2008 Annual School Report
Chertsey Primary School

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

Students
Our school population of 195 children was organised into 7 mainstream classes and 5 special education classes. In 2008 Chertsey had 3 classes for students with hearing loss, 1 for autism and 1 for children requiring language support.

Staff
Chertsey Primary School has a staff allocation of 18 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 2 days per week.

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

Significant programs and initiatives

Active After-Schools Program
A Federal Government Program under the auspices of the Sport Commission designed to engage primary school-aged children in active games-based activities and motor skills activities. It is linked to the Government’s commitment to reducing childhood obesity.

AUSLAN Program
Chertsey Primary School committed to the AUSLAN (sign language) Community Language many years ago.

Breakfast Club
Breakfast Club has been a key SaCCs initiative sponsored by the Red Cross and supported by corporate organisations, in particular, Sanitarium. Integral to its success in its inaugural year was the volunteer coordinator, Mrs Alex Wastell whose commitment and energy towards this project is to be applauded.

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 2008

Literacy – NAPLAN Year 3
Girls performed exceptionally well. Their results were above both the state and region in overall literacy and grammar and punctuation.

Numeracy – NAPLAN Year 3
The number of students in the top band exceeded the state average whilst the school did not record any students in the bottom band, bettering the state. The school exceeded the state in number, patterns and algebra.

Literacy – NAPLAN Year 5
Student growth from Year 3 to Year 5 was at or near the state in overall literacy for both boys and girls. Strategies will be implemented to lift the performance of students particularly for the disproportionate number in the middle bands.

Numeracy – NAPLAN Year 5
The number of students in the bottom band was less than the state, however strategies will be implemented to lift the performance of students particularly for the disproportionate number in the middle bands. Student growth from Year 3 to Year 5 was above the state for boys, however an increased focus on girls strategies for Numeracy will be implemented.

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.

In 2008 national assessments in the areas of Literacy and Numeracy (NAPLAN) commenced for students in Years 3 and 5. High expectations are set in all academic areas. The challenge for staff and parents is to implement strategies to lift the performance of students particularly for the disproportionate number identified in the middle bands of NAPLAN. A key strategy in Reading is to introduce the CARS (Comprehensive Assessment of Reading Strategies) whilst in Numeracy staff training and implementation of Newman’s Analysis aims to upskill students to recognise and decode the language of mathematics.

Obtaining Priority School Funding for 2009 will enable the school to access additional resources and support. I look forward to working with Mrs Cathy Moore, a parent and teacher who will...
assume the role of Parent Project Officer. Our Kindergarten students will be part of the Best Start program for the first time in 2009. From this, teachers will gain access to crucial learning information in the key areas of literacy and numeracy.

Continuing to acquire new technology is important for students to access contemporary and interactive tools for learning. In 2008 the first interactive whiteboard was purchased and installed with the assistance of the P&C. Three more are planned for 2009. Additionally, the P&C and school are currently working together to transform the spare classroom in G Block into a technology room.

Staff continued to work with the Regional Student Behaviour Team to facilitate training in childhood disorders and support the new rules and values program. Training was undertaken by staff with Woodport PS teachers which will enable the school to implement the You Can Do It program. It aims to help all children achieve to the best of their ability and to develop social-emotional and behavioural well-being.

All classes participated in another great Chertsey concert, ‘The Magical World of Books’. To create more diversity in the Performing Arts program the concert will now become a biannual event, allowing for more time to be spent on CAPA groups, assembly items and choir and recorder groups.

An exciting initiative was the introduction of the Red Cross sponsored Good Start Breakfast Club. Coordinated by Mrs Alex Wastell many students regularly take the opportunity to have a nutritious and settled start to the school day.

Up to 50 students conclude the day in a healthy manner by participating in the Active After School Communities program. Mrs Kate Currie is the program coordinator and has built up an exciting collection of sports resources that are available for staff to use with their classes.

Environmental Education has long been a focus 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 each Friday as they assist with outdoor projects. Additionally, the school successfully applied for the Green Vouchers grant which enabled the canteen to be fitted with a solar hot water service and two tanks, one of which services the primary toilet block. Also installed as part of the Community Water grant were two large tanks to service the infant toilet block and another connected to Chertseydale Community Cottage.

The School Council placed an emphasis on School Promotion by organising a successful business network meeting and having the mayor as guest speaker. The school funded refurbishments to the administration foyer and front office to make it more welcoming. This included a digital photo frame funded by Year 6. A school brochure is also being developed.

The Federal Government grant, Investing in Schools, enabled for all rooms not fitted with cooling to be fitted with reverse-cycle air conditioners. This will improve the learning and working environment for all students, staff and volunteers.

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 ensures a diverse program of activities and is working with parent Mr Phillip Winter to have the much anticipated children’s play area constructed.

The Road Safety Committee have used a grant to fund new signage for both the Willow Road and Bilgola Place car park entry points.

We are fortunate to have a Smith Family coordinator, Regina Gilbert, based at the ‘Cottage’. This partnership assists our students in a number of ways, including the very successful After School Literacy Club which we are hopeful of repeating in 2009.

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 school Trivia Night which was the major fundraiser. In 2009 the school is planning to celebrate 40 years of quality education by hosting an Anniversary Twilight Fete.

As you can see 2008 was a busy and productive year at Chertsey PS. All staff worked hard to ensure students received a caring and quality education.

In closing I would like to acknowledge and commend the service of our School Administration Manager, Mrs Judith Wallace, who will retire at the end of first term, 2009. Judith will have given over 17 years of tireless efforts in her roles as office manager, P&C president and Chertseydale Community Cottage committee treasurer and secretary. We sincerely thank Judith for her commitment to Chertsey and wish her every happiness in her retirement.

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

This year Chertsey P&C has been very rewarding for all those involved. We welcomed a new Principal to our school, John Anderson. We also welcomed a new committee to the P&C.

Along with myself as President I would like to thank the Executive, Sarah Tomlinson, Carol Wilson and Nada Potter.

We focused our year on two main areas. Fundraising was the first and I would like to thank all those who helped and participated in these events. Our Earth Committee was the second. We welcomed people into the school to help with the gardens and various landscaping and maintenance projects that have and are being undertaken.

The school canteen continues to move forward. Thank you to all the volunteers who help both Di and Carol. Thanks to Di and Carol we have monitored prices to ensure the kids receive meals as cheap as possible as well as having the canteen break even.

We were able to assist the school in the purchasing and installation of our first interactive whiteboard (Smartboard).

Ongoing projects include the funding and organizing of a school Covered Outdoor Learning Area (COLA).

I would like to thank the staff, parents and children for the fantastic year and look forward to 2009.

Mark Deuxberry, P&C President 2008

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 2008 The School Council was actively engaged in the development of a number of school initiatives which included:

- Establishing business links within the community in conjunction with the SaCCs. A business directory was developed and the plans for business meetings developed;
- Promoting Chertsey PS to the wider community by establishing links with print media;
- Achieving improved signage to promote the school within the local community and within the school;
- Supporting the formation of the Road Safety Committee to improve car, pedestrian, bike and road safety within the school community, leading to new signage around the school, road safety courses for students and new traffic conditions proposed for 2009; and

Nada Potter, Council President 2008

Student Representative Council's Message (SRC)

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 this school community service, leadership, get the chance to work for our school, learn about formal meeting procedures and enjoy the respect that comes from being regarded by peers. Our mainstream class members select two class representatives and our support classes generally choose one student rep. This is done by democratic means in the form of a class vote at the beginning of each term. The successful representatives are presented with a special SRC badge in a whole school assembly and proud parents or family members are invited to present their child with the badges.

Within the Council, office bearers are chosen by the members. A Chairperson, Vice Chairperson, a Secretary and a 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. The teacher or SRC reps call for meetings and these occur approximately once per month. SRC reps bring ideas to discuss from the body of students or the teacher may also raise initiatives 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.

This year the students have fundraised for Cystic Fibrosis, to support research into this disease which affects one of our own students, and for Stewart House at Curl Curl, where some of our students have the excitement of going each year.
This year we had a Gold Coin Day, a Dolphin Day and a Donation Drive to support Stewart House which is entirely funded by NSW Department of education teachers and students. 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 organized by the SRC. As usual this was well attended. The students from all classes mainstream and support, enjoyed the theme chosen by the students “Fairytales and Fantasy” and many parents and staff attended and offered their help. Money from this event is put towards whatever the students and staff decide is needed for our school.

**Penelope Tillers, SRC Coordinator, 2008**

**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 was a gradual increase in school enrolments throughout 2008. The figures below represent the enrolment data at census date 2008.

**Student attendance profile**

In 2008 the average student attendance was 93.8%. This was our best attendance for the last 4 years.

**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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>1-2H</td>
<td>2</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>1-2H</td>
<td>1</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>2-3W</td>
<td>2</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>2-3W</td>
<td>3</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>3-4W</td>
<td>4</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>3-4W</td>
<td>3</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>5-6C</td>
<td>6</td>
<td>14</td>
<td>27</td>
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<tr>
<td>5-6F</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>K-1S</td>
<td>K</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>K-1S</td>
<td>1</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K-2S</td>
<td>L</td>
<td>8</td>
<td>8</td>
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<tr>
<td>K-2T</td>
<td>H</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3-4J</td>
<td>H</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3-6V</td>
<td>H</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>K-6D</td>
<td>AU</td>
<td>6</td>
<td>6</td>
</tr>
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In 2008, 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 was a 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.

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 2008, 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 .315 Reading Recovery teacher, who works with students in Year 1 reading.

There are 5 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.

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 2 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>5.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disturbance Autism</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Hearing Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Language Disorders</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Itinerant Teacher Behaviour</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Primary Part Time</td>
<td>0.3</td>
</tr>
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</table>

Staff retention

In 2008 the teaching staffing composition was similar to that of 2007, with a 100% staff retention rate.

The support staff (administration) maintained a full-time School Administrative Manager but from term 2, due to lower numbers, the School Administrative Officer position was reduced to 3 days per week. The School Learning Support Officer positions (4) retained 100% of staffing.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.9%.

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 are 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 (20%). 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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</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>298,845.35</td>
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<tr>
<td>Global funds</td>
<td>164,136.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>207,156.47</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>54,789.99</td>
</tr>
<tr>
<td>Interest</td>
<td>20,505.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13,653.88</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>759,087.60</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 31,359.29  |
| Excursions                 | 20,612.78  |
| Extracurricular dissections| 11,176.22  |
| Library                    | 666.12     |
| Training & development     | 1,063.63   |
| Tied funds                 | 239,848.06 |
| Casual relief teachers     | 30,454.04  |
| Administration & office    | 51,503.26  |
| School-operated canteen    | 0.00       |
| Utilities                  | 31,047.45  |
| Maintenance                | 30,358.30  |
| Trust accounts             | 16,483.96  |
| Capital programs           | 22,727.29  |
| **Total expenditure**      | 487,300.40 |
| **Balance carried forward**| 271,787.20 |

The school has carried over a significant amount of money. This is because installation of air conditioning throughout the school and funding for Community Water Grants to install tanks was not finalised.

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 2008 to be paid in 2009.

Due to savings in a number of our program budgets we are creating a computer classroom to enhance technology competencies and upgrading environmental systems by installing tanks which recycle rain water for toilets and a solar system for Canteen hot water.

A full copy of the school’s 2008 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 2008

Achievements

Arts

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

- A whole school Concert ‘The Musical World of Books’. School concerts are valued by the whole school community;
- An Education Week Aboriginal cultural activity with children participating in art, craft and story telling and viewing an exhibition of Aboriginal art, weapons and tools;
- Christmas Craft groups which were highly motivational to students;
- The Central Coast Dance Festival, stage 1, “Singin’ in the Rain”;
- An Easter Hat Parade K-2 and Easter Poster Competition 3-6;
- A performance at Chertsey PS K-6 assembly by the Thomas Pattison School Signing Choir;
- Participation by the Chertsey PS Signing Choir in the Central Coast Disability Expo;
- Formation of a school recorder group with a professional tutor. The goal of which is to perform 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.

Sport

Students were given the opportunity to develop knowledge, skills and positive values and attitudes, through structured sporting activities. These activities targeted the development of gross-motor skills in Kindergarten to Year 2 and the development of seasonal sports including soccer, T-ball, rugby league, touch football, basketball, Australian football and netball for 3-6 students.

Other sporting opportunities included:

- Active After-Schools Communities which offered a range of sporting opportunities
including gymnastics, soccer, rugby league and multi-skills activities which developed students’ cardio-vascular 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 providing excellent opportunities for Chertsey students and staff to be actively involved in zone activities;

- An under 10’s and open’s rugby league teams successfully participating in the Country Rugby League Carnivals;

- School teams participated in the NSW PSSA knockout competition for rugby league, football (soccer), netball and Australian football;

- The Australian Football team participated in the AFL sponsored Paul Kelly Cup;

- Stage 3 overnight excursion was held at Myuna Bay Sport and Recreation Camp giving students and staff the opportunity to be involved in a variety of outdoor activities including: mountain bike riding, canoeing and kayaking, abseiling, archery, orienteering and rock climbing;

- Clinics held for students K-6 for soccer and rugby league;

- Daily K-2 fitness and dance programs;

- Strong representation at a District level in swimming (11 students), cross country (42 students) and athletics (34 students) with several students then representing at regional level in these events; and

- One student competed at the State Athletics Carnival for athletics.

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 dad’s literacy breakfast with over 100 participants, supported by local business groups in Literacy/Numeracy Week. David Moyle was recognised by winning the Central Coast’s Most Inspirational Dad Award at the Regional Dads in Education Breakfast;

- Nada Potter received an award for her work with the community at the Chertsey SaCCs. This award was presented at the third annual Real People Doing Real Things Community Building Awards;

- A Year 4 student excelled at the District Spelling Bee finals by gaining third place from 32 finalists;

- School leadership opportunities with prefects attending the Young Leader’s Conference in March;

- A highly successful Mini Fair which raised $2000;

- Active After-School Communities program which catered for 50 students in an engaging games-based program two afternoons per week;

- Attendance at camps and excursions – The Rocks (years 3 and 4), The Sydney Aquarium (K-2 and support classes), Myuna Bay (Years 5 and 6), Deaf camp (Year 3-6 Hearing Impaired classes) and a K-6D community living skills program;

- The formation of the student environmental group named the Gecko Club. The Club participated in activities that were recognised at the Gosford City Council Green House Program Awards.

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**

In 2008, 24 students sat NAPLAN. One student was absent and one student did not participate due to parent withdrawal.

The Year 3 results in overall literacy were almost equal to those for the rest of the state. Our Year 3 girls performed above the rest of the state in Grammar and Punctuation. They were also above the state in Overall Literacy. The majority of Year 3 students (67%) were in Bands 3 & 4 for literacy overall compared to 42% for the rest of the state. One of the school targets for 2009 is to move many of these students up into the top bands. Students in Bands 1 and 2 will receive intensive literacy support from the STLA in 2009.

Analysis of the Year 3 results show that we need to target reading and language conventions to improve on these results.

In NAPLAN Year 3 showed they were above the state in the areas of using punctuation (use of capitals and commas), the connection of ideas when reading an information report and identifying the purpose of the introduction to a set of short explanations.

**Numeracy – NAPLAN Year 3**

In 2008, 24 students sat the numeracy section of NAPLAN. One student was absent and one student did not participate due to parent withdrawal.
In Year 3 there were no students in the lowest band. However, we had 48% of students in Bands 2 and 3 compared to 30% for the state. Band 4 was close to the state (25% compared to 27% for the state); however we were well behind the state in Band 5 (8% compared to 22%). This reflects a need to move all students upwards into higher bands with appropriate teaching strategies.

The Year 3 results show students are competent in the use of coordinates, counting by hundreds, and multiplication using money. Areas for development include 2D and 3D shapes, position and time problems.

**Literacy – NAPLAN Year 5**

In overall literacy we were equal to the state percentage in Bands 3 (the lowest band for Year 5). However, in Bands 4 and 5 we had 67% of students compared to 33% for the state. Students who fell in Bands 3 and 4 will receive intensive literacy support from the STLA in 2009. There were no students in Band 8 compared to 8% for the state, and 8% of our students were in Band 7 compared to 22% for the state. It is clear we need to move students in Bands 5, 6 and 7 upwards to bring us in line with the rest of the state. Our Year 5 boys performed well above the stage in writing, showing that our targets in this area have produced the desired results.

Analysis of the results shows that we need to target all areas of literacy to improve, although in the area of writing we have already made pleasing progress.

Year 5 showed competency in reading in the areas of connecting ideas, interpreting figurative language and synthesizing ideas to identify key information in an information report. In grammar and punctuation they showed competency in using prepositions and personal pronouns. Areas for development include language conventions and reading.

**Numeracy – NAPLAN Year 5**

In 2008, 25 students sat for the reading section of NAPLAN. One student was absent, one student made no attempt to complete the writing section of the test and four students did not participate due to parent withdrawal.

In overall literacy we were equal to the state percentage in Bands 3 (the lowest band for Year 5). However, in Bands 4 and 5 we had 67% of students compared to 33% for the state. Students who fell in Bands 3 and 4 will receive intensive literacy support from the STLA in 2009. There were no students in Band 8 compared to 8% for the state, and 8% of our students were in Band 7 compared to 22% for the state. It is clear we need to move students in Bands 5, 6 and 7 upwards to bring us in line with the rest of the state. Our Year 5 boys performed well above the stage in writing, showing that our targets in this area have produced the desired results.

Analysis of the results shows that we need to target all areas of literacy to improve, although in the area of writing we have already made pleasing progress.

Year 5 showed competency in reading in the areas of connecting ideas, interpreting figurative language and synthesizing ideas to identify key information in an information report. In grammar and punctuation they showed competency in using prepositions and personal pronouns. Areas for development include language conventions and reading.
In 2008 25 students sat for the numeracy section of NAPLAN. Two students were absent and four students did not participate due to parent withdrawal.

Our school had a lower percentage than the rest of the state in the lowest band (Band 3). 91% of Year 5 students were in Bands 4, 5 and 6 compared to 68% for the state which shows the need to move these students upwards into the higher bands. 2009 school planning will reflect a more structured and consistent approach to Maths groups for Year 3 – 6 than in 2007-8.

Year 5 showed competency in the areas of space (2D and 3D), number (in the substrand of chance) and matching digital to analogue in the strand of measurement. Further development is required in a number of areas in numeracy, particularly addition, fractions and decimals, division, position, length and capacity.

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<tr>
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In overall literacy the growth rate of Year 5 students was just below that of the rest of the state (77.4% for our school compared to 80.7%). Our Year 5 boys were equal with the state percentage of 82.3% which is a pleasing result. 57.9% of matched Year 5 students progressed more than the minimum required growth rate of 80 points on their scaled scores. 7 students scored above 100 points in various aspects of literacy which shows excellent growth. The majority of students (78.9%) fell within the 25th – 75th percentile range of growth. No students were in the 75th and above percentile range while 21.1% of students were below the 25th percentile.

Overall the growth rate for all students is below that of the state (65.9% compared to 79.7%). However, our Year 5 boys have shown wonderful growth – 86.0% compared to 80.8% for the state. Our girls growth rate was significantly lower (40.9% compared to 78.6%). 33.3% of matched Year 5 students progressed more than the minimum growth rate of 80 points on their scaled scores. 3 students scored above 100 points which shows excellent growth. 72.2% of students fell within the 25th – 75th percentile range. 16.7% were below the 25th percentile while 11.1% were above the 75th percentile in growth.

**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 over the page.
Percentage of Year 3 students in our school achieving at and above minimum standard in 2008

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<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tr>
<td>Writing</td>
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<td>Numeracy</td>
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Percentage of Year 5 students in our school achieving at and above minimum standard in 2008

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<td>Punctuation and grammar</td>
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</tr>
<tr>
<td>Numeracy</td>
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**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;
- 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 assembly with Aboriginal elder, Kevin Duncan and concluding, with a Flag-Raising Ceremony;
- NAIDOC Week is celebrated with the combined Erina Learning Community partner schools. Students participate in a cultural program of dance, traditional arts, music appreciation and bush tucker demonstration. Additionally, all students viewed a visiting Torres Strait Islander performer demonstrating traditional dances, songs and artefacts;
- Flying the Aboriginal flag every school day. This is now possible after successfully applying for a Federal Government grant to purchase new flag poles;
- School Principal attends Gosford AECG meetings and was elected Regional Representative for 2009;
- Additionally, the Principal attended the two day Cultural Journeys course coordinated by the Regional Aboriginal Consultant and provided feedback to staff, encouraging them to participate in the future so as to increase their knowledge of Aboriginal culture and build capacity amongst educators to close the achievement gap for Aboriginal students; and
- At Chertsey, an analysis of NAPLAN results indicated that whilst on average Aboriginal students performed below non-Indigenous students, the gap in Literacy, Writing and Numeracy is closing due to the Year 5 students achieving above average growth in those key areas.

**Multicultural education**

Chertsey Primary School is a diverse community, supporting students from Arabic, Mandarin, Croatian, Indonesian Spanish, Tagalog and Vietnamese speaking backgrounds. Additionally we cater for students who are deaf and use AUSLAN as their first language. There is a harmonious relationship existing between the different cultural and linguistic groups within the school.

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

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 Office (SLSO) who is hearing impaired, as part of our permanent staffing and a native Spanish speaker as a casual School Administrative Officer. Chertsey offers its community AUSLAN courses on Saturday
mornings. Deaf Education network tutors present these courses.

Human Society and its Environment topics which feature multicultural perspectives included: Celebrations (K-6 unit), Workers in the Community (K-2 unit), Cooperating Communities and Global Communications (3-6 unit). Class activities included discussions on different cultural communities and food/cooking from different countries.

Harmony Day was celebrated by the whole school in term one, with a day of cultural activities organised by TESOL students from Gosford TAFE. Some of the cultures represented in this program included Thai, Burmese, Japanese and Arabic. Students participated in a variety of activities, such as origami, flag making and counting in different languages. Community members from different cultural backgrounds dressed in traditional clothes and spoke to students about their cultural background and experiences.

The school hosted the Central Coast Agencies Forum this year. A range of community agencies were represented, including the Central Coast Multicultural Children’s Resource Centre. The school has an English as a Second Language program, which supports students from all of the listed cultural groups, including deaf students. The program offers a combination of individual and group withdrawal sessions as well as integrated classroom sessions. The variety of languages spoken by our families provides an interesting blend of cultures within the school community.

There are two members of staff trained as Anti Racism Contact Officers (ARCO) and our school supported the ARCO support network meetings held throughout the year.

In 2008, students from the Support Classes (Hearing) participated in a cultural exchange with Thomas Pattison School (which provides bilingual programs for deaf students). This included a barbecue and signing choir performance when they visited our school. Students and teachers from these classes also attended the Deaf Society Open Day in Parramatta and 9 deaf/hearing impaired students attended a regional camp at Milson Island. Support Classes (Hearing) presented a signing choir performance for the Central Coast Disability Expo. A deaf trainee teacher presented Deaf Studies to deaf/hearing impaired students during the year.

**Respect and responsibility**

Student Welfare at Chertsey Primary School 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 and Honour Certificates. These reward systems celebrated academic excellence and progress as well as recognising student improvements in school application and engagement.

In 2008, Chertsey Primary School initiated the “You Can Do It” Program which is designed to help both students and teachers unlock the Keys of Success and Happiness. These initiatives include the development and promotion of the following elements: Emotional Resilience, Organisation, Getting Along, Persistence and Confidence. In 2009, these concepts will become part of our daily dialogue and will be 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.

In Term 3, 2008 our school participated in a trial program focusing on recognising and dealing with bullying. Selected students were chosen to participate. These students were asked to model in the playground and classroom what to do if bullying occurred. Stage 2 focused on our High Five Approach. At the end of the program these students helped make a DVD with two Special Education Interns.

Also in Term 3, the school organised for the ‘Friends For Life’ program to be implemented for students experiencing emotional/social difficulties.

Other programs

AUSLAN Program (Australian Sign Language)

Background

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 two of the three Support Classes (Hearing) communicate using Australian Sign Language, with the third Support Class (Hearing) catering for students requiring an oral/aural program. We are fortunate to have a member of the Deaf community as a permanent staff member in our school. This staff member is an integral part of the AUSLAN program within the school.

During 2008, a trained teacher was employed to deliver the LOTE program at Chertsey Primary School. 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 2009.

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 2008 is the strong collaboration evident between the AUSLAN teacher and class teachers.

The efficacy of this program is well established.

Boys Education

In 2008 we continued some of the initiatives conceived from the 2006 Success for Boys grant.

- Two issues of the student newsletter were produced, one in Term 2 and one in Term 4. The Term 2 edition was very successful, with the boys chosen showing a keen interest in the project and developing their skills in literacy and technology. Parents of the participating boys gave a positive response to their sons’ participation. Mentoring by the boys from the first newsletter group was very successful, giving them experience at passing on knowledge gained from their newsletter preparation to other students which builds confidence and positive relationships. The Term 4 newsletter was expanded to include some selected Year 5 girls as well as boys and is progressing well;

- A prominent local sportsman was brought into the school to carry out School Learning Support Officer work and also provide mentoring to boys in Stage 3 experiencing difficulties with their behaviour. This has had a very positive effect on the boys selected for assistance;

- Sporting opportunities were provided through the Primary Schools Sports Association (PSSA) for boys to participate in football (soccer), rugby league and AFL, both at school and district levels. Many boys participated in more than one sport and represented our school in various competitions; and

- A science program highlighting the use of electrical circuits was run for a selected group of Stage 3 boys in Term 4.
Future Directions

- Continuation of the newsletter project.
- The possibility of an extension of projects of special interest to boys (and girls) such as the electrical circuit group.

Schools as Community Centres (SaCCs)

SaCCs is a statewide 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 2008 included:

- Parenting Programs, eg What Makes Toddlers Tick Counselling; Triple P Parenting; 123 Magic Program in partnership with DET;
- SHELLS – Early Literacy Program;
- Seven Music Play sessions for ages 7 months to 4 years;
- Baby Fun Dance Group;
- Kids Day Out 2008;
- Coastal Community Connections;
- Community Events;
- Craft Group;
- Picnic in the Playground Playgroup;
- Bushlands Avenue Shelters and equipment construction in Park;
- Dad’s playgroup; Dad & Me activities; Fishing with Dads; Dads Day Out; Fathers Day Breakfast;
- Social Action Group;
- Mums Better Playground Action Group;
- Benevolent Community engagement worker Bronwyn Hull – working in partnership;
- TAFE outreach Courses including Preparation for Work;
- Partnerships with Smith Family;
- Families at the Fair;
- Family Flicks;
- Counselling;
- Mother’s Day “ Barefoot Bowling”;
- Cappuccino and cupcake coffee mornings;
- Aboriginal workshops for parents and children;
- 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;
- Parenting Forums in consultation with the preschools and playgroups;
- Expo of agencies for teachers and preschool teachers;

Additional services and community development projects undertaken in 2008 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 new resident’s kit;
- Data analysis from the Australian Bureau of Statistics;
- School PowerPoint presentation to support Headstart; and
- A booklet for Families when using the Cottage.

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.

Active After-School Communities Program (AASC)

Background

The Active After-School Community program is a national program and is part of the Australian Government’s $116 million program Building a Healthy, Active Australia package. The program provides primary school-aged children with access to free, structured physical activity programs in the after school timeslot of 3.00 to 4.00 pm. The program is designed to engage traditionally non-active children in structured physical activities and to build pathways with local community organisations, including sporting clubs.

The objectives of the Program are:
• To enhance the physical activity of Australian primary school-aged children through a nationally coordinated program;
• To provide increased opportunities for inclusion and participation in quality, safe and fun structured activities; and
• To grow a community capacity; and stimulate local community involvement in sport and structured physical activity.

The emphasis of the program is to:
• Encourage local community partnerships;
• To promote a local community approach to increase participation in structured physical activity;
• To provide schools with support to determine programs that meet the needs of their community;
• To focus on mobility skills and motor-skills development; and
• To structure the program on Playing for Life principles and resources.

Findings
There is a clear need for an after-school program evidenced by the growth in numbers (from 20 to 50+ students) for the AASC program at Chertsey. The increase in days from one to two days was well supported by parents and students.

The program doubled in numbers throughout the year and a number of children were unable to be accommodated. It was an exceptionally popular program with children and parents.

The school acquired a variety of innovative and specialised sporting equipment, which, in future years may be generally accessed by all other students (costed at $3,000).

The children enjoyed the interesting games-based activities equally to the modified sporting games. Sports offered included gymnastics, rugby league and soccer. Soccer was by far the most popular of the structured activities.

During Term 3 the children were involved in a fun program, revolving around the Olympics called “Walking to Beijing”. This involved students wearing a pedometer and walking a certain number of steps to reach Beijing. In the 14 sessions they “walked” more than an amazing 1.2 million steps, making it to Beijing and back.

The program was managed and operated by one dedicated personnel, supported by volunteers from the University of Newcastle (Ourimbah campus). We were very lucky to have four students from Ourimbah University during Term 2. The program runs for seven weeks each term.

Friends Program
The FRIENDS Program was implemented at Chertsey Primary School in Terms 3 and 4, covering Stage 2 and 3 students.

This nationally recognised resilience programme empowers children to deal with anxious situations in a positive way. Running over 8 weeks, two groups covering Year 2, 3, 4 and a senior group of Year 5 and 6 were shown strategies to recognise and reverse unhelpful thoughts and feelings.

Topics covered included recognising feelings, relaxation techniques, support people, role models, step coping plans and positive self talk.

The Stage 2 students were able to put their lessons on being brave into practice during the concert practice and performances and also when participating in the swimming scheme.

The Years 5 and 6 children developed their communication skills and were introduced to a variety of strategies they can use to deal with conflict and anxiety in their daily lives.

The program was coordinated by Mrs Cathy Moore in conjunction with Nada Potter and was assisted by Maureen Smith (SLSO) and community volunteers, Gareth Wastell and Kate Hilton.

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 volunteers per day. The volunteers are made up of both parents and community members, sourced and trained by the Red Cross.


**Literacy Club**

2008 was the foundation year for the Chertsey Primary School Literacy Club. Eleven trained volunteer tutors were matched with eleven enthusiastic readers to explore the world of children’s literature.

Every Wednesday the children enjoyed a nutritious afternoon tea before meeting their tutors for an adventure into early literature. The aim of the Club is to further develop children’s love of reading and to re-inforce 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 begins again in week 2, term 2, 2009.

**Progress on 2008 targets**

This section of the report describes the progress made towards achieving the targets set for 2008. The targets for 2008 worked towards improvements in Community Development, Technology and Literacy.

**Target 1 Community Development**

All school community members engaged in decisions about their child’s education and valuing the contributions of all other individual members of the school community

Our achievements include:

- The School and SaCCs working together with the school community in areas such as Road Safety Committee, School Council and P&C initiatives;
- An increased number of parents attending P/T interviews and parent information sessions;
- Springfield Community Safety Forum established and met on five occasions linking the community with interagency and government organisations;
- The School continued to promote within the community the values of acceptance and respect and was highly acknowledged for their efforts;
- An Interagency Support Forum was organised with partner schools in the Erina learning community;
- The School Promotions Team was formed and organised the inaugural Business Network meeting; and
- Representatives from support and mainstream classes assisted in working together to help with fundraising activities.

**Target 2 Technology**

All students use knowledge and skills to present information to an audience.

Our achievements include:

- Teacher professional learning occurred regularly in the area of Technology, eg interactive whiteboard training, SBSR reporting, web services and Smart data;
- Student work samples displayed in foyer and Principal’s Office of outstanding examples of technology key competencies;
- Students had an introduction to the use and scope of interactive whiteboard technology;
- Parent training for interactive technologies; and
- Software for class and library has been purchased to support curriculum outcomes.

**Target 3 Literacy**

All students in lower two skill bands to improve by one skill band in Reading, Writing and language; 70% of all other students will improve one skill band or more in reading and writing and 50% of all other student will improve one skill band or more in writing.

Our achievements include:

- At or above Regional targets in Kindergarten and Year 1;
- 72% of matched Year 5 students achieved above the minimum expected growth in literacy and/or reading; and
- In writing additional resources and training will occur to enable greater improvement to be evident in 2009.

**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 2008 our school carried out evaluations of Creative Arts, School Culture and Satisfaction.
Educational and management practice

School Culture and Satisfaction

Background
Information was collected in 2008 using a survey specifically designed to find out from parents, students and staff where our strengths lie and to identify future priorities.

41 parents responded to these surveys

Findings and conclusions
A significant number of parents felt that the students are the main concern at Chertsey Public School, that the school encourages everyone to learn and that the school is a friendly school that is tolerant and accepting of all students.

Future directions
- The school community 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 continue to address the needs of all students.
- Of critical importance is the need for partnership with parents to be supported by sound communication practices.
- Teachers professional learning opportunities will be guided by the school priorities stated within the School Plan.

Curriculum - Creative Arts

Background
Information was collected during 2008 using a survey specifically designed to find out from parents, students and staff how well our learning programs in Creative Arts are engaging students and developing positive attitudes towards this Key Learning Area.

Findings and conclusions
- All parents agreed that their child’s abilities are developing in visual arts and dance.
- Most parents agreed that Creative Arts is an important Key Learning Area and that the School provides a variety of extra curricular arts experiences.
- The majority of teachers felt that students demonstrated a positive attitude towards Creative Arts.

Parent responses were as follows:
- 98% of parents felt their child’s ability was developing in music;
- 90% of parents felt their child’s ability was developing in drama;
- 83% of parents felt they were informed about their child’s progress in Creative Arts;
- 90% of parents believe the School has plenty of equipment to teach this Key Learning Area; and
- Parents’ comments included that they would like to see a Drama Group established at the School, that music classes should be mandatory for everyone and students should be taught different instruments, such as guitar and piano, specific dance genre, eg jazz lessons should be taught. Some parents have volunteered to teach aboriginal and environmental art, origami and puppetry.

Future directions
Professional learning opportunities need to continue in the area of Creative Arts to ensure that all students have quality learning opportunities in all strands of this Key Learning Area.

Opportunities for all children K-6 will occur in Creative Arts throughout 2009 groups in areas such as dance, choir, percussion and rhythm, drama, musical games, recorder and in the Operation Art program.

Professional learning
All teachers participated in three School Development Days (SDD). The first involved teachers analysing their school programs utilising a Strength-Based model. The remainder of the day was focused on the Quality Teaching Framework.

The second SDD included sessions on comprehension, an introduction to a new Aboriginal Resource and a revisit to Chertsey’s Behaviour Management Policy and resources. This was followed by a session on identifying Gifted and Talented students.

The third SDD included a presentation on ‘What is ADHD and how do we accommodate for deficits and build on strengths?’ Two members from Area Health explained and demonstrated the “Live Life Well Program”.
The majority of Chertsey teachers have accessed professional learning through courses, workshops, collaborative planning and assessing in areas that address and support priority areas and specific learning needs.

During 2008 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 Administration Manager attended term meetings.

**School development 2009 – 2011**

**Targets for 2009**

1. **Priority Area: Numeracy**

   **Targets**
   
   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.

   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.

   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.

2. **Priority Area: Literacy**

   **Targets**
   
   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.

   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 focussed programs throughout the school;
   - Ensure the teaching of HSIE and Science is aligned to the Quality Teaching framework and incorporates quality writing strategies;
• 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 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.

3. Priority Area: Connected Learning

Targets
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.

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.

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.

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