) and receive counselling support 1.25 days per week.

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

Significant programs and initiatives

Chertsey Primary School was able to support student’s learning needs with a number of programs throughout 2009.

National Partnerships on Literacy and Numeracy

The National Partnership on Literacy and Numeracy is a joint initiative between the Australian and NSW Governments. Participation in this National Partnership will give teachers and school executive opportunities to embed improvement practices that will further develop their teaching of reading or numeracy. Funding is provided over two years to support participating schools to develop and implement plans for whole school and individual interventions. Reading has been selected as Chertsey Primary School’s focus area and the programs to be employed are Focus on Reading 3-6 (stage 2 and 3 classes) and MultiLit (individual).

Priority Schools Program

This funding aims for Priority School communities to build capacity and strengthen partnerships between home, school and community within PSP schools, to effect improvement in students’ literacy and numeracy achievement and student engagement in learning. 2009 was the first of a new 4 year funding cycle.

A Parent Project Officer, Mrs Cathy Moore, was employed and in consultation with the school community has implemented several programs across the school that aim to develop both numeracy and literacy skills. Such programs include the development of the Multiplication Masters Club, The 100 Reader’s Club and Numeracy at Home Program. The Parent Project Officer role also involved being the teacher for Chertsey’s transition to school program, Headstart.

From PSP funds we have also budgeted to implement new programs such as Mathletics (numeryacy) and a literacy assessment tool, Comprehensive Assessment of Reading Strategies (CARS).

Building the Education Revolution (BER)

Chertsey PS qualified for two components of the BER, a Federal Government economic stimulus initiative. The first, National School Pride (NSP), provided funding to refurbish and renew existing infrastructure and undertake minor building works. As part of the NSP program, Chertsey PS received eleven interactive whiteboards and the refurbishment of a disused student toilet block into a staff toilet block. Secondly, Primary Schools for the 21st Century (P21), provided funding to build or upgrade large-scale infrastructure. As part of the P21 program, Chertsey PS is to receive a covered outdoor learning area (COLA) and a block of three classrooms.

Connected Classrooms Program

The Connected Classrooms Program is a NSW State Government initiative to provide Department of Education and Training (DET) staff and students with new opportunities to connect with each other across enhanced technology facilities. The use of interactive whiteboards and video conferencing has been shown to increase student engagement, which will enhance learning outcomes.

Best Start 2009

Best Start was successfully implemented at Chertsey Primary School for the first time in 2009. Best Start involves teachers assessing each student’s early literacy and numeracy knowledge, skills and understanding. This knowledge has provided a great deal of information for teachers in preparation of their teaching/learning programs.

Regional training was provided to support all teachers of Kindergarten students to administer the Best Start Kindergarten Assessment. Teachers also received training in the use of the new software developed to generate early learning plans as well as feedback for parents. Stage 1 teachers also received training in devising Early Learning Plans and the Curriculum Framework Continuum.
In 2009 we were directly supported by Literacy and Numeracy Leaders Dale Stahl and Myree Kent through school visits and regular network meetings.

Teachers have responded positively to the ‘Best Start’ initiative and believe it has resulted in more personalised learning for their students and has provided a common framework for professional dialogue between teachers in Early Stage 1 and Stage 1.

32 mainstream children were given the tasks in Term 1 and 33 children were later assessed in Term 4 with a new enrolment added.

In Reading and Comprehension the following conclusions could be drawn.
- All children improved a minimum of 1 cluster in reading;
- Most children are performing at or beyond the expected level in the aspects of reading and comprehension;
- Children with minimal progress will be supported through Reading Recovery and Support Teacher Learning 2010.

**SaCCs Program**
SaCCs is a key component of our school. SaCCs works to ensure a happy start to school for all children, through community engagement and action projects. The SaCCs program runs courses for parents and activity-based programs for children in the 0-8 age range.

**Student achievement in 2009**

**Literacy – NAPLAN Year 3**
No students in Band 1 in overall literacy, reading and writing. 22% of our students were in Band 6 for spelling.

**Numeracy – NAPLAN Year 3**
Our girls’ performed above the state in number and patterns and algebra, and the boys were above in measurement, data, space and geometry. 31% of Year 3 students achieved Band 6 for numeracy.

**Literacy – NAPLAN Year 5**
Our girls’ results were well above the state in all areas of literacy. 28% of students achieved Band 7 in overall literacy.

**Numeracy – NAPLAN Year 5**
Our girls’ results were also well above the state in all areas of numeracy. The Band 7 school results were equal to those of the rest of the state.

**Messages**

**Principal’s message**
This report is intended to highlight the school’s performance in a range of academic and social areas, some specific achievements of our students and the important role the school community plays in adding value to our school programs.

We can all be very proud of the significant achievements at Chertsey Primary School in 2009. Our areas of focus were: improving literacy and numeracy achievements through the implementation of quality programs embedded within the Quality Teaching framework and improving technology access for students and staff through Connected Learning opportunities.

In 2009 Years 3 & 5 students participated in the second year of national assessments in the areas of Literacy and Numeracy (NAPLAN). High expectations are set in all academic areas. Analysing NAPLAN results revealed strengths in the areas of spelling, the girls performance across all areas, growth that exceeded the state mean in all areas (including Aboriginal students) and that we exceeded our school targets for students in ‘Proficiency’ levels in Reading, Writing and Numeracy and also for students above the minimum standard in Reading.

The strengths of our literacy and numeracy programs can be summarised as:
- Ensuring a minimum of 50% of lesson time is spent teaching the various components of Literacy and Numeracy programs;
- Participating in the National Partnerships in Literacy and Numeracy (NP-LN). Our focus area for NPLN is Literacy. Five teachers are trained in the ‘Focus on Reading 3-6’ program with another to be trained in 2010. A key focus is to develop student skills across all levels of comprehension;
- Identifying the knowledge and skills that each kindergarten student brings to school through the Best Start Assessment Program;
- Ensuring all Aboriginal and students in Support Classes or receiving Integration have Individual Education Programs developed in consultation with parents/carers and all key education personnel;
- Investing in the Comprehensive Assessment Reading Strategies (CARS) to assist teachers to determine student strengths and deficits in Reading strategies;
• Support Teacher Learning Assistance (STLA). Mrs Van Drempt (STLA), has trained 3 adult tutors in the individual reading program, MultiLit with NP-LN funds. Mrs Van Drempt, continues to assist small groups of students to improve their reading;
• 5 teachers trained as Reading Recovery Tutors. Mrs Hynes currently delivers the Reading Recovery program by working with individual Year 1 students who require additional support;
• Parent Project Officer, Mrs Cathy Moore (Priority School Program funded) coordinates home programs such as the 100 Reader’s Club, Numeracy at Home and Multiplication Masters); and
• Regina Gilbert, (The Smith Family), is based at Chertsey PS and facilitates the After School Literacy Club with trained adult tutors delivering individual instruction.

It is clearly evident that our students are provided with outstanding opportunities in Literacy and Numeracy.

Continuing to acquire new technology is a priority area. It is important to provide students access to contemporary and interactive tools for learning. With the assistance of the P&C the school was able to transform the spare classroom in G Block into a technology room. The room was officially opened at the Father’s Day breakfast to acknowledge the volunteer work of many parents and the P&C. The room is equipped with individual computers for an entire class, an interactive whiteboard and video conferencing facilities. It is regularly utilised by all 12 classes and also by other schools. As part of the National School Pride program eleven new interactive whiteboards (IWB) are to be installed in classrooms and the library at the end of 2009 and through the NP-LN program another IWB is to be installed in the STLA room.

The school community was excited to hear that the much anticipated covered outdoor learning area (COLA) would be included in new works announced as part of the Federal Government’s Building the Education Revolution (BER) program. Additionally, a new block consisting of three new permanent classrooms would be built to replace existing demountables. Work commenced in the latter half of the year and was expected to be completed by midway through 2010.

The successful implementation of the whole school student welfare program, You Can Do It program, led to improved behavioural outcomes. The foundations of Emotional Resilience, Getting Along, Organisation, Confidence and Persistence are taught in all classes. It aims to help all children achieve to the best of their ability and to develop social, emotional and academic outcomes necessary in order to be successful in school and in society. Throughout the year students were rewarded for their efforts in maintaining high levels of behaviour by being invited to attend two Beat Behaviour BBQs.

Many fantastic opportunities were offered in the Key Learning Area of Creative Arts. Students performed at Sydney Opera House in the Festival of Instrumental Music. Our primary choir successfully auditioned for the Festival of Choral Music at the Sydney Opera House for 2010. Students successfully entered both the Operation Art and Taronga Zoo’s Baby Elephant Banner competitions.

Students have the opportunity to start and conclude the school day with healthy and engaging activities through participation in the Red Cross sponsored Good Start Breakfast Club and the federally funded Active After School Communities program. Mrs Alex Wastell and Mrs Kate Currie who also work as School Learning Support Officers coordinate these respective programs.

Environmental Education continues to be a focus area at Chertsey PS. Students participate in a diverse range of environmental activities as members of the Gecko Club coordinated by teacher, Ms Daley and supported by parent, John Martin. Mark Deuxberry coordinates the Earth Committee. Adult volunteers work each Friday, assisting with outdoor projects. Additionally, the school successfully applied for the Climate Clever Energy Savers Program grant which will enable students to develop energy saving and greenhouse gas reduction proposals and action plans for their schools, linked to KLA syllabus outcomes and content. A community garden has also been established and is a work in progress.

Our school continues to work in partnership with neighbouring schools which are part of the Erina Learning Community. In Term 3 a successful joint Staff Development Day was held with a Technology focus. Work with School Promotions Officer, David Harcher, has commenced and funding has been applied for him to continue this work in 2010.

SaCCs continues to be central to many community activities for parents, as well as children in the 0 to 8 years age range. Coordinator, Mrs Nada Potter, ensured a diverse program of activities was again offered during 2009. A highlight was the completion of the SaCCs playground which was achieved with volunteer labour and led by parent Mr Phillip Winter.
The P&C worked cohesively to assist with a number of key school programs and were able to contribute financially due to consistent fundraising led by Vice President, Sarah Tomlinson. The school community turned out in force and enjoyed the 40th Anniversary Twilight Fete which was the major fundraiser. The proceeds will be put towards new playground equipment in the K-2 playground.

In staff changes, Mrs Kris Denning was successful in gaining the School Administrative Manager position, replacing the long-serving and highly valued, Mrs Judith Wallace, who has retired.

2009 was certainly a busy and productive year at Chertsey PS. All staff worked hard to ensure students received a caring and quality education.

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.

John Anderson - Principal

P&C message

Chertsey PS in 2009 has been a busy and vibrant year for all those involved. We continue to move forward in a very positive manner.

I would like to take this opportunity to thank the Executive for 2009. Vice Presidents, Sarah Tomlinson and Phil Winter, Treasurer Carol Wilson, Secretary Nada Potter and Minutes Assistant Fiona Downes.

The P&C set out with some big plans for 2009, a lot of this changed with the announcement of the BER and the scope of works that Chertsey was able to attain. Our plans for the sensory garden were put back to 2010 due to the building work being completed around this site.

We re-set our new goals around creating an outstanding Technology room. With P&C funding assistance and many volunteered hours, we have created what can only be described as a fantastic facility for our school.

The EARTH Committee continues to make inroads into making our school one of the best schools on the coast. The volunteer work is much appreciated. Our Canteen continues to shine under our leadership of Di and Carol. They have shown once again that in such a small school we can continue to provide a wonderful service to our students and staff while maintaining a small profit. Not to be outshone is the amazing Fundraising Committee led by Sarah. In amongst all this we were able to run a very successful fete in October. Thank you to the many people who put hours of their time into making that event such a great afternoon.

Further contributions towards the Headstart Program, the Year Six Farewell as well as the presentation ceremonies meant that the P&C of 2009 contributed across all aspects of our school environment.

The school can only benefit from the work carried out by all volunteers. Combined with the staff and students we continue to make a wonderful experience for all.

Mark Deuxberry, P&C President 2009

School Council message

School Council consists of Parent, Teacher and Community representatives with the primary role of setting school policy directions. They determine the annual school budget and oversee school site maintenance.

In 2009, the School Council was actively engaged in the development of a number of school initiatives which included:

- Promoting Chertsey PS to the wider community by establishing links with print media;
- Following road safety issues with Gosford City Council. In particular the new school crossing which was put in at the end of first term.

Nada Potter, Council President 2009

Student Representative's message

Chertsey Primary School has a particularly proud and enthusiastic core of students who wish to be nominated as Student Representatives each semester. Student Representatives come from our mainstream and support unit classes. Two Student Council groups are nominated and elected each year and this ensures that more students have the opportunity to experience school community service. The successful representatives are presented with a special SRC badge at a whole school assembly and proud parents or family members are invited to present their child with the badges.

Within the Council, a Chairperson, Vice Chairperson, Secretary and Treasurer are chosen to perform related duties with the support of the SRC coordinator, a teacher on staff. Skills are taught by the teacher which relate to each leadership role. SRC reps or the teacher may bring ideas to be discussed and taken back to the rep’s classes for further discussion.

Skills and values to be gained from SRC membership include leadership, organisation, team work, creativity, compassion, community awareness, responsibility, communication and our five school values of Respect, Commitment, Achievement, Integrity and Acceptance.
In 2009, a Gold Coin Day, Dolphin Day and Donation Drive were held to support Stewart House. CanTeen, the organisation that collects for research into cancer in young people, provided us with colourful bandannas, which are always popular, to sell. Our hugely popular and always successful annual Disco was organised by the SRC.

Anne Whitty, SRC Coordinator 2009

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
School enrolments over a number of years have been declining. The peak growth period was reached prior to 2002.

There has been a gradual increase in school enrolments throughout 2008 and 2009. The figures below represent the enrolment data at census date 2009.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>126</td>
<td>126</td>
<td>119</td>
<td>110</td>
<td>123</td>
</tr>
<tr>
<td>Female</td>
<td>92</td>
<td>91</td>
<td>79</td>
<td>87</td>
<td>92</td>
</tr>
</tbody>
</table>

Student attendance profile
In 2009 the average student attendance was 94.2%. This was our best attendance for the last 4 years.

Management of non-attendance
Regular attendance at school is vital for children to obtain the greatest opportunities that school can offer. As a school we strive to create a warm, stimulating learning environment and have positive expectations for each student.

We emphasise the benefits and importance of regular attendance in class and at assemblies.

Procedures are in place for notifying parents and carers about lateness and absences. The School Counsellor and Home School Liaison Officer work with the school and families of concern to help address issues. The personal circumstances of a few students and families can affect the attendance data of the school. Attendance in 2009 was an improvement on 2008 levels and State and Regional rates of attendance.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3-4C</td>
<td>3</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>3-4C</td>
<td>4</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>3-4W</td>
<td>3</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>3-4W</td>
<td>4</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>5-6F</td>
<td>5</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>5-6F</td>
<td>6</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>5-6W</td>
<td>5</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>5-6W</td>
<td>6</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>K-1P</td>
<td>1</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>K-1P</td>
<td>K</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>KA</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>3-6V</td>
<td>SP</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>K-2S</td>
<td>SP</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>K-3T</td>
<td>SP</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>K-6D</td>
<td>SP</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

In 2009, Chertsey Primary School continued to implement the lower class sizes initiative in Kindergarten, Year 1 and Year 2, with Kindergarten averaging 20, Year 1 averaging 22 and Year 2 averaging 24 students. All other classes were staffed within the accepted numbers set by the Department.

Our Special Education classes, also listed above, were maintained within the agreed numbers.

Structure of classes
Mainstream classes were structured considering the learning and social needs of students. Kindergarten, Yr 1 and Yr 2 were straight class while all other classes were multi-aged.
To specifically meet the learning needs of students, years 3 to 6 operated class literacy and mathematics groups with one small group operating for children who required specialist learning assistance in 2009.

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

In 2009, the school retained three Assistant Principal positions, comprising two mainstream Assistant Principals and one Assistant Principal Special Education.

The school is supported in its learning by a Support Teacher Learning Assistance and Reading Recovery Teacher, who works with students in Year 1 reading.

There are 4 teachers specifically working with special needs students in autism, language and hearing. All of these teachers are specifically trained in their areas of teaching and possess outstanding expertise in their fields.

We have one Aboriginal person on staff.

Chertsey Primary is the base school for an Itinerant Teacher (Behaviour) who works with children in our school and in surrounding schools.

The School Counsellor is based in our school 1.25 days per week.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disturbance</td>
<td>1.0</td>
</tr>
<tr>
<td>Autism</td>
<td></td>
</tr>
<tr>
<td>Teacher of Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Language Disorders</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Itinerant Teacher Behaviour Disorders</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Primary Part Time</td>
<td>0.3</td>
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<tr>
<td>Teacher Release from Face to Face</td>
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<tr>
<td>Teacher Community Language</td>
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<tr>
<td>Teacher Student Support Executive</td>
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<tr>
<td>Release</td>
<td></td>
</tr>
<tr>
<td>Primary AP Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Student Support RFF</td>
<td>0.336</td>
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<tr>
<td>Priority School funding Scheme</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>17,814</td>
</tr>
</tbody>
</table>

School Administrative & Support Staff (SASS) 5.322

Teacher qualifications

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

A significant feature of the school is the number of staff who hold Masters Degrees and Postgraduate Diplomas. The staff at Chertsey Primary School is highly qualified with significant expertise in their chosen fields of teaching.

Also notable is the number of staff with considerable expertise in literacy, who are trained in Reading Recovery (5). One staff member holds a Certificate in Gifted and Talented Education.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>30%</td>
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Financial summary

Date of financial summary: 30/11/2009

Income $  
Balance brought forward  271 787.20
Global funds  165 375.38
Tied funds  355 020.92
School & community sources  55 740.69
Interest  0.00
Trust receipts  9 550.71
Canteen  19 294.59
Total income  876 769.49

Expenditure

Teaching & learning  
Key learning areas  23 238.59
Excursions  1 299.65
Extracurricular dissections  22 383.76
Library  11 813.80
Training & development  1 746.09
Tied funds  306 654.93
Casual relief teachers  33 777.24
Administration & office  55 653.51
School-operated canteen  0.00
Utilities  24 962.17
Maintenance  40 150.60
Trust accounts  14 917.11
Capital programs  31 263.88
Total expenditure  567 861.33
Balance carried forward  308 908.16

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

The school has carried over a significant amount of money. This is because we received a Federally funded grant through the Healthy Active Australia Community and School Grants Program, part of the Australian Better Health Initiative.

A considerable amount of the money retained is held in tied funds, which is not available to the school for general use. These funds can only be used for specific purposes.

Additionally, we had a number of accounts still outstanding from 2009 to be paid in 2010.

Due to savings in a number of our program budgets, we are combining with the P&C to upgrade playground equipment facilities for the K-2 playground.

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

In addition to class programs in dance, music, visual arts and drama, K-6 students have participated in:

- Aboriginal cultural activities (art and music) Harmony Day, Reconciliation and NAIDOC weeks;
- The designing and painting of an aboriginal mural by an aboriginal artist and indigenous students which is now displayed at the entrance to the administration building.
- Christmas Craft groups which were highly motivational to students;
- The Central Coast Dance Festival. Stage 1 students participated coordinated by Mrs Sharon Hynes;
- A Stage 3 School Choir with a professional Choir Leader;
- Our School Recorder group, with the assistance of a professional tutor, performed at the Sydney Opera House in the 2009 Festival of Instrumental Music; and
- A talented art program coordinated by Mrs Bernadette Oosten (SLSO) to encourage talented students in pursuing their artistic interest and talents. This year for the first time Chertsey Primary participated in Operation Art, a joint initiative of the Westmead Children’s Hospital and the NSW Department of Education and Training. The Operation Art program provides a forum for schools and students to demonstrate their visual arts achievements through exhibitions at the Penrith Regional Gallery and the Art Gallery of NSW. We submitted four works (maximum per school) and of those, three were selected; one to be part of the Operation Artbank and used as a resource on the 2010 Teaching CD; another for the Exchange Project with Sister City Nagoya; the third is among the top 50 works and will become part of the permanent collection of Westmead Children’s Hospital after being exhibited at the Art Gallery of NSW. These top works will also tour to various regional art galleries across NSW before finally being hung at the Children’s Hospital.

Sport

Chertsey Primary School programs at all levels (K-6) have a responsibility to encourage the physical growth and development of all students, support the acquisition of movement skills and nurture positive attitudes towards physical activity. This key learning area provides regular and frequent opportunities for students to acquire and apply movement skills, enhance their creativity and aesthetic awareness and develop positive attitudes towards regular physical activity. All students were given the opportunity to develop knowledge, skills and positive values and attitudes, through structured daily sporting activities. These activities targeted the development of gross-motor skills in Kindergarten to Year 2 and the development of the skills required to participate competitively in seasonal sports including athletics, football, AFL, cricket, cross country, rugby league, touch football, basketball, and netball for 3-6 students.

Other sporting opportunities included:

- Carnivals were held for Swimming, Cross Country and Athletics. The inaugural Twilight meet for swimming was very successful;
- Active-After-Schools Communities offered a range of sporting opportunities including gymnastics, karate, basketball and multi-skills activities; including circus and yoga, which developed students’ cardiovascular fitness and gross motor skills. This program operated each term on Monday and Thursday afternoons;
- A number of staff members held positions on the Brisbane Waters PSSA including both executive roles and zone convenor positions (including two staff being
presented with life membership) providing excellent opportunities for Chertsey students and staff to be actively involved in zone activities;

- An under 10's and an open rugby league team successfully participated in the Country Rugby League Carnivals;
- School teams participated in the NSW PSSA knockout competition for rugby league, AFL, football (soccer), basketball and netball;
- Clinics were held for students K-6 for cricket, football, AFL and rugby league;
- Daily K-2 fitness and dance programs;
- Strong representation at a District level in swimming (13 students), cross country (46 students) and athletics (35 students) with several students then representing a regional level in these events; and
- One student was named 11 years boys age champion at the District Athletics Carnival going on to compete at the Regional Athletics Carnival in the following events: 11 years boys' high jump, long jump and 100 m sprint.

- One student successfully competed at the Regional Swimming Carnival in the following events: Senior Girls 50m Breastroke and Freestyle.
- Two indigenous students represented a Central Coast Indigenous Rugby League Team in an annual carnival at Walgett with one student being selected “player of the tournament”.

Other

Our school community was involved in a number of other significant initiatives including:

- Participation in the Premier’s debating challenge where the team learnt how to present unprepared debates effectively;
- Participation in external University competitions including Writing, Mathematics, English, Spelling, Science and Computer with a number of distinctions and credits achieved;
- Continuation of the extremely successful Headstart program which transitions children effectively from home to school;
- Continuation of the school AUSLAN program including signing and deaf culture and International Day of Disabilities;
- A Fathers Day literacy breakfast with over 100 participants, supported by local business groups in Literacy/Numeracy Week.
- Participation in Public Speaking, the Premier’s Spelling Bee and the Premier’s Reading and Sporting Challenges;
- School leadership opportunities with prefects attending the Young Leader’s Conference in March;
- A highly successful Yr 6 Mini Fair was held.
- Attendance at camps and excursions – Rumbalara Field Studies Centre followed by Indigenous activities back at school (Yrs 3 and 4); The Australian Reptile Park (K-2): Canberra (Yrs 5 and 6 and Yrs 3-6 Hearing Impaired class): a K-6D community living skills program; and Taronga Zoo for Yr 2 as a prize for winning the Baby Elephant Banner Competition.
- The continuation of the student environment group (Gecko Club). The Club participated in activities that were recognised at the Gosford City Council Green House Program Awards.
- The establishment of a Community Garden with the assistance of a grant through the Benevolent Society.

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 the 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)

In literacy, the results cover reading, writing, spelling, grammar and punctuation and overall literacy.

In numeracy, the results cover number, patterns and algebra, measurement, data, space and geometry and numeracy.

Literacy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSQ average 2007 - 2009</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>State average 2009</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>
In 2009, 31 students sat NAPLAN. One student was absent and three students did not participate due to parent withdrawal.

The Year 3 results in overall literacy were very similar to the rest of the state. Our Year 3 students were above the state average in Band 5 for spelling and we had no students in Band 1 (the lowest band) for reading and spelling. 59% of Year 3 students were in Bands 4 and 5 for spelling compared to 51% of the state. 4% of Year 3 students were in the top band for writing compared to 23% of the state, which is well behind. In 2010-11 the Focus on Reading program, funded through the National Partnerships on Literacy and Numeracy, will target the reading skills of students in years 3-6. Training has commenced for Stage 2 and 3 teachers to be able to implement this program from the start of 2010.

Analysis of the Year 3 results show that we need to target writing as an area additional to reading to improve on these results. This will be addressed through the provision of explicit writing programs targeting small groups of students.

In NAPLAN Year 3 showed they were above the state in the areas of correctly spelling various one and two syllable words, locating information in texts, and identifying the main idea of a paragraph in a simple persuasive text.

**Numeracy – NAPLAN Year 3**

In 2009, 31 students sat the numeracy section of NAPLAN. Two students were absent and three students did not participate due to parent withdrawal.

In Year 3 students were above the state in numeracy, number, patterns and algebra, and our girls were also above the state in these areas. The Year 3 boys were above the state in measurement, data, space and geometry. 31% of Year 3 students were above the state in Band 6 for both numeracy and number patterns and algebra compared to 18% and 22% respectively. This reflects the good teaching strategies put in place throughout the school in recent years.

The year 3 results show competency in the areas in 2D and 3D shapes, fractions and decimals, and division.

**Literacy – NAPLAN Year 5**
In 2009, 31 students sat NAPLAN. One student was absent for writing, reading and language conventions of the test. Two students did not participate due to parent withdrawal.

Our results in overall literacy were below the state in all bands except for Band 7 (28% for the school compared to 23% for the state). Year 5 students were also above the state in Band 7 for spelling and grammar and punctuation and our girls were above the state in all aspects of literacy tested. Our writing growth was excellent across the year. However we had more students in Band 3 for all aspects of literacy than the rest of the state and these students will receive intensive support from the STLA in 2010 as well as participating in the Focus on Reading 3-6 program for the next two years which explicitly teaches skills associated with reading. Training has commenced for Stage 2 and 3 teachers to be able to implement this program from the start of 2010.

Year 5 showed competence in spelling, identifying the narrator's belief in a narrative text in reading and correctly using adverbs and identifying tense. Areas for development include reading, paragraphing and language conventions.

**Numeracy – NAPLAN Year 5**

In 2009, 29 students sat for the numeracy section of NAPLAN. One student was absent and two students did not participate due to parent withdrawal.

Our Year 5 girls performed above the state in all aspects of the NAPLAN numeracy paper. We had more students in Bands 3 and 4 than the state for all numeracy aspects, and fewer students in Bands 7 and 8 than the state, and this will be addressed in planning for 2010 maths groups.

Year 5 showed competency in the areas of space (2D and 3D), position, converting centimetres to metres and interpreting pie graphs. Areas for development include place value, multistep money problems, division, fractions and decimals and calculating area.

**Progress in reading**

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>79.4</td>
<td>78.2</td>
<td>106.4</td>
</tr>
<tr>
<td>LSG</td>
<td>88.0</td>
<td>87.0</td>
<td>86.3</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
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**Progress in writing**

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</thead>
<tbody>
<tr>
<td>School</td>
<td>117.8</td>
<td>57.3</td>
<td>104.7</td>
</tr>
<tr>
<td>LSG</td>
<td>78.3</td>
<td>72.1</td>
<td>54.2</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
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</tbody>
</table>

The growth rate for our Year 5 students was well above that of the rest of the state in overall literacy, reading and writing. The writing growth results in particular were outstanding, where our girls topped the SEG (regional) group of schools. The reading growth rate was 106.3% for our school compared to 87.7% for the state, writing was 104.7% compared to 60.2% and overall literacy was 98.3% compared to 77.6%. 76.9% of matched Year 5 students progressed more than
the minimum required growth rate of 80 points on their scaled scores in reading, while 71.4% of Year 5 students achieved the same growth rate in writing. 41.7% of students were in the 75th and above percentile range for growth in overall literacy in 2009.

**Progress in numeracy**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>53.7</td>
<td>65.9</td>
<td>96.3</td>
</tr>
<tr>
<td>LSG</td>
<td>84.7</td>
<td>83.3</td>
<td>96.0</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
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</tbody>
</table>

Overall the growth rate for all students is above the state (96.3% compared to 95.3%). Our Year 5 girls have shown terrific growth – 108.2% compared to 93.8% for the state. However, the boys were well below the state average (77.2% compared to 96.7%). 61.5% of matched Year 5 students progressed more than the minimum growth rate of 80 points on their scaled scores. 23.1% of students were above the 75th percentile in growth in numeracy in 2009.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Chertsey Primary School addresses Aboriginal education in the following ways:

- Acknowledging the significance and teaching all students about the importance of the Federal Government’s apology to Indigenous People;
- By developing Personalised Learning Plans for all Aboriginal students. Meetings led by the Principal and Aboriginal Education Consultant seek input and goals from student, parent/s and class teacher;
- At Chertsey, an analysis of the NAPLAN results indicated that Indigenous growth was above the state and School Education Group in Reading, Writing and Numeracy.
- Through teaching class units of work with perspectives about Aboriginal culture, history, art and music. Specifically, Early Stage 1 and Stage 1 learn about Families Past and present: Stories and History. Stages 2 and 3 learn about Places Then, Now and Tomorrow, State and National Parks and, An Ancient Land and Celebrations;
- Reconciliation Week activities include personalised invitations to Indigenous parents and an open invitation to all non-Indigenous parents to a morning tea, followed by a special Flag-Raising Ceremony;
- NAIDOC Week is celebrated with the combined Erina Learning Community partner schools. Students participate in a cultural program of dance and traditional arts. Additionally, the school has a visiting Aboriginal or Torres Strait Islander perform as part of the celebrations.
- Flying the Aboriginal flag every school day;
- School Principal attends Gosford AECG meetings and was again elected Regional Representative for 2010;

**Multicultural education**

Chertsey Primary School is a diverse community, supporting students from Indonesian, Croatian, Spanish, Japanese, Samoan, Tagalog, German and Maori (Cook Island) language speaking backgrounds. Additionally, we cater for students who are deaf and use AUSLAN as their first language. The variety of languages spoken provides a strong, harmonious relationship.
between the different cultural and linguistic groups.

Chertsey Primary School community has a strong culture of acceptance of difference and diversity. Our School Values Education program supports acceptance and respect in a multicultural community. A policy of inclusion of students with disabilities operates to strengthen reciprocal relationships. The school community offers AUSLAN (Australian Sign Language) as our LOTE, to complement our policy of inclusion.

All school activities are culturally inclusive, assisted by the daily use of interpreters for deaf students and adults. Our school employs a School Learning Support Officer (SLSO) who is hearing impaired as part of our permanent staff and a native Spanish speaker as a casual School Administrative Officer. Chertsey offers its community AUSLAN courses on Saturdays during the year, which are presented by Deaf Education Network (DEN) tutors.

The school has had a specialist English as a Second Language (ESL) program, which supports students from various language backgrounds, including deaf students. The program offers a combination of individual and group withdrawal sessions as well as integrated classroom sessions.

Harmony Day was celebrated with each class completing activities, which were offered as part of our culturally inclusive curriculum. These ran alongside our Human Society and its Environment topics and our LOTE classes, which introduced local and global cultural themes.

We invited the Central Coast African Community into the school to work with Stage Three children to complement the Connected Outcome Group on which they were currently working. The African Group presented a series of workshops on: Countries within Africa, African Cultures, languages, traditions and lifestyle, and finally African music and drumming. The workshops were a highlight for the children and were presented at no cost to the school. We greatly appreciate the skill and generosity of the Central Coast African Community.

This year our Support Classes – Hearing and their teachers met with other deaf and hearing impaired students from all over the Central Coast for a picnic at Speers Point Park. Hearing and deaf staff and our deaf and hearing impaired students enjoyed a day of games, socialising and a barbecue. Pictures of this great day can be found on the CD newsletter, “The Buzz” organised by Christ Lisney (ISTH), and a copy of this CD will be presented to Chertsey and all deaf and hearing impaired students, as a memento of the day.

Our whole school enjoyed a wonderful experience of live theatre, with a performance by the Australian Theatre of the Deaf. This was presented as part of our school’s LOTE program, and was followed by workshop sessions for infants and primary students, including some hearing children, which reflects the principle of inclusion imbedded in our school’s ethos and Values Education program.

Historically, Chertsey has always been the hub of the potential junior Deaf Society and as such we welcome the involvement of the Central Coast Deaf Community, often having Deaf visitors to our two Hearing Support classes. Our Deaf SLSO, Ms Jan Strachan, is the current President of the Central Coast Deaf Group and is a wonderful liaison person between our unit and this Deaf Cultural and Social group. The CC Deaf Group often organises many social activities and events for Deaf and Hearing Impaired people and always extends invitations to our students and staff. They have also generously fundraised to provide special equipment for our deaf and hearing impaired students.

Respect and responsibility

Student Welfare at Chertsey PS encompasses everything the school community does to meet the personal, emotional, social and academic needs of all students by creating a safe, caring school environment in which the students are nurtured as they learn. The school’s Welfare Policy incorporates an effective discipline code, which encourages students to display the values of ACHIEVEMENT, INTEGRITY, COMMITMENT, RESPECT and ACCEPTANCE and which endeavours to protect the rights, safety and health of all school community members.

A strong network of student support has been established which recognises the diversity within the school community and provides programs which acknowledge difference and promote harmony. This network ensures that our students enjoy success and recognition, make a useful contribution to the life of the school, and derive enjoyment from their learning. Strategies that help develop these experiences include – an active Student Representative Council, Buddy Program, Prefect elections, Child Protection programs, a dynamic Learning Support Team, Gender Equity and Multicultural Policies, Gifted and Talented Programs and Support Programs for students experiencing learning difficulties (e.g Reading Recovery and STLA Programs).

A positive climate and an effective teaching and learning environment, which promoted self-discipline and student achievement, were maintained through weekly merit awards, Good News Awards, Principal’s Awards, Behaviour BBQs and Honour Certificates. These
reward systems celebrated academic excellence and progress as well as recognising student improvements in school application and engagement.

In 2009, Chertsey PS commenced with the “You Can Do It” program. “You Can Do It” is a social and emotional learning program that promotes student achievement and well being. Its main purpose is to support communities, school and homes to identify and optimise social and emotional capabilities of students. It affords them the best chance possible to be successful at school, experience well being, and have positive relationships.

Towards the end of 2008 the staff of Chertsey was inserviced on the theory and workings behind this program. Each teacher was given resources; posters that were displayed in every classroom, and offices. Scope and sequences were developed to aid programming.

Lessons focused on: description and familiarisation of the five foundations (Getting Along, Organisation, Persistence, Confidence, Resilience), the five blockers (anger, sadness, and negative behaviours), and the use of positive habits of the mind (tolerance, acceptance, effort, setting goals and responsibilities). Our School Project Officer, Mrs Cathy Moore, conducted a parent information session, ensured each family received a fridge magnet with the five foundations printed and also included one foundation in each school newsletter - to highlight the positive use and effects of these key ideas.

These concepts have now become part of our daily dialogue and are integral to the learning process both in the classroom and in the playground.

The school’s Executive Team closely monitors each student’s classroom and playground behaviour and progress through daily planning room programs, weekly staff meetings and weekly Learning Support Team meetings. These strategies enable students, parents and staff to respond positively to conflict situations and incidents of bullying and harassment, and to review student integration programs and counsellor referrals for those students experiencing learning difficulties, students observed behaving in an unacceptable manner and/or students who need enrichment through gifted and talented programs.

Transition Programs have been established to assist students and their families in preparing their children for both Kindergarten and later for Year 6 students in their preparation for high school. Chertsey’s HEADSTART program provides preschoolers with an ideal start to Kindergarten and our strong links with local high schools enable Year 6 students the opportunity to establish a rapport with students from other schools and future class teachers.

Other programs

AUSLAN Program (Australian Sign language)

As part of the Human Society and its Environment syllabus, Australian schools may offer a Language Other Than English (LOTE). Funds from the Community languages Program support the implementation of a language program in schools where there is a demonstrated need in the local community. The community language offered at Chertsey Primary School is AUSLAN, based on the cultural and linguistic background of a significant percentage of our students who are deaf or hearing impaired.

Chertsey promotes inclusion as part of our school culture, and the development of a K-6 AUSLAN program within our school assists our deaf/hearing impaired students to integrate into the full range of classroom and playground programs. The students in our mainstream classes are provided with the skills to communicate with their deaf/hearing impaired peers and develop an awareness of Deaf cultural issues.

Students in both Support Classes (Hearing) communicate using Australian Sign language, are also tutored in AUSLAN, and develop proficiency in English (spoken and/or written) as their second language. We are fortunate to have 2 members of the deaf community as permanent staff members in our school. These staff members are an integral part of the AUSLAN program within the school.

During 2008 and again in 2009, a trained teacher was employed to deliver the LOTE program at Chertsey PS. The teacher has completed relevant training in AUSLAN pedagogy, and is a member of the Deaf community both culturally and linguistically. The employment of this teacher has proved to be very successful, and current staffing is guaranteed for 2010.

The scope and sequence has been developed, and a well defined curriculum has been implemented from Early Stage 1 to Stage 3.

A defining feature of the LOTE program in 2009 is the strong collaboration evident between the AUSLAN teacher and class teachers.

The efficacy of this program is well established.
Good Start Breakfast Club

The GSBC is a Red Cross initiative that operates in the school hall each morning. It has been operating since March 2008, at no cost to families. The main focus of Breakfast Club is to offer a healthy, filling start to a day of learning, whilst nurturing social and self-help skills.

It is open to all school students and their families, between 8.15 am and 8.50 am, with an average daily attendance of 25 students. Students are encouraged to help themselves then sit at the table with their peers to eat.

There is a healthy variety of food offered, ranging from wholegrain toast, cereals and fruit. A hot breakfast is offered each Tuesday with a change in menu each week.

At present, the Club relies on a combination of donations and funding from the Red Cross and the School. The average weekly running cost is thirty dollars per week.

The GSBC is co-ordinated by Mrs Alex Wastell (Chertsey SLSO) with the assistance of 2-3 other volunteers per day. The volunteers are made up of both parents and community members, sourced and trained by the Red Cross.

Multimedia Team (Semester 2, 2009)

In Semester 2 this year, a group of 8 year 5 students were targeted to be the multimedia group for 2009. These children were given the role of producing a student magazine.

This semester, the targeted group was children showing a strong knowledge and application to technology skills.

The children worked at their own computer station developing their own projects and their individual style with accompanying photos and choices of colours, fonts and formatting. They showed many technology skills in being able to produce quality pages with minimal teacher assistance.

Rather than producing the magazine as a ‘hard copy’ for other students to read, it was decided to make the magazine available to everyone by uploading the finished production to the newly created Chertsey Primary School’s website. The children, with the teacher’s assistance uploaded their projects to the homepage of the website with the title: Student Magazine in the Latest News section.

Awareness of the student magazine has been made to parents and children through the school newsletter and with the advent of the latter going ‘online’ it is hoped the student magazine will be widely-read and enjoyed by the whole school community and everyone accessing the Chertsey School website.

Literacy Club

The Literacy Club gained 40% increase in readers and volunteers from 2008 to 2009. Fourteen trained volunteer tutors were matched with fourteen enthusiastic readers to explore the world of children’s literature.

Each Wednesday, the children enjoyed a nutritious afternoon tea before meeting their tutors for an adventure into early literacy. The aim of the club is to further develop children’s love of reading and to re-enforce the wonderful literacy work done every day at Chertsey Primary School.

The Club is co-ordinated by retired teacher, Rhonda White, who has a passion for early literacy. Rhonda trains the volunteers prior to the program and oversees each session to ensure that children are enjoying the program and greatly enhancing their literacy skills.

The program is held in Terms 2 and 3 and will begin again in Week 2, Term 2, 2010. It is facilitated by The Smith Family’s, Regina Gilbert.

Schools as Community Centres (SaCCs)

SaCCs is a state wide project, which facilitates the positive development of the child and the family from ages 0 to 8 years. Its purpose is to establish happy, connected families, children and communities, seen as crucial in a child’s success at school.

Throughout the year, Chertsey SaCCs delivered many different initiatives, which support the parents, the children and the community.

Some of these in 2009 included:

Parent Programs, eg What Makes Toddlers Tick Counselling; Triple P parenting; 123 Magic Program in partnership with DET; playgroup with early literacy focus; ‘Wiggle and Giggle’ music play sessions for ages 7 months to 4 years; Baby Fun Dance Group; Kids Day Out 2009; Coastal Community Connections; community events; Involvement in Bushlands Avenue Park equipment selection and construction; Dad’s playgroup, Dad & Me activities, Fishing with Dads, Fathers Day Breakfast; Springfield Community Safety Forum; Mums Better Playground Action Group; Benevolent Community engagement worker – working in partnership; partnerships with Smith Family; counselling; Mother’s Day activities; cappuccino and cupcake coffee mornings; Aboriginal workshops for parents and
children; Harmony Day and work with CALD families; Headstart Program; Greatest Morning Tea; Multicultural Activities; Road Safety Committee; Election Days; Community Carols on the bus; Families at the Fair initiative with Lend Lease; and Parenting Forums in consultation with the preschools and playgroups.

Additional services and community development projects undertaken in 2009 included: a meals service to families; advocacy work for families and residents; childcare volunteer training; development of a business directory; provision of Christmas hampers; completion of a safety/survival kit for families; commencement of a community newsletter to be distributed quarterly; establishment of a Community Garden; data analysis from the Australian Bureau of Statistics.

The Chertsey SaCCs program is ever evolving and self-generating. As the community grows and changes so do the programs within the SaCCs centre. The SaCCs centre continues to gain support from the community and agencies participating in the planned programs.

Constantly there is need for evaluation and examining the impact of SaCCs on the local community. This is achieved through regular meetings with community agencies and schools.

**Seasons for Growth Program 2009**

Seasons for Growth has been offered at Chertsey since 2001 and we have always had a steady and ongoing interest from parents of our school community, in supporting the running of this beneficial program.

Seasons is an educational program which was developed in 1996 and runs in Australia, New Zealand and Great Britain. The Seasons program is based on a theory about grief which suggests that all people who have had a significant loss typically experience and need to pass through various stages (Seasons) in their time of grief. Within these stages there are “tasks” to do in order that the persons may move through the stages of grief to eventual acceptance and a healthy resolution of the loss.

Seasons has been shown to make a significant difference to the lives of grieving people and their social and emotional health and happiness.

This year the 3 trained Seasons companions (Coordinators) have run 2 programs at Chertsey. The first program was for Stage 3 students and the second for Early Stage 1 and Year 1 students. Both sessions (with up to 8 students) were enjoyed and supported positively by staff, the parents, and the children themselves who attended every week without absence. This is an important factor in the development of the group dynamic, the flow of the sessions and in the trust building that occurs. Each Seasons program runs for 9 weeks on a Wednesday afternoon.

**After-School Hours Care**

In Term 2, Chertsey PS established an after-school care facility on site. This has been in collaboration with the Woodport Out-of-School Hours (WOOSH) facility. The Chertsey facility is known as CHOOSH and operates every school afternoon from 3 - 6 pm.

**Progress on 2009 targets**

This section of the report describes the progress made towards achieving the targets set for 2009. The targets for 2009 worked towards improvements in Numeracy, Literacy and Connected Learning.

**Target 1 Numeracy**

31% of Year 3 and 15% of Year 5 students in the top two NAPLAN bands.

Continue to keep percentage of students in bottom band at or below state mean.

Work towards equalling or exceeding Regional ‘Growth” (value added) target and achieve at least 43% minimum growth for Year 5 matched students from Year 3 BST results.

Our achievements include:

- 50% of all Year 3 students were in the proficient range for numeracy in NAPLAN.
- Professional learning opportunities for teaching staff resulting in the development of analysis techniques such as Newman’s Analysis and the establishment of specific student goals.
- Improved student engagement and parental involvement through the Numeracy At Home Program.
- Streamed Maths Groups were undertaken to help differentiate the curriculum for targeted students.
- All students K-2 participated in regular Count Me In Too activities.
- Enrichment programs were offered to students including Multiplication Masters.

**Target 2 Literacy**

24% of Year 3 and 18% of Year 5 students in the top two NAPLAN bands.

Continue to keep percentage of students in bottom band at or below state mean.

Work towards equalling or exceeding Regional ‘Growth” (value added) target and achieve at least 64% minimum growth for Year 5 matched students from Year 3 BST results.
75% students achieving independent RR level 6 in Kindergarten; 75% of students achieving independent RR level 16 in Year 1; 85% of students achieving independent RR level 26 in Year 2.

Our achievements include:

- Staff were trained through the National Partnerships Program in Focus On Reading 3-6 and Multilit.
- K-2 staff were trained in BEST Start and implemented this Program with those students transitioning to Kindergarten.
- At or above Regional targets in Kindergarten and Year 1.
- All students 2-6 participated in the CARS Testing (Comprehensive Assessment of Reading Strategies) which informed teaching and learning programs with an emphasis upon comprehension strategies.
- An improved partnership between home and school through the implementation of the Chertsey 100 Reader's Club.
- Professional Learning opportunities for all staff through workshops provided by Regional and PSP personnel and Literacy Consultants in the areas of Writing, Reading and GATS.

Target 3 Connected Learning

All students achieve Stage outcomes in Technology.

Students have frequent and growing access to technology.

Construct computer laboratory allowing for individual and interactive student engagement.

Our achievements include:

- Procurement of ICT equipment for enhanced engagement, teaching and learning allowing the establishment of a technology room in partnership with the school's P & C.
- Video conferencing and SMART Board facilities were installed and utilised by both school and regional personnel.
- Ongoing TPL opportunities were provided to all staff throughout the Erina Learning Community Schools.
- Improved student engagement in technology-based learning through the use of contemporary ICT equipment.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Management and Satisfaction and Literacy.

Educational and management practice

School Management

Background

Information was collected in 2009 using a survey specifically designed to find out from parents, students and staff where our strengths lie and to identify future priorities.

56 parents responded to these surveys.

Findings and conclusions

88% of parents almost always believe the school is continually looking at ways to improve performance while 12% believe the school is usually looking at ways to continue improving performance.

79% of parents believe that the staff at the school is valued and supported while 21% of the parents usually agree that the staff at the school is valued and supported.

100% of staff believe the school is continually looking at ways to improve its performance and also that the school makes major changes from time to time to improve what it does.

100% of students surveyed agree that the school communicates effectively with students and parents and that the school cares about students and the discipline is fair.

Future directions

The school will continue to strive to improve its school management structures and practices. Communication about our practices, the changes we are implementing and the reasons for those changes is central to success in this area.

Curriculum - Literacy

Background

Information was collected during 2009 using a variety of techniques including surveys, document analysis and focus groups to determine how well our learning community understood the teaching and learning of Literacy.

All Year 3–6 students completed an online survey for literacy and all teachers completed an online survey for literacy and numeracy.

A focus group session was carried out with a group of seven parents who had students across the school K – 6 plus the Support Unit.
The school has used data collected from the survey tools provided as part of the National Partnerships on Literacy and Numeracy.

**Findings and Conclusions**

- 93% of teachers indicated that they take responsibility for Literacy skill development in their students.
- 67% of teachers were aware of the school’s literacy performance in NAPLAN; however only 53% indicated that the information from NAPLAN informed their teaching practice.
- 84% of students identified that the school expected them to do their best in Literacy.
- 72% of students try to do their best and take pride in their Literacy learning.
- 66% of students indicated that activities teachers use help them to learn better Literacy skills.
- Parents had a wide understanding of the way Reading is taught in the school. They identified the use of small group activities with leveled readers and structured activities designed to meet the needs of the group.
- Parents thought that individual rather than group reading occurred in the primary grades, particularly for those students whose reading is weaker than their peers.
- Parents indicated that reading is fundamentally important for all curriculum areas, and a lifelong skill.
- Parents identified the development of comprehension strategies was more important than the decoding of text.
- Parents named a variety of reading incentives and programs at Chertsey – merit awards, book prizes, 100 readers club, home reading schemes, Premiers Reading Challenge.
- Parents acknowledged that the STLA and the Reading Recovery Teacher play a major role in the acquisition of reading skills.

**Future directions**

- Whole school training on NAPLAN data analysis with an emphasis upon K-2.
- Staff to implement NAPLAN teaching strategies into their teaching and learning programs utilising the Item Analysis Data.
- Staff to review current literacy activities to ensure Quality Teaching principles are evident.
- Implement an action plan to address the learning needs of “at risk” students and instigate a teaching transition program between Stage 1 and Stage 2.

- Employ an action plan to support and improve student performance through the identification of “higher achieving” students and providing appropriate enrichment and extension programs – including IT resources.
- Devise and implement an action plan to support the development of a Peer Tutoring Program with an emphasis upon reading strategies.
- Parents suggested new reading initiatives – magazine subscriptions to popular magazines, a book club to review and discuss books and an extended peer tutoring program.

**Other evaluations**

**Background**

Information was collected in 2009 using a survey specifically designed to find out from students, teachers and parents where our strengths lie and to identify future priorities.

**Parent, student, and teacher satisfaction**

**Background**

In 2009 the school sought the opinions of parents, students and teachers about the school. 56 parent surveys were returned.

Their responses are presented below.

**Findings and conclusions**

98% strongly agree and 2% agree that the school is a friendly school that is tolerant and accepting of all parents.

91% of parents strongly agree and 9% of parents agree that the students are the school’s main concern.

100% of students surveyed agreed that the school expects me to do my best. 81% of students strongly agree that they do their best and take pride in their learning whilst 19 % somewhat agree to this statement.

100% of students surveyed agreed that the school expects me to do my best. 81% of students strongly agree that they do their best and take pride in their learning whilst 19 % somewhat agree to this statement.

All teachers agree that they provide learning opportunities within a stimulating and secure environment and that the school supports communication about student learning between home and school.

**Future Directions**

Parents, teachers and students have all identified positive relationships, welfare and discipline, inclusive whole school community and excellent teaching as the foundation elements that exist at Chertsey Primary School. Our future directions need to ensure that these qualities are supported through our school policies and procedures.
We need to ensure that:

- Our welfare and teaching programs address the needs of all students.
- Our partnership with parents is supported by sound communication practices.
- Teachers are supported by quality professional learning opportunities that address school priorities.

**Professional learning**

The staff at Chertsey participated in 5 full days of professional learning as a whole group in 2009. The main focus for each term was: Term 1- COGS with DET personnel and Woodport PS staff; Term 2 - Student welfare and engagement with clinical psychologist, Andrew Fuller and staff from the Gosford Learning Community partner schools; Term 3 - Technology with teachers from partner schools of Erina Learning Community; and Term 4 - National Partnerships (T.L.S.I. modules) and NAPLAN analysis with our school improvement team and DET personnel.

The majority of Chertsey teachers have also accessed professional learning through courses, workshops, collaborative planning and assessing in areas that address and support priority areas and specific learning needs.

During 2009 teachers participated in a variety of professional learning activities in the areas of literacy, numeracy, PE/PD/Health, OH&S and Deaf Education. Several teachers attended courses in Technology, including use of interactive whiteboards.

Regular after-hours meetings have been supported by professional learning funds.

Mandatory training in CPR and Emergency Care, Anaphylaxis and Child Protection has been supported by professional learning funds.

The majority of funds were spent on syllabus implementation and providing relief for external training opportunities and within the school (eg consistency of teacher judgement). Teachers are expected to report back to colleagues following all external training courses and workshops.

Support and Administration staff accessed Professional Learning through regional and school development programs. Our Administrative Manager attended term meetings.

**School development 2009 – 2011**

**Targets for 2010**

**Target 1 Numeracy**

- 27% of Year 3 and 15% of Year 5 students in the top two NAPLAN bands.

**Continue to keep percentage of students in bottom band at or below state mean.**

**Work towards equaling or exceeding Regional ‘Growth’ (value added) target and achieve at least 47% minimum growth for Year 5 matched students from Year 3 BST results.**

Strategies to achieve this target include:

- Professional learning for teaching staff in analysis techniques and establishment of specific student goals;
- Identification of staff professional learning needs and planned individual programs to ensure implementation of Quality Teaching framework in classrooms;
- Structured opportunities for staff and parents to participate in TPL to facilitate improved student engagement and learning;
- Initiatives to increase parent involvement in learning process;
- Alignment of literacy and numeracy strategies related to increasing participation of Aboriginal community in learning process; and
- Ensure monitoring and evaluation processes are in place and include community input.

Implementation of new programs such as Mathletics to increase student engagement.

Our success will be measured by:

- Parents report greater understanding and ability to assist their children at home;
- Term assessments indicate 100% students demonstrate progress towards individual goals; and
- Targeted groups to show growth commensurate with school population as outlined in above targets.

**Target 2 Literacy**

- 30% of Year 3 and 20% of Year 5 students in the top two NAPLAN bands.

**Continue to keep percentage of students in bottom band at or below state mean.**

**Work towards equaling or exceeding Regional ‘Growth’ (value added) target and achieve at least 68% minimum growth for Year 5 matched students from Year 3 BST results.**

75% students achieving independent RR level 6 in Kindergarten; 80% of students achieving independent RR level 16 in Year 1; 90% of students achieving independent RR level 26 in Year 2.

Strategies to achieve this target include:

- Analysis of individual students’ needs and provision of appropriate support through
CTJ assessments and professional dialogue;
- Differentiated Professional Learning Program;
- Planned integrated approach to improving outcomes for Aboriginal students;
- Implementing focused programs throughout the school; including Focus On Reading and MULTILIT.
- Connected Outcomes Groups (COGs) utilised and linked with Literacy programs.
- Participation in PSP Network to facilitate sharing of expertise and resources, with focus on student writing improvement and authentic assessment;
- Development of a strategic and systematic K-6 assessment program;
- Participation in the Best Start Assessment Program designed to identify the literacy knowledge and skills that each student brings to school as they enter Kindergarten and that will be used to inform teaching;
- Partnership between the home and school to be strengthened through the provision of information via e-newsletters and parent information sessions;
- Integration of technology and Connected Classroom strategies into writing and numeracy initiatives;
- Structured connection between “email buddy” with Chertsey school in England (Pycroft Grange) program and writing/literacy strategies; and
- Ensure monitoring and evaluation processes are in place and include community input.

Our success will be measured by:
- Years 3 and 5 to show incremental growth in NAPLAN at least commensurate with school targets;
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery;
- Across Network Writing assessments in place and in-class term and semester assessments indicate growth for every student; and
- Parent workshops indicate high satisfaction with home reading program.

**Target 3 Connected Learning**

**All students achieve Stage outcomes in Technology.**

**Students have frequent and growing access to technology.**

**Teachers to utilise new Connected Classroom video conferencing and the IWBs in classrooms to enable students to achieve educational outcomes and expose them to a broad range of technologies.**

Strategies to achieve this target include:
- Procure, using school funds and community support, ICT equipment for enhanced engagement, teaching and learning;
- Technology is integral to Literacy, Numeracy and COGS lessons; and
- Continuous program of TPL opportunities are provided by school and LMG.
- Installation of interactive whiteboards in every classroom.

Our success will be measured by:
- Being able to clearly demonstrate that students and teachers are provided with contemporary ICT equipment;
- Qualitative and quantifiable evidence that students are being offered broader technology-based curriculum options and are more engaged in learning; and
- Increased teacher participation in professional learning in information communication and technologies.

**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.

John Anderson - Principal
Karen Auinger - Staff Representative
Gail Vaughan - Staff Representative
Joanne Stuckey - Staff Representative
Mark Deuxberry - P&C Representative
Linda Gormly - Parent Representative

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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: