Chertsey Primary School
Annual School Report 2013
School context

Our school population of 215 children was organised into 8 mainstream classes and 3 special education classes. In 2013 Chertsey PS had 2 classes for students with a hearing loss and 1 for autism.

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.

2013 was the second year of our 3 Year School Plan. It is pleasing to report on the attainment of many of our anticipated outcomes. Our areas of focus were: improving literacy and numeracy achievements; continued training towards new syllabus implementation and; progress with our target to equal or better the state average for student attendance.

In 2013 students participated in the sixth year of national assessments in the areas of Literacy and Numeracy (NAPLAN) for students in Years 3 and 5. High expectations are set in all academic areas. Analysing NAPLAN results revealed an extremely pleasing growth rate for students in Year 5 for all aspects of the test except for maths, with the expected growth rate above the state for writing, spelling, reading and grammar and punctuation. Our Year 3 results were well above the state at the proficiency level (top 2 bands) in numeracy, grammar and punctuation and reading, and better than both the region and the state in the bottom bands for reading, grammar and punctuation and numeracy.

In 2013 our school’s technology team made the installation of wireless connectivity hardware to all learning environments a budget priority. This enabled internet access to support the school iPad program. Additionally, funding was allocated to ensure that the school’s website is current and relevant to our school community and visitors who access it. In 2014 the school will investigate a school App to further enhance school and community communication.

Funding from our Student Welfare budget continued to be allocated to facilitate the implementation of the whole school student welfare program, ‘You Can Do It’. This is now embedded in our school student culture with the explicit teaching of the designated lessons continuing the foundations of Emotional Resilience, Getting Along, Organisation, Confidence and Persistence. Also confirming our commitment that behaviour underpins learning was that on average over 99% of students qualified for the Principal’s two Beaut Behaviour BBQs. These were facilitated with the assistance of many parent and staff helpers.

The opportunities offered in the Key Learning Area of Creative and Performing Arts enabled students to participate in outstanding DEC programs. These included performances at the Central Coast Choral and Dance Festivals. The school again proudly entered four students’ work in the statewide Operation Art competition.

Two long serving programs that continue to provide many of our students with excellent health benefits are the Good Start Breakfast Club and the Active After School Communities programs. Mrs Alex Wastell and Mrs Kate Currie, both School Learning Support Officers and long time coordinators of these respective programs, are highly respected for their commitment and recognised as being integral to the success of these important programs.

Environmental Education has long been an important focus area at Chertsey PS. Students participate in a diverse range of environmental activities as members of the Gecko Club. In 2013 the school won their category in the prestigious Greenhouse Awards coordinated by and sponsored by Gosford City Council. Additionally, three students were recognised as prize-winners in the poster section of the awards.

It was worthy recognition for the sustained efforts of students, parents and staff, in particular, Environmental Education coordinator, Miss Sammut and parents, John Martin and Mark Deuxberry. With the assistance of parent and student volunteers Mark led the completion of the P&C Sensory Garden project which included seating for over 30 students and a chicken coop.

Our school continues to work in partnership with neighbouring schools that form the Erina Learning Community (ELC). In Term 3 the ELC schools combined to present and attend a professional learning opportunity in the new English syllabus implementation at Holgate PS.
A highlight of Education Week was for the second successive year, the ELC organised a schools promotion initiative at the Erina Fair shopping complex involving prominent static displays and student performances from all six schools. Again we achieved the goal of showcasing and promoting the outstanding work of public schools and the Erina Learning Community.

The P&C worked together to assist with a number of key school programs and were able to contribute financially due to consistent fundraising efforts, the major one being a very successful school fete led by our enthusiastic fundraising committee. The major project funded by the P&C this past year was the Sensory Garden project.

2013 was also a year where we celebrated the outstanding careers of two teachers who officially retired. Our early stages teacher, Mrs Palmer and teacher/librarian, Mr Twyman were acknowledged by staff, students and parents for eighty years of combined service to public education in NSW.

After six years as Principal of Chertsey Primary School I have accepted the position of Principal at Gosford Public School. It has been an extremely rewarding time where I have seen many changes both educationally and within the physical environment.

Our hard-working staff display care and compassion whilst implementing quality learning programs, students strive to do their best at all times and the school is fortunate to have a supportive parent body who embrace the community focus that has been a positive feature of the school ethos.

I sincerely thank the many people who I have had the pleasure to work with over the past six years. Chertsey is a school that the Springfield and wider communities can be rightly proud of.

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

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**P & C message**

This year we have experienced a busy and exciting 2013 at Chertsey Primary School. The P&C has worked effectively with staff, parents and students with great success. Throughout the year it would be impossible for the P&C to function without the help and support of our dedicated executives.

I would like to acknowledge and sincerely thank our P&C Executives Vice Presidents Nada Potter and Bec King, Secretary Michelle Frazer and the Canteen committee, John Anderson and Mark Deuxberry. This committee has worked together as a team that has achieved many P&C initiatives for this year.

This year we have had wonderful support from our school community, some of whom have been involved with the P&C activities. I would like to thank John Martin and David Moyle yet again for their hard work maintaining the gardens around the school. The canteen has again proven that a small school can sustain a canteen, and we would like to thank Di Dyer for all her efforts.

Our major fundraiser this year was our very successful school fete. This success was due to the efforts of our Fete Committee: Margie Swanson, Alison Peto-Hamilton, Veronica Brown, Rebecca Hobson, Rebecca King, staff and volunteers. Thank you to everyone for making the event so enjoyable and successful.

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This year we have supported the school by contributing funds to the young leaders program, year 6 farewell and presentation days, the wonderful Breakfast Club, Presentation contribution, the sensory garden and student support. The P & C believes in contributing to all areas of the school and will continue to do so.

Thank you to all volunteers, staff (who have supported us), and students for their enthusiasm.
and contribution to such a wonderful school community. The P&C looks forward to another enjoyable and productive year in 2014.

Lisa Seaman - P&C President

**Student representative’s message**

Chertsey PS Student Representative Council continues to attract enthusiastic and dedicated students to its membership. Each semester, two students from each class are elected to the Council. All students are eligible to nominate for election. Classes conduct nominations and speeches and the students alone elect their class representatives. The successful representatives are presented with their badge at a whole school assembly to which their parents are invited.

Representatives participate in school community service activities and fundraising for nominated charities. The Semester I committee helped with a recycling campaign, designing recycling posters to be placed near the recycling bins. They also assisted with community members with Cup Cakes for a Cure Day, raising money for research into childhood cancer. The Semester 2 committee conducted the Annual School Disco and raised $100 for Stewart House.

It is a credit to our student population that election to the SRC is highly prized. Students have to give up their lunchtimes to attend meetings and carry out fundraising events. The reward is experience in leadership, organisation, communication, teamwork, creativity, community awareness and compassion. All Student Council representatives are awarded a certificate at the Celebration of Achievement Assembly at the end of each year.

Anne Whitty – SRC Convener 2013

**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>123</td>
<td>136</td>
<td>138</td>
<td>125</td>
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<td>93</td>
<td>101</td>
<td>97</td>
<td>98</td>
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**Student attendance profile**

In 2013 the average student attendance was 93.8%

<table>
<thead>
<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>K</td>
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<td>1</td>
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<td>2</td>
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<td>92.6</td>
<td>93.3</td>
<td>93.9</td>
<td>92.9</td>
<td>93.7</td>
</tr>
<tr>
<td>Total</td>
<td>94.2</td>
<td>94.1</td>
<td>93.1</td>
<td>93.7</td>
<td>93.8</td>
</tr>
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**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.

**Workforce information**

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

In 2013, 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 Learning and Support Teacher (LAST) and Reading Recovery Teacher, who delivers an intensive, individual reading program for targeted Year 1 students.

There are 3 full time teaching positions specifically working with special needs students in autism and hearing disabilities. These teachers are specifically trained in their areas of teaching and possess outstanding expertise in their fields.

We have one Aboriginal person on staff.
The School Counsellor is based in our school 1.5 days per week.

**Workforce composition**

<table>
<thead>
<tr>
<th>Role/Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6.0</td>
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<tr>
<td>Part-Time Teacher</td>
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<tr>
<td>Teacher of Release Face to Face</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Learning and Support - Primary</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Community Language Teacher</td>
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<tr>
<td>Primary AP Hearing Disabilities</td>
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<tr>
<td>Teacher Emotional Disturbance Autism</td>
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<tr>
<td>Teacher of Hearing Disabilities</td>
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<tr>
<td>Teacher Support Executive Release</td>
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<td>Teacher Student Support RFF</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>School Administrative and Support Staff</strong></td>
<td>5.422</td>
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**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 PS 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 (4 – plus one in training). One staff member holds a Certificate in Gifted and Talented Education.

<table>
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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<td>NSW Institute of Teachers Accreditation</td>
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**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A considerable amount of the money retained is held in Tied and Trust Funds, which are not available to the school for general use. These funds can only be used for specific purposes.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the Chertsey P&C Association.

Further details concerning the statement can be obtained by contacting the school.

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<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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**Expenditure**

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<th>Category</th>
<th>Amount</th>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
<td>35824.28</td>
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<tr>
<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
<td>530647.09</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>252867.15</td>
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**School performance 2013**

**Achievements**

**Arts**

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

- Aboriginal cultural activities and performances during Reconciliation and NAIDOC weeks;
- stage 2 and 3 students participated in the Central Coast Dance Festival, with Mrs Hynes and Ms Blumer coordinating the performance;
- our Primary School Choir performed as part of a larger ensemble with the other local primary schools in the Central Coast Choral Festival at Mingara;
- the School Choir and the School Dance Group performed at Erina Fair for Education Week and for our Education
Week Assembly, along with music students from Erina High School and Narara Valley High School CAPA Class;

- the Operation Art program, co-ordinated by Mrs Clarke and Mrs Vaughan, to encourage talented students in pursuing their artistic interest and talents was continued in 2013. Twelve students from Stage 1 to Stage 3 worked with Mrs Clarke in developing their artistic concept and completing their individual artwork. Four students’ artwork went on to the Armory at Homebush Bay. One student’s artwork was also selected by ArtBank to be donated to a children’s ward in a regional hospital, and another of the student’s work was selected to be displayed in the offices of the Royal Commission and donated to a regional hospital at a later date; and

- all students in Years 3 to 6 joined with students from Holgate PS as Chertsey PS hosted a Musica Viva cultural afternoon. These students participated in a range of music, dance and drama activities, celebrating Australia’s Indigenous culture.

Sport

Chertsey PS 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 as well as the development of skills required to participate competitively in seasonal sports including athletics, football, AFL, 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 twilight meet for swimming continues to be very successful;

- Active After Schools Communities – offered a range of sporting opportunities including Oz tag, Zumba dance, rugby league, AFL, gymnastics, stand-up paddle boarding, cricket, European handball and kickboxing which developed students’ cardio-vascular fitness and gross motor skills. This program operates after school until approximately 4:30pm, twice a week for 8 weeks each term. Several staff members volunteer their time to coordinate or supervise these activities.

- a number of staff members held positions or volunteered their time with the newly formed Southern Central Coast Primary School Sports Association (SCCPSSA), providing excellent opportunities for Chertsey students and staff to be actively involved in zone activities;

- boys and girls school sports teams participated in a variety of NSWPSAA knockout competitions including rugby league, football (soccer), basketball, AFL, touch football and netball;

- daily K-2 fitness and dance programs;

- strong cardio, balance and boxing fitness programs for Stage 2 (up to 2 x 20 minute sessions per week)

- good representation at a District level in swimming (9 students – down 4 from 2012), cross country (48 students) and athletics (40 students – up 8 from 2012);

- one student was successful in making the SCCPSSA District team to compete at the Regional Athletics Carnival at Homebush;

- all Stage 2 students had the opportunity to attend a two day/one night excursion to a Sport and Recreation facility (Outdoor Active Education – Mangrove Mountain) which included activities such as rock climbing, archery, giant swing, flying fox and bushwalking;

- all 3-6 students had the opportunity to participate in the 9 week ‘Footsteps’ Dance Program during Term 4, learning a
number of dances from a variety of genres including ‘hip hop’;

- all students in Years 2-4 had the opportunity to participate in a two-week swim school program offered at Gosford Pool early in Term 4.

Other

Our school community was involved in a number of other significant initiatives in 2013 including:

- participation in the PSP debating challenge where the team performed admirably reaching the semi finals, and finishing third overall in the competition;

- participation in University of NSW-International Competitions and Assessments for Schools including Writing, Mathematics, English, Spelling, Science and Computer. A High Distinction, Distinctions and Credits were achieved;

- continuation of the extremely successful HEADSTART program which transitions children effectively from home to school. We have a high number of kinder enrolments for 2014;

- continuation of the school AUSLAN program including signing and deaf culture and International Day of Disabilities;

- a Father’s Day fishing day with over 100 participants;

- participation in and hosting of the Hunter Central Coast Public Speaking Competition, and participation in the Premier’s Spelling Bee and Reading Challenge;

- school leadership opportunities with prefects attending the Young Leaders conference in March;

- a highly successful Yr 6 Mini Fair was held raising over $2,400 for a gift to the school;

- attendance at camps and excursions – The Australian Reptile Park, Somersby (K-2 and support classes), Active Education Centre at Central Mangrove Mountain (Yrs 3 and 4), Canberra (Yrs 5 and 6), Deaf camp (Yrs 3-6 Hearing Impaired classes), GATS Camp (Pt Wolstoncroft) and a K-6D community living skills program;

- the school won the ‘medium’ school category award at the Environmental School of the Year Presentation;

- continuation of the student environment group (Gecko Club). 3 children won prizes (two first prizes and one second prize) for their environmentally friendly mascot design at the awards day for Gosford City Council;

- the further development of a community Garden with the assistance of the Gecko Club;

- a Grandparents morning tea and assembly, which included students writing about their grandparents, and having their photos taken with them;

- Mayor Lawrie McKinna visiting the school as ‘Principal for the Day’ during Education Week, and a Stage 3 student taking his place as ‘Mayor for the Day;

- student work samples shown as part of a display of the schools in our Local Management Group (LMG), as well as a choir performance at Erina Fair during Education Week;

- Year 5 and 6 students involved in Primary Fun Days organised, and taking place at, Erina High school;

- participating in activities, academically and socially, to foster a smooth transition to Erina High School for Year 6 students;

- continuation of fundraising for ‘Devil Ark’ by a Year 5 student who has a passion for Tasmanian Devils and their survival in the wild. This year she raised well over $200;
two successful French Market days, raising money through gate takings for our special needs students;

installation of new seating in the Sensory Garden and a ‘chook pen’ at the Bilgola Close entrance to the school;

students attending Stewart House, providing them with access to programs and activities that are varied from their normal routine and surroundings;

an ongoing commitment to the training of preservice teachers, across all stages in the school and from a variety of universities;

participation in the Christmas Tree Competition at Erina Fair;

donations of toys and books for the ‘Reverse Santa’ project, where gifts are donated and given to less fortunate children through charity; and

continuation of the ‘Carols on the Bus’ night just prior to Christmas, held in and around the local area.

Academic achievements

NAPLAN 2013

In 2013, 28 students from Year 5 sat the NAPLAN assessment. 3 students were exempt at parent request. In Year 3, 29 students sat the NAPLAN assessment, 4 students were withdrawn or exempt at parent request and 1 student was absent during the test administration of the numeracy test. Following is a summary of the results, conducted by Chertsey PS staff during Term 4.

Year 3

Generally, the year 3 results were very pleasing. The highlights of our Year 3 results are:

- performed better than the NSW DEC in the bottom two bands (12% for the school compared to 14.7% for the DEC) in reading;
- performed better than the NSW DEC in the bottom two bands (8% for the school compared to 12.5% for the DEC) in grammar and punctuation;

Writing, reading and spelling will continue to be an area of focus for improvement, as their results were below both the Regional and State figures.

Year 5

When compared to the State figures, our Year 5 students’ results in reading, numeracy, grammar and punctuation and spelling were below at the proficiency level (the top two bands). We were above the National Minimum Standard for the State in writing, and well above the Region in Spelling and Grammar and Punctuation. Year 5 boys have greatly improved from the 2012 data in the area of grammar and punctuation.

Year 5, however, showed fantastic growth in writing, being well above both the State and Region in growth, with 87.5% of students making greater than or equal to expected growth. The boys’ growth was particularly pleasing, being 39 scale scores above the State average growth. Student growth in reading, spelling, and grammar and punctuation also exceeded that of the Region, State and Hunter Central Coast Region. Numeracy growth was below State and Region.

These excellent growth results can be attributed directly to the following strategies being implemented at Chertsey PS over the past two years:

- the introduction and full implementation of Focus on Reading;
- continuing Teacher Professional Learning (TPL) in the areas of literacy and numeracy; and
• resources dedicated to both literacy and numeracy in order to achieve maximum benefits for the students.

<table>
<thead>
<tr>
<th>Test aspect</th>
<th>School growth</th>
<th>State</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86.4</td>
<td>83.2</td>
<td>85.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.9</td>
<td>77.7</td>
<td>81.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.6</td>
<td>84.0</td>
<td>85.6</td>
</tr>
<tr>
<td>Writing</td>
<td>84.5</td>
<td>55.3</td>
<td>54.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75.0</td>
<td>88.5</td>
<td>84.1</td>
</tr>
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</table>

We will need to review the Go Maths program to look for areas that can be improved in order to bring our numeracy growth figures up to that of the State and Region, as was the case in 2012.

**Year 7**

Figures are available for students who have left Chertsey PS and have sat the Year 7 NAPLAN assessments. Analysis of the figures shows that the Year 7 students have also made pleasing growth in spelling and numeracy. Like Year 5, they have out-performed students at Regional, State and NSW DEC level in these test aspects. The areas of writing, grammar and punctuation and reading were below both the State and Region.

<table>
<thead>
<tr>
<th>Test aspect</th>
<th>School growth</th>
<th>State</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>47.1</td>
<td>48.4</td>
<td>46.5</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>Writing</td>
<td>-8.4</td>
<td>24.5</td>
<td>15.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>52.1</td>
<td>48.6</td>
<td>44.1</td>
</tr>
</tbody>
</table>

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

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

**Significant programs and initiatives**

**Aboriginal education**

In 2013 Chertsey PS:

• senior students and a teacher attended the Aboriginal and Torres Strait Islander Artist workshop at the East Gosford Gallery. It was run by professional local Aboriginal artists and included sharing of stories, cultural talks and study of traditional and contemporary Indigenous art. The day included art workshops where the students worked on a collaborative mural that was displayed in the gallery for Reconciliation week;

• each Indigenous student has a subscription to the “Deadly Vibe” magazine which is distributed monthly;

• senior students involved in the NAIDOC week celebrations conducted at Erina High School - including bush tucker, art, stories, traditional dance, artifacts and music;

• Reconciliation Week performance from an Aboriginal dancer- “Fred Reid”. Dance, culture, stories;

• Aboriginal students in years 3-5 were invited to participate in a cultural exchange and skills training day for netball and football at Woy Woy South P.S. This is in preparation for a sport and cultural exchange in Walgett in 2014. Participants had the opportunity to play against kids from Walgett who were visiting for a cultural exchange with our “Coastal Kids”.
- connection with Sydney office- “Access Point” for health care and home support. Health facilities included dental, vision and hearing checks. Transportation and access to Eleanor Duncan Clinic available;
- hearing screening assessments for Otitis Media for all our Aboriginal students.
- connection and support offered through Eleanor Duncan Clinic for health issues.
- Assessment and speech therapy offered to Aboriginal kids in Headstart, via the Aboriginal Language Outreach program.

Chertsey PS continues to address Aboriginal education in the following ways:

- 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;
- analysing of the NAPLAN results. In 2013 Indigenous growth was above the Aboriginal state and equal to the School Education Group (SEG) in Reading. In Numeracy, however, our results were well below both the state and SEG groups;
- 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;
- purchasing reading texts with Aboriginal perspectives, as well as other resources, reading and creative/practical art texts and music cds;
- whole school participation in learning the National Anthem in one of the traditional languages (book and cd by Ted Eagan). Watched the story of a NT remote school working with Sydney’s Killara PS in learning and sharing the song. A great Reconciliation experience;
- 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 and other staff regularly attend Gosford AECG meetings; and
- connection and communication with Local Office to ensure all staff are inserviced and up to date with current Aboriginal Education programs and policies.

**Multicultural education**

Chertsey PS is a diverse community, supporting students from Indonesian, Greek, Croatian, Japanese, Tagalog, Ilonggo and Mandarin 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.

Our School Values Educational program supports acceptance and respect in a multicultural community. Chertsey PS has a strong culture of acceptance of difference and diversity. Our school offers Auslan (Australian Sign Language) as our LOTE (Language Other Than English), and this program complements our policy of inclusion.
Our Human Society and its Environment topics and COG’s units of work, as well as LOTE classes, introduced local and global cultural themes. This year Harmony Day was celebrated on the 18th March. Students and parents were invited to participate in a wonderful range of international themed activities, with assistance from ESL students from Gosford TAFE, Multicultural Society Central Coast, Northern Settlement Services and Grace City Church. A special assembly event involved children being dressed in traditional costumes and learning about the music, history and traditions of these cultures. Students and staff participated in a traditional Greek dance and had the opportunity to taste some delicious Greek food.

We welcome the involvement and support provided by the local Central Coast Deaf Community and thank the members for their ongoing fundraising and provision of family social events throughout the year.

This year our two Support Classes (Hearing) enjoyed a picnic at Umina Beach Recreation Area with other deaf and hard of hearing students from the Hunter/ Central Coast Region. Hearing and deaf staff and students from itinerant teaching teams joined us for a day of games, a barbeque lunch, and making new friends.

“The Buzz”, a CD newsletter was produced and distributed to all deaf and hard of hearing students across the Central Coast. Students from Chertsey PS used their writing and editing skills to produce individual student profiles for the CD newsletter, which encourages connections between students from pre-school to Year 12.

Two of our deaf and hard of hearing students joined their peers for the annual Hunter/Central Coast Deaf Camp. This year the camp was held at Point Wolstoncroft Sport and Recreation Centre, and a number of firm friendships were formed during this important cultural exchange. Deaf staff members were wonderful mentors for our students and this event was a high point of the year.

Three of our deaf and hard of hearing students attended the Canberra and Snowy Mountains excursion with their hearing peers. This was an extremely positive integration experience and demonstrates the strong programs in integration provided for a number of students in our Support Classes (Hearing).

Our Signing Choir continues to delight and entertain our whole school community, and assists in raising the profile of Deaf culture within our school and beyond. A highlight for our signing choir was a performance held at a conference in October in Parramatta for PANnda (Professional Association of Nurses in Developmental Disability Australia). The Chertsey PS Singing Choir also performed with the signing choir, illustrating our continued focus on developing integration opportunities for all students K – 6.

Other Programs

Best Start 2013

Best Start is a Kindergarten entry assessment which 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.

PLAN (Planning for Literacy and Numeracy) 2013

All teachers K-6 are using the Literacy and Numeracy continuum to track student progress and to inform teaching/learning programs using the PLAN software.

Improving Literacy and Numeracy National Partnership Program

In 2013 CPS received a funding grant through the Improving Literacy and Numeracy National Partnership Program (ILNNP). This program is aimed to support students who are performing below the national minimum standard in NAPLAN results. Our school has focused on reading and comprehension in ‘Literacy’. The program has been targeted at Years 2, 3 and 5. We employed Mrs Heath, an experienced practitioner and Reading Recovery trained teacher, to work with the target group and teachers.
Connected classrooms program 2013

In 2013, teachers continued to utilise the Technology Room with dedicated computer time sessions in every class timetable. Classes continued to use the many Windows programs to teach children fundamental skills in research and word processing. In addition, children were immersed in the learning of multimedia presentations through Powerpoint and Moviemaker programs. Literacy learning was also supported through the continued use of the many reading and comprehension programs available on our own network.

Chertsey PS proceeded with its plan to purchase Ipads and a number of options regarding best access for students were investigated. To enhance their consistent use in teaching and learning programs, Ipads were allocated to each classroom. The school plans to purchase more devices and expand student learning opportunities in 2014.

Chertsey PS reviewed the use of its website. Ways of enhancing communication were investigated, with trials regarding the publication of school notes and stage 3 learning activities run. The school is continuing to investigate more efficient communication methods as it plans to introduce an online booking system for parent/teacher interviews and a school app for use on tablets and smart phones.

Chertsey PS installed 1 new PC, 4 notebooks and 3 wireless bundles that were procured in late 2012. Wireless connectivity is now available in all learning areas and the school endeavors to continue using technology to enhance the learning of all students in 2014.

Environmental education for sustainability

At Chertsey PS we value Environmental Education across all grades and support classes. We have worked in partnership with the community to promote and participate in sustainable activities. This year we have partaken in additional projects and actions to promote sustainable living. A main activity included joining the ‘Henny Penny Chick Hatching Program’ and building a chicken pen to keep the chickens. Our K-2 students for the first time this year performed a chant and cheer at the Greenhouse Environmental Awards. For the second time, the school successfully participated in the Gosford City Council’s ‘Wise about Waste Program.’ Numerous students across all grades participated in a project related to this program, with the aim to develop an authentic understanding on how to be wise about waste.

Three students were successful candidates at the Greenhouse Environmental Awards and received 1st and 2nd place from Early Stage 1 and Stage 1.

On a weekly basis students with Mrs Wickert participate in a diverse range of environmental activities that aim to promote sustainable living. This group is called ‘Gecko Club.’ Some of these activities include maintaining our community organic garden and school gardens, monitoring peers and rewarding students who are wise about waste and a wide range of other environmental activities and projects. Our aim is to minimise waste and promote ‘Reducing, Reusing and Recycling.’ We hope to continue this message for 2014. Gecko Club is supported by our parent volunteer, John Martin. We continually work in partnership and communicate with Mr Martin and our EARTH Committee to promote continuity. Mark Deuxberry, a parent volunteer, coordinates the school’s EARTH Committee. Adult volunteers work each Friday, assisting with outdoor projects. The EARTH Committee this year created a new sensory garden and an outdoor picnic area.

These changes have assisted Chertsey PS in successfully receiving the middle sized school, ‘Environmental School of the year award.’

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 PS is AUSLAN, based on the cultural and linguistic background of a significant percentage of our students who are deaf or hearing impaired.

Chertsey PS promotes inclusion as part of our school culture, and the development of a K-6 AUSLAN program within our school assists our deaf/hard of hearing 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/hard of hearing peers and develop an awareness of Deaf cultural issues.
A number of students in our Support Classes (Hearing) communicate using Australian Sign language, and develop proficiency in English (spoken and written) as their second language.

During 2013 a trained teacher was employed to deliver the LOTE program at Chertsey PS. The teacher has extensive teaching experience K–6, and has a family member who is a member of the Deaf community, both culturally and linguistically. The teacher will continue this valuable program in its current format in 2014. The scope and sequence has been developed, and a program tailored to our school’s needs continues to be implemented from Early Stage 1 to Stage 3. A defining feature of the LOTE program in 2013 is the strong collaboration evident between the previous and current teachers and staff in our mainstream classes K-6.

**Good Start Breakfast Club (GSBC)**

The GSBC is a Red Cross initiative that operates each morning, five days per week in the school hall. 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 30 students. During 2013, the GSBC has served over 6,000 breakfasts!

A healthy variety of food is offered, ranging from wholegrain toast, cereals and fruit. A hot breakfast is served each Tuesday with a change in menu each week - input from students is encouraged. Donations of hot foods are greatly appreciated from parents and volunteers.

Sanitarium, Karalta Plaza Bakery and Coles sponsor the program, with an average running cost of $40 per week covered by the Red Cross. This year, the students raised nearly $300 to assist the Red Cross by running a Cake Bake Decorating Fundraiser.

The breakfast club is co-ordinated by Mrs Alex Wastell (Chertsey SLSO) and operated by parents from within the school and members of the Central Coast community. It operates with two volunteers per day who are sourced and trained both by the Red Cross and the school.

**Literacy Club**

2013 marks the 5th year that the Literacy Club has been running at Chertsey PS. Nine students and tutors had a wonderful time exploring the wonderful world of children’s literature throughout terms 2 and 3.

Each week for an hour after school, students enjoy a delicious afternoon tea, co-sponsored by The Muffin Break at Erina Fair, before joining their tutors for an adventure into early literacy.

Elaine Goosens, a retired early childhood educator co-ordinated the program for the third year in a row and we thank her for her efforts in making the program a huge success. The co-ordinator and The Smith Family representative train the volunteer tutors prior to the program and oversee each session to ensure that children are enjoying the program and enhancing their literacy skills. We look forward to the Literacy Club commencing again in term 2, 2014!

**Student Welfare**

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, COMMITMENT INTEGRITY, ACCEPTANCE and RESPECT.

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 and acceptance. 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, Peer Support and Buddy Programs, 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) and an Anti-bullying Policy.

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. This year the school continued to award students with a ‘Gold Letter’ as a way of promoting the students’ academic and social development through open and regular communication with the parent body. This year, this reward system was extended to recognise those students with exemplary or improved attendance. The ‘Beaut Behaviour Barbeque’ has also continued throughout the school year as a way of rewarding appropriate student behaviour. These reward systems celebrated academic excellence and progress as well as recognising student improvements in school application and engagement.

During 2013, Chertsey PS continued the implementation of the ‘You Can Do It’ Program which is designed to help both students and teachers unlock the ‘Keys of Success and Happiness’. Both the K-2 and 3-6 classes now have a scope and continuum of lessons which focus upon the ‘Keys of Success and Happiness’. These lessons focused on developing the students’ social skills by explicitly teaching the five foundations (Getting Along, Organisation, Persistence, Confidence, and Emotional 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). Additional resources were purchased and saved to the school computer network so teachers and students could access them easier using the interactive white boards in each of our classrooms.

This year as part of the National School Chaplaincy and Student Welfare Program we have been providing our students and families with services to support student and family welfare. Our Chaplain, Donna Knee, has facilitated a number of wonderful programs which have supported the school’s value system including transition to Kindergarten and High School programs.

The ‘Good Start’ Breakfast Club (GSBC) has also continued to operate throughout the school year five days per week. It is co-ordinated by Mrs Alex Wastell and relies upon volunteers from the Red Cross each day to ensure a healthy start is offered to those 30 students, on average, who attend daily.

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.

School Chaplain

This year as part of the National School Chaplaincy and Student Welfare Program we have been providing our students and families with services to support student and family welfare. Some of the programs undertaken this year included:

- Transition to Kindergarten programs, including HEADSTART which provides preschoolers and their Parents with an ideal start to Kindergarten.
- High school transition programs that targeted groups of Year 6 students that were considered ‘vulnerable’ and ‘at risk’.
- facilitated Resilience Doughnut concept with every year 5 & 6 student.
- Harmony Day coordination and facilitation included whole school and wider community involvement.
- facilitated Resilience Doughnut to referred vulnerable students.
- supported students where needed in and out of classroom.
- Breakfast Club (which operates daily) giving students a balanced and healthy start to the day.
- Christmas tree competition at local Shopping Centre with whole school involvement in making decorations for public display.
- lunch time playground support and activities (PAS).
- attended both school camps including Canberra with years 5/6.
• supported teachers and students in various capacities where needed.
• referral to counsellor and outside agencies where necessary.
• 'Reverse santa' where students and staff give gifts to an organisation supporting less fortunate children.

School development 2012 – 2014
Chertsey PS operates on a 3 year planning and evaluation cycle.

School evaluation processes
Whilst we strive to provide quality programs in all areas of the curriculum, the school identifies specific outcomes and improvement targets in key areas in accordance with our current 3 Year School Plan. This is reviewed annually and modifications are reflected in our 2014 School Management Plan. Progress is measured by collection and analysis of data.

School priority 1
The school will improve students’ achievement in literacy and numeracy.

Outcomes from 2012-2014
• Percentage of students in proficiency range for NAPLAN Reading: Y3 - 40%; Y5 - 41%. Writing: Y3 - 31%; Y5 - 22%. Numeracy: Y3 - 28%; Y5 - 19% (based on cohort figures – NAPLAN 2011, BEST Start).
• Meeting or exceeding Regional ES1/S1 Literacy targets (i.e. 80% of students achieving RR levels of level 6 (K); level 16 (Y1); level 26 (Y2).
• Equal or exceed Regional minimum growth targets for Year 5 in NAPLAN.
• Growth for Aboriginal students will equal or exceed school growth in NAPLAN.
• All Aboriginal students to achieve at or above levels of Non-Aboriginal students.

Evidence of progress towards outcomes 2013:
In some areas Year 3 NAPLAN results were at or above Regional and State levels. The highlights of our Year 3 results are:
• Exceeded 2013 targets at proficiency level for writing (32%) and numeracy (46%);
• Performed better than the NSW DEC in the bottom two bands (12% for the school compared to 13% for the DEC) in reading;
• Performed better than the Region (11% above) in grammar and punctuation;
• Performed better than the NSW DEC at proficiency level (46% for the school compared to 39% for the DEC) in numeracy; and
• Numeracy scores were above the Regional and State average, and just below the State.

The most pleasing aspect of Year 5 results was the outstanding growth in writing (87.5% of Year 5 students made greater than or equal to expected growth), and good growth in the other areas of literacy. Their growth in reading, spelling, and grammar and punctuation exceeded that of the Region, State and NSW DEC.

Our former students, who sat the Year 7 NAPLAN tests, demonstrated that as a group, they have out-performed State and Regional students in measureable growth in the areas of numeracy and spelling, and were close to State and Regional growth in reading and grammar and punctuation.

• Kindergarten and Year 1 students exceeded the target set (80%) for Regional Literacy targets (Kindergarten 86%, Year 1 89%).

Our achievements include:
• continued to train teachers and implement Best Start and L3 (ES1 and S1) and PLAN (S2 and S3);
• utilised K-10 Literacy and Numeracy Continuums used for assessment, evaluation and programming;
• continued to consolidate the implementation of the Go Maths program K-6;
• CTJ practices for assessment maintained (reporting, CARS, Best Start, CMIT, FoR and Go Maths);
• targeted support for individual learning needs determined by NAPLAN analysis and school-based data in literacy and numeracy; and
• individual literacy and numeracy plans developed for particular groups of students including PLPs, ATSI, GATs and students with learning difficulties.

Strategies to achieve these outcomes in 2014:
• designated time each day K-6 for literacy sessions (guided reading/Focus on Reading);
• TPL: for untrained primary teachers (Focus on Reading 3-6); Best Start & L3 TPL for new ES1/S1 teachers;
• continuums K-10 used for assessment & programming: literacy and numeracy;
• quality resources continue to be purchased to support literacy K-6;
• increase the amount of multimodal texts to support the new English syllabus implementation;
• continue CARS assessment 2-6 (to be presented to staff);
• continue L3 Literacy program;
• continue Reading Recovery Program;
• continue 100 Readers Club;
• consistent entry of Premier’s Spelling Bee and the Premier’s Reading Challenge;
• Go Maths—continue to implement across K-6; designated time each day for Go Maths sessions; resourcing for program investigated, purchased and maintained, align the program with the new Mathematics syllabus;
• targeted support for individual learning needs determined by NAPLAN analysis & school based data in literacy and numeracy;
• individual literacy and numeracy plans developed for particular groups of students including ATSI, GATs and students with learning difficulties;
• identify underachieving students to improve results in literacy/numeracy;
• improve student outcomes for students achieving in the mid to high bands in NAPLAN;
• continue IWB & ICT TPL for all staff with a focus on integration of technology being underpinned by QT and informed by curriculum; and
• computer lab and VC facilities to be utilised by all classes K-6.

Our success will be measured by:
• increased number of students achieving proficiency standard in NAPLAN assessments;
• students moving along continuums/increasing reading levels;
• all students exceed national minimum growth;
• teachers explicitly programming and teaching reading skills K-6 as set out in continuums;
• ILPs/PLPs created for specific students;
• teacher learning programs reflect differentiation;
• extension/enrichment programs for GATs students utilised; and
• greater proportion of students in the proficient range for NAPLAN.

School priority 2
Curriculum & Assessment – New Syllabus Implementation

Outcomes from 2012-2014
• All teachers implement the requirements of the New Curriculum standards within the classroom in English.
Evidence of progress towards outcomes in 2013:

All teachers participated in professional learning opportunities to build the knowledge and understandings required to implement the new curriculum standards within the classroom.

Our achievements include:

- worked with Erina Learning Community of schools and Regional consultants to keep abreast of current resources and information in regard to NSI;
- Teacher Professional Learning opportunities were funded by the school, specifically through TPL funds as well as the ILNNP initiative. School Literacy leaders organised and presented workshops for staff to broaden knowledge and understandings of the new English syllabus;
- teachers are becoming familiar with the new English syllabus and the literacy continuum, which will assist them in the planning of teaching and learning activities in the areas of English;
- units of work are being developed for use in 2014 that comply with the new English syllabus and align with the literacy continuum; and
- the school is continuing to communicate with parents about the NSI.

Strategies to achieve these outcomes in 2014:

- significant allocation of professional learning meetings and budget is provided to support syllabus implementation (Literacy 60%, Numeracy 40%);
- Teacher Professional Learning in the requirements of each new syllabus occurs in weekly TPL meetings and Staff Development Days;
- staff engage in DEC training to assist effective new syllabus implementation;
- professional learning for SLSOs to provide support for priority curriculum areas;
- work with Erina Learning Community of schools (Local Management Group) to ensure a combined skills approach to syllabus implementation is implemented;
- assessment and Reporting practices are reviewed to reflect new syllabus requirements and expectations; and
- parents also provided with relevant new syllabus information via school newsletter, coloured brochures/pamphlets and P&C meetings.

Our success will be measured by:

- assessment aligned to new curriculum;
- teachers are using new syllabuses to plan for teaching and learning;
- students, parents and teachers know what is being learned, how well students are achieving and how they can further develop against the curriculum standards framework; and
- teachers are using the language of the new syllabuses and Quality Teaching to talk about student learning and share practice.

School priority 3

Student Engagement - Attendance

Outcomes from 2012-2014

- 95% of ALL students will have a minimum attendance rate of 95%.
- Improved student punctuality and a reduction of students leaving school early.

Evidence of progress towards outcomes in 2013:

This year the school attendance role was shared between two executive teachers. By reporting to the Learning Support Team and Principal individual cases of recidivism have been addressed promptly. In a number of cases the school has been successful in obtaining successful outcomes for students without resorting to HSLO intervention.

Other achievements include:

- specific school reward systems initiated which acknowledge improved attendance, including Gold Letters each term and annual attendance awards;
• consistent communication to parents emphasising that consistent absenteeism, for example, 7 days a term, results in approximately one full year of school missed during a child’s primary schooling; and

• student attendance reviewed weekly, discussed at staff meetings and monitored by school executive.

In 2013 student attendance both full and part day, has:

• shown a pleasing improvement in attendance, particularly in the primary department;

• improved from 93.7 (2012) to 93.8 in 2013; and

• our school’s attendance data is commensurate with that of the Region’s historical average (approximately 94%).

**Strategies to achieve these outcomes in 2014:**

• Executive monitor attendance-report to LST/Principal;

• attendance award system implemented;

• consistent strategies developed to reduce lateness and early departures K-6 and reward punctuality including parent workshops/awareness raising (K-2, 3-6 program); and

• students’ achievement and attendance recognised and celebrated through school positive reward systems (including Principal’s Gold Letters and annual awards).

Our success will be measured by:

• improved student attendance as set in Target 3;

• additional students eligible to receive ‘Gold Letters’ on a term basis (3 out of 7 will be awarded for attendance) and annual awards for attendance (3 days or less over the entire school year); and

• improved student punctuality and a reduction of students leaving early.

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**Curriculum evaluation**

**English, in particular reading and comprehension**

**Background**

For the past 5 years, Chertsey PS has successfully implemented and sustained the use of the following reading initiatives: Best Start, L3, and Focus on Reading (3 – 6). Reading Recovery has also been a focal part of our reading landscape for many years. The aim of this process is to evaluate the growth of students and understandings of parents and opinions of teachers with the aim being able to provide a consistent and systematic program of reading and comprehension across the school. Focus on Reading is beginning to be successfully implemented in the other schools within the Erina Learning Community.

**Findings**

Of the 8 class teachers who responded to our survey:

• All permanent teachers have their own copy of the new English syllabus;

• 100% agreed that Chertsey PS has suitable resources for teaching reading and comprehension in the classroom;

• 71% would like more training to utilise the SMART board when teaching English;

• 100% enjoyed teaching reading and comprehension;

• 95% are satisfied with the level of professional development they have received regarding the new English syllabus;

• 100% stated they were confident in their ability to use the literacy continuum and the new English syllabus when planning reading and comprehension program.

Teacher comment:

• “As a staff we put a strong focus on English and promote resources that are readily available to inform and assist our teaching.”

Of the 52 parents who responded to our survey:

• 100% agreed that English is an important subject for their child;
95% agreed that their child has been developing new skills in reading this year;
80% agreed that they understood how reading and comprehension are taught at Chertsey, 10% disagree and 10% don’t know;
83% agreed that they are provided with useful reports about their child’s progress in reading and comprehension, 10% disagree and 7% don’t know;
100% agreed that their child was given support in reading when they needed it; and
90% agreed that the training given to parents by the school to assist as a parent reader or for home reading was adequate.

Some suggestions from parents:

“Change home readers more frequently. My child has had only 8 all year – now we have our own home readers”.

Parent training in maths and reading.

A group of 22 K-2 and 21 Year 3-6 students were randomly selected and asked slightly varying questions.

The K-2 student results state that:

90% of students feel happy when they read at home, and they have lots of books at home;
95% agreed they felt happy when they received a book as a present; and
90% believed their teacher thinks they read very well.

The Years 3-6 student results state that:

100% either agreed or strongly agreed it is important to learn English;
67% of students believed they were getting better at both reading and writing;
95% of students agreed that their teachers told them how they were progressing in reading;
95% of students agreed that they were good at reading;

95% of students stated that they understood what they read in class; and
80% of students agreed they were given help in reading and comprehension when they needed it.

Students commented:

The best thing about English lessons at Chertsey is:

- “When I need help they help me”.
- “Everything”.
- “You don’t have to write very much”.
- “I learn a lot”.
- “You get to learn all the different English things”.
- “That it is fun reading in English lessons”.
- “Writing and reading”.
- “Reading because it is fun and understanding it increases your English skills”.
- “That we get to read and I LOVE READING”.
- “To learn about important history”.
- “You get to read and write stories”.

The things I least like about English are:

- “When it is boring”.
- “Nothing”.
- “It’s not creative”.
- “Writing. It makes my hand hurt”.
- “I don’t like the big test”.
- “Some lessons I don’t get”.
- “When we have to write lots”.
- “The SMART Board”.
- “The SMART Board because I don’t like looking at it all the time. I would rather a sheet than the SMART Board”.

Conclusions

In 2014 it is recommended that parents and carers will be supplied with online resources that parents may access if and when required to help students at home, particularly in maths. In the past workshops we have offered have not suited
parents for a variety of reasons and it is clear there is still the need to provide parents with some instruction as to how we teach at Chertsey PS. Parents will also be provided with information on the implementation of the new English syllabus in 2014.

Teacher Professional Learning

During 2013, the staff of Chertsey PS participated in a variety of Professional Development opportunities, including mandatory training in CPR, asthma, diabetes and anaphylaxis. Other courses attended by staff include the implementation of the new English syllabus, Best Start, L3, Reading Recovery, writing workshops, sports & games workshops, training for dealing with student welfare issues, deaf education training, as well as ongoing professional learning in technology.

Parent/caregiver, student, and teacher satisfaction

Leadership

In 2013 the school sought the opinions of parents, students and teachers about leadership within the school.

Their responses are presented below.

Overwhelmingly, the feedback from parents, students and staff is that the leadership within the school is fair and provides opportunities for all stakeholders.

Survey results support this view.

Findings and conclusions

Of the 52 parent and 8 staff respondents, results state that:

- 100% of staff agree the school leadership communicates clear expectations to students and parents;
- 100% of parents agree the school leaders value the contribution of individuals and groups;
- 40% of parents strongly agree, 47% agree, 5% disagree and 10% don’t know if the school leaders look for ways to improve what the school does;
- 83% of parents agree that the school ensures everyone is treated fairly;
- 75% of staff agree that the school leadership consistently enforces rules for student behaviour;
- 76% of parents believe the student leaders are effective in their roles, 24% don’t know;
- 100% of staff and 100% of parents agree that, overall, the school leadership in our school is effective;
- 97% of parents agree that leadership roles for parents are an effective part of the school’s organisation; and
- 100% of staff agreed that leaders encourage staff to constructively challenge educational practice.

Parent comments were very positive. Below is a sample of such comments:

- “All working hard and all work well together for the best outcome for each child”
- “I wasn’t going to send my child to Chertsey, but after being walked around by the Principal I was very happy. I now highly recommend the school to everyone. I believe Chertsey is the best school on the coast. The leaders and staff are very supportive in every manner”
- “Chertsey PS is an excellent school in all aspects. All staff excel in making this school what it is today”.
- “P&C and School Committee (canteen/grounds) were excellent and need to continue to be encouraged – more participation in other areas”.

Some issues listed as being successfully addressed by the school leadership team were:

- Bullying; and
- Learning needs.

Suggestions by parents on issues they would like addressed by the school leadership:

- Health and fitness emphasised through to Year 6;
- Disruptive behaviour by students;
- Bullying;
- Parent information sessions on how to help children at home with reading and maths;
- The validity of surveys and the relevance/accuracy of the gathered data;
- Lack of information about how to become involved in school activities for working parents; and
- Habitual lateness of students.

A group of 22 Year 3-6 students were randomly selected and asked slightly varying questions.

The Years 3-6 student results state that:
- 82% of students strongly agree that the school ensures everyone is treated fairly;
- 100% agree that the school leaders value the contribution of individuals and groups;
- 82% strongly agree that the Student Leaders of the school are effective; and
- 95% agree it is important that parents have leadership roles at our school.

The Year 3 – 6 students thought that student leadership could be improved by:
- “Helping out the teachers by cleaning up the school”.
- “Having more leaders”.

**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
Greg Francis - Staff Representative
Joanne Stuckey - Staff Representative
Lisa Seaman - P&C Representative
Linda Gormly - Parent Representative
Judith Wallace - Community Representative

**School contact information**

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