Chertsey Primary School
Annual School Report 2014
School context statement

Our school population of 233 children was organized into 9 mainstream classes and 3 special education classes. In 2014 Chertsey PS had 2 classes for students with a hearing loss and 1 for autism.

Principal’s message

Chertsey Primary School enjoys a well-deserved reputation as a community school with an outstanding range of curricula and extra curricula activities that meet the learning and social needs of our students. This school delivers quality educational programs and this report highlights the school’s performance in a range of academic and social areas and the important role that the community plays in adding value to our school programs.

Academically our children continue to improve and grow. The school’s NAPLAN results for 2014 were very good across the board. Our year 3 students were above state in Numeracy whilst our year 5 students were well above in Numeracy, Grammar and Punctuation. Both year 3 and 5 are working at proficiency level (top 2 bands) in Reading and Spelling. These great results were the result of great teaching supported by quality innovative programs, strong leadership and excellent resources coupled with the provision of quality and effective professional learning.

Student welfare remains a focus with many opportunities to recognise achievement and effort as students continue to develop into responsible and effective members of the community. Our “You Can Do It” program is firmly embedded in our school culture and teachers explicitly teach the foundations of Emotional Resilience, Getting Along, Organisation, Confidence and Persistence.

In Creative and Performing Arts our school continued to excel. A highlight this year was ‘Chertsey on Broadway’. Every student in our school performed in our matinee and two evening performances. Each class teacher choreographed an item in line with the ‘Broadway’ theme. The night was a huge success and thoroughly enjoyed by our whole school community.

Students were also offered opportunities to participate in DEC programs such as the Central Coast Dance Festival and our 3-6 choir performed at the Hub, Erina Fair for Education week. The school once again proudly entered 5 students into the state-wide Operation Art competition. Another highlight was the Junkyard Orchestra which saw some students from years 2 and 3 make musical instruments out of recycled junk, write a musical piece to accompany the instruments and then perform alongside other schools at Erina Fair.

Our P&C Association continues to be an effective representative body for parents. The P&C provides an important link between the school and parents. The role of the P&C includes providing feedback to the school, having input into policy and programs and contributing to decisions about the direction of the school. I want to recognise the contribution and work of all the members but also the executive of the P&C for their vision, willingness to work with the school and dedication ensuring this school is the best it can be. One of the highlights this year was the Trivia “Outer Space’ Night. Our hall was transformed into an amazing space odyssey and brought together our school community and wider community as well as providing a fun night raising money. These funds raised will allow the P&C to support programs within our school.

Our school continues to work closely with the neighbouring schools from the Erina Learning Community (ELC). In term 3 we held a combined Staff Development Day in the new mathematics syllabus implementation here at Chertsey Primary School. All 5 schools attended and this proved to be a worthwhile opportunity for professional development.

This Annual Report provides a summary of our achievements in 2014 and gives a structure to communicate our priorities and the focus for
2015. I have enjoyed leading this wonderful school community since starting this year and look forward to many more successful years working in partnership with students, staff and community.

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.

Toni Skinner – Principal

P&C Message

This year we have experienced a busy and exciting 2014 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 Rebecca Hobson, Treasurer Mark Deuxberry, Secretary Michelle Frazer and the Canteen committee: Toni Skinner and Mark Deuxberry. This committee has worked together as a team that has achieved many P&C initiatives for this year. I would also like to thank our Principal, Mrs Toni Skinner, for her commitment and support which was critical in making it such a successful year at Chertsey.

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 David Moyle for his 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 school Trivia Night. This turned out to be a great success, due to the efforts of our Trivia Committee: Margie Swanson, Alison Peto-Hamilton, Veronica Brown, Rebecca Hobson, staff and volunteers. Thank you to everyone for making the event so enjoyable and successful.

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, 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 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 2015.

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. Two main events were held this year. The Semester I committee conducted a Fun Stalls day in which all activities cost 20c. Representatives from each primary class teamed up with the representatives from Infants classes to conduct a stall during each lunch time. The day was very popular and over $400 was raised. The Semester II committee organised separate school discos for Infants and Primary Students. They were involved in the planning and decision-making, setting up on the night and undertaking assigned jobs during the evening. Over $200 was raised from this event. The proceeds from these two events was divided equally between The Childhood Cancer Foundation and 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 2014
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>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>136</td>
<td>138</td>
<td>125</td>
<td>120</td>
<td>124</td>
</tr>
<tr>
<td>Female</td>
<td>93</td>
<td>101</td>
<td>97</td>
<td>98</td>
<td>118</td>
</tr>
</tbody>
</table>

Student attendance profile

In 2013 the average student attendance was 93.8%.

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.5</td>
<td>91.2</td>
<td>96.7</td>
<td>94.6</td>
<td>94.0</td>
</tr>
<tr>
<td>1</td>
<td>94.8</td>
<td>91.8</td>
<td>93.7</td>
<td>94.0</td>
<td>94.3</td>
</tr>
<tr>
<td>2</td>
<td>94.1</td>
<td>95.0</td>
<td>94.1</td>
<td>93.8</td>
<td>93.5</td>
</tr>
<tr>
<td>3</td>
<td>93.9</td>
<td>93.0</td>
<td>92.5</td>
<td>92.6</td>
<td>95.1</td>
</tr>
<tr>
<td>4</td>
<td>93.8</td>
<td>94.4</td>
<td>92.3</td>
<td>93.6</td>
<td>94.3</td>
</tr>
<tr>
<td>5</td>
<td>95.3</td>
<td>92.6</td>
<td>93.6</td>
<td>94.3</td>
<td>91.9</td>
</tr>
<tr>
<td>6</td>
<td>93.3</td>
<td>93.9</td>
<td>92.9</td>
<td>93.7</td>
<td>93.9</td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>93.1</td>
<td>93.7</td>
<td>93.8</td>
<td>93.8</td>
</tr>
</tbody>
</table>

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 2014, 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>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of Relief Fact to Face</td>
<td>0.378</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Learning and Support – Primary</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>AP Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>SS Teacher Emotional Disturbance</td>
<td>1.0</td>
</tr>
<tr>
<td>SS Teacher of Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Student Support Executive Release</td>
<td>0.084</td>
</tr>
<tr>
<td>Student Support RFF</td>
<td>0.252</td>
</tr>
<tr>
<td>Total</td>
<td>16.329</td>
</tr>
<tr>
<td>School &amp; Administrative Staff</td>
<td>5.422</td>
</tr>
</tbody>
</table>

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 (5). One staff member holds a certificate in Gifted and Talented Education.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>35</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

During 2014, 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 Mathematics syllabus, Best Start, L3 Reading Recovery, writing workshops, sports and games workshops, training for dealing with student welfare issues, deaf education training as well as ongoing professional learning in technology.

**Financial summary**

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>252,867.15</td>
</tr>
<tr>
<td>Global funds</td>
<td>205,633.85</td>
</tr>
<tr>
<td>Tied funds</td>
<td>416,445.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>79,638.79</td>
</tr>
<tr>
<td>Interest</td>
<td>10,129.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13,473.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>978,188.89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>18,882.51</td>
</tr>
<tr>
<td>Excursions</td>
<td>26,244.52</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>25,416.97</td>
</tr>
<tr>
<td>Library</td>
<td>1,272.04</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>677.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>288,653.40</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>73,801.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>60,527.95</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>41,612.27</td>
</tr>
<tr>
<td>Maintenance</td>
<td>34,751.44</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>12,659.35</td>
</tr>
<tr>
<td>Capital programs</td>
<td>24,175.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>608,673.59</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>369,515.30</td>
</tr>
</tbody>
</table>

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

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of Chertsey P&C Association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Achievements**

**Arts**

In September this year we presented our school concert ‘Chertsey on Broadway’. Students from Kindergarten to Year 6 participated in a matinee and two night time performances, performing to the music of many well-known broadway musicals, including Annie, Grease, Footloose and The Lion King. Year 6 students introduced and provided narration for each class performance.

The event was strongly supported by parents and community members, with sold out tickets for all performances. Stage settings, props and costumes were created with the assistance of staff and parents. Members of the P&C Committee assisted on both performance evenings to coordinate and seat ticket holders.

As always, the Concert was a highlight of the year for students, staff and parents, providing Chertsey students an opportunity to showcase their talents in music, dance and performance.

In addition to the concert and 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;

- the School Choir and the School Dance Group performed at Erina Fair for Education Week and for our Education Week Assembly; and

- the Operation Art program, coordinated by Mrs Vaughan, to encourage talented students in pursuing their artistic interest and talents was continued in 2014. Students from Stage 1 to Stage 3 worked with Mrs Vaughan in developing their artistic concept and completing their individual artwork.

**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 the fundamental 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 (AASC) – offered a range of sporting opportunities including Oz tag, Zumba dance, AFL, Soccer 5’s, surfing, Frisbee, orienteering and volleyball. These all helped to develop students’ cardiovascular fitness and gross motor skills. AASC 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 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 NSWPSSA knockout competitions including rugby league, football (soccer), AFL, cricket, touch football and netball;

- regular K-2 fitness and dance programs;

- all Stage 3 students had the opportunity to attend a three day/two nights 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 5 week ‘Footsteps’ Dance Program during Term 4, learning a number of dances from a variety of genres including ‘hip hop’; and

- all students in Years 2-4 had the opportunity to participate in a two-week swim school program offered at Gosford Pool in Term 3.
Other achievements

Our school community was involved in a number of other significant initiatives in 2014 including:

- participation in the Erina Learning Community debating workshop;
- participation in University of NSW-International Competitions and Assessments for Schools including Writing, Mathematics, English, Spelling, Science and Computer. Distinctions, Credits and Merits were 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;
- participation in and hosting of the Hunter Central Coast Public Speaking Competition, and participation in the 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 $2,500 for a gift to the school;
- attendance at camps and excursions – The Sydney Aquarium, Sydney K-2 and support classes), Active Education Centre at Mangrove Mountain (Yrs 5 and 6), Deaf camp (Yrs 3-6 Hearing Impaired classes), GATS Camp (Pt Wolstoncroft) and a K-6D community living skills program; Stage 2 attended day excursions to both Rumbalara and Sculptures by the Sea;
- continuation of the student environment group (Gecko Club);
- a Grandparents morning tea and assembly, which included students writing about their grandparents, and enjoying a morning tea with them;
- 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 6 student who has a passion for Tasmanian Devils and their survival in the wild. This year she raised well over $300;
- two successful French Market days, raising money through gate takings for our special needs students;
- 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;
- visit from Sydney Roosters promoting anti bullying through the NRL
- Kara and Kyle from ‘The Block’ visitng our students and presented a gift to the school on behalf of The Good Guys;
- Years 5 and 6 students attended the CARES facility at Ourimbah whilst years 3
and 4 had visits at school promoting road safety;

- Mother’s Day and Father’s Day breakfast;
- Students in K-2 participated in an Easter Hat Parade whilst 3-6 students entered a Easter poster competition; and
- School leaders and staff attended the Anzac Service at Terrigal Beach.

**Academic achievements**

**NAPLAN 2014**

In 2014, 32 students from Year 5 sat the NAPLAN assessment. 1 student was exempt at parent request and 2 students were absent for parts of the test. In Year 3, 35 students sat the NAPLAN assessment and 5 students were withdrawn or exempt at parent request. Following is a summary of the results, conducted by Chertsey PS staff during Term 4.

**Year 3**

The Year 3 results were pleasing in reading (6% in the bottom 2 skill bands compared to 13% of the State), grammar and punctuation (10% in the bottom 2 skill bands compared to 11% of the State) and numeracy (48% in the top 2 bands compared to 43% of the State). The numeracy results, in particular, showed many areas, particularly in geometry, where our students are well above those in the rest of the State.

The areas of writing and spelling are of some concern and further development is required in school planning for the explicit teaching of skills to support growth in these two aspects of NAPLAN.

**Year 5**

When compared to the State figures, our Year 5 students’ results in reading, writing, grammar and punctuation and spelling were below at the proficiency level (the top two bands). Our numeracy results were above at proficiency (33% compared to 28% of the State). Again, the numeracy results showed that our students were well above the rest of the State in some areas, namely measurement and fractions.

Year 5, however, showed fantastic growth in grammar and punctuation and spelling, being well above both the State and Statistically Similar Group (SSG) in growth. The boys’ growth was particularly pleasing in all test aspects except writing; being well above the State. Student growth in writing and numeracy was on par with the rest of the State, whilst reading was below the State and the SSG.

<table>
<thead>
<tr>
<th>Test aspect</th>
<th>School growth</th>
<th>State</th>
<th>Statistically Similar Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>65.3</td>
<td>78.4</td>
<td>79.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.8</td>
<td>78.2</td>
<td>79.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.6</td>
<td>79.4</td>
<td>83.1</td>
</tr>
<tr>
<td>Writing</td>
<td>42.4</td>
<td>49.7</td>
<td>43.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87.9</td>
<td>88.7</td>
<td>86.9</td>
</tr>
</tbody>
</table>

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

- the maintenance of the Go Maths program;
- continuing Teacher Professional Learning (TPL) literacy as well as the implementation of the Australian English syllabus; and
- resources dedicated to both programs in order to achieve maximum benefits for the students.

A review of our reading programs will be conducted in order to replicate the good results gained following the implementation of the Focus on Reading initiative, adopted through the National Partnerships funding.

**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 reading and grammar and punctuation. They have out-performed students at Regional, State and NSW DEC level in these test aspects. The areas of writing, spelling and numeracy were below both the State and Region.
### Significant programs and initiatives – Policy and equity funding

#### Aboriginal education

In 2014 Chertsey PS:

- 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. Dance culture and stories;
- Aboriginal girls in years 3-5 were invited to participate in a netball skills training day at Adcock Park;
- Connection with Sydney office – Access Point for health care and home support. Health facilities included hearing checks, dental and vision. Transportation and access to Eleanor Duncan Clinic available;
- Hearing screening assessments for Ottis Media for all our Aboriginal students;
- Connection and support offered through Eleanor Duncan Clinic for health issues; and
- Assessment and speech therapy offered to Aboriginal kids in Headstart, via the Aboriginal Language Outreach program.

Chertsey Primary School 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 students, parent/s and class teacher;
- Through teaching class units of work with perspectives about Aboriginal culture, history, art and music;
- Purchasing reading texts with Aboriginal perspectives, as well as other resources, reading and creative/practical art texts and music CD’s;
- Reconciliation Week activities include personalized invitations to Aboriginal parents;
- 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 staff regularly attend the Tjudabaring AECG meetings;
- Connection and communication with Local Office to ensure all staff is in-
services and up to date with current Aboriginal Education programs and policies;

- Whole day workshops and performance;
- Traditional Indigenous games workshop run by NSE Sport and Recreation;
- Aboriginal families receive Eleanor Duncan health newsletters monthly; and
- Feedback and communication with Aboriginal families, keeping in touch offering support and open communication follow up on PLP templates.

Multicultural education and anti-racism

Chertsey PS is a diverse community, supporting students from Indonesian, Greek, Croatian, Japanese, Tagalog, Ilonggo, Samoan, Malay, Thai, Dutch, Portuguese 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 21 March. Students wore orange clothing and the SRC made orange pet rocks, ribbons and hair clips to sell. Monies raised were donated to Stewart House. The school choir performed for the assembly, followed by a multi-cultural lunch.

Five students who are deaf or hard of hearing joined their peers for the annual Hunter/Central Coast Deaf Camp. This year the camp was held at Taronga Zoo and a number of firm friendships were formed during this important cultural exchange. This “Zoo Snooze” event was a high point of the year. Our students also attended a Regional Deaf Sports Day. This very successful venture was organised by the Australian Deaf Sports Association.

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.

Other significant initiatives

Best Start 2014

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 2014

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 2014 Chertsey Primary School continued to receive 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 3-6. We employed Mrs Heath, an experienced practitioner and Reading Recovery trained teacher, to work with the target group and teachers.
Good Start Breakfast Club (GSBC)

The GSBC is a Red Cross initiative that operates each morning, five days a 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 students and their families, between 8:15am and 8:50am, with an average daily attendance of 30 students. During 2014, the GSBC has served over 6000 breakfast!

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 over $300 to assist the Red Cross by running a Cake Bake Decorating Fundraiser.

The breakfast club is coordinated 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 by the Red Cross and the school.

This year Red Cross filmed our Breakfast Club in operation to be used as a model for other new clubs operating in schools.

AUSLAN Program (Australian Sign language)

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

Chertsey PS promotes inclusion as part of our school culture, and the development of a K-6 AUSLAN program within our school assists our students who are deaf or hard of hearing 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 or 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 2014 a trained teacher was employed to deliver the LOTE program at Chertsey PS. The teacher has completed relevant training and has personal experience with the local Deaf community. The employment of this teacher has proved to be very successful, and plans are in place to continue this valuable program in 2015.

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 2014 is the strong collaboration evident between the previous and current teachers and staff in our mainstream classes K-6.

Environmental Education

At Chertsey PS we value Environmental Education across all grades and support classes. We work in partnership with the community to promote and participate in sustainable activities. For the third consecutive year the school participated in Gosford City Councils ‘Taking the Next Step’ Greenhouse Program.

On a regular basis students with Mrs Campbell 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 school gardens, monitoring peers and rewarding students who are making good ecological choices and a wide range of other environmental activities and projects.
As a school we participate in the global ‘Earth Hour’ initiative and also the national ‘Enviro Week’ activities. We joined these programs with the goal of educating our students, families and the community, along with showing our support to these ongoing environmental programs.

Our aim is to minimise waste and promote ‘Reducing, Reusing and Recycling’. We hope to continue this message for 2015.

**Student Welfare**

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

Our school provides a strong network of student support, recognising the diversity within the school community and utilising programs which acknowledge differences and promote harmony and acceptance. This network ensures that our students enjoy success and recognition, make a useful contribution to 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, 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 LAST programs) and an Anti-bullying Policy.

A positive and effective teaching and learning environment, promoting self-discipline and student achievement, were maintained through assembly merit awards, Good News Awards, Principal’s Awards and Honour Certificates. We continued to promote achievement in 2014 with the ‘Gold Letter’ awards each term, and maintained open and regular communication with parents. ‘Beaut Behaviour Barbeques’ have also been held as a way of rewarding appropriate student behaviour.

The ‘You Can Do It’ program, designed to help both students and teachers unlock the ‘Keys of Success and Happiness’ continued to be implemented during 2014. The five keys of Getting Along, Persistence, Confidence, Organisation and Emotional Resilience are outlined in both the K-2 and 3-6 scope and continuum of lessons as well as being promoted and celebrated incidentally throughout all learning experiences at Chertsey PS.

Our School Chaplain, Donna Knee, has worked on a number of student welfare-related programs this year, including Seasons for Growth, the ‘Shine’ Program for our Year 6 girls, and transition programs for Kindergarten and Year 6 students.

The ‘Good Start’ Breakfast Club has also continued to operate five days a week throughout the year. Co-ordinated by Mrs Alex Wastell and staffed by Red Cross volunteers, students are offered a healthy start to students who attend, averaging 30 per day.

The classroom and playground behaviour of each student is closely monitored by the school’s Executive Team through weekly staff meetings, daily planning room programs and fortnightly 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 learning difficulties, gifted and talented students and behavioural difficulties.

**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’;
- Harmony Day coordination and facilitation included whole school and wider community involvement;
- facilitated Seasons for Growth;
• 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);
• supported teachers and students in various capacities where needed;
• referral to counsellor and outside agencies where necessary; and
• 'Reverse Santa' where students and staff give gifts to an organisation supporting less fortunate children.

School planning and evaluation 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 2015 School Management Plan. Progress is measured by collection and analysis of data.

The school planning process was designed in consultation with the whole school community.

Focus groups with students and parents were conducted through formal and informal surveys such as the ‘Tell Them From Me’ surveys, analysed by executive staff. The P&C were involved in discussions about school priorities. Staff Development Days, including community members, brainstormed and reflected upon and prioritised the needs of Chertsey PS. After the examination of key departmental documents including The Melbourne Declaration and Great Teaching Inspired Learning, the evaluation team met several times to develop a plan involving all stakeholders which lead to the formation of our three strategic directions. Regular staff meetings have been conducted to form this school plan, the 5P planning for each strategic direction and the school milestones.

School planning 2012-2014:

School priority 1

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

Outcomes from 2014

• Percentage of students in proficiency range for NAPLAN Reading: Y3 - 45%; Y5 - 32%. Writing: Y3 - 23%; Y5- 27%. Numeracy: Y3 - 48%; Y5 - 33%
• 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.
• Only one year 5 Aboriginal student completed NAPLAN
• All Aboriginal students to achieve at or above levels of Non-Aboriginal students.

Evidence of progress towards outcomes 2014

In some areas Year 3 NAPLAN results were at or above Regional and State levels. The highlights of our results are:

• Exceeded 2014 targets at proficiency level for year 3 in reading (45%) and
numeration (48%); and year 5 writing (27% and numeracy (23%);

- Performed better than the NSW DEC for growth in year 5 in spelling and year 7 grammar and punctuation;

- Students in years 3 and 5 showed an increase in top 2 bands for spelling;

- Growth for all NAPLAN aspects closer to state (DEC) average with the gap closing compared to previous year; and

- Kindergarten, Year 1 and 2 students exceeded the target set (80%) for Regional Literacy targets.

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 and numeracy 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);

- training new staff members in L3 whilst continuing L3 Literacy programs already in place;

- 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.

School priority 2
Curriculum & Assessment – New Syllabus Implementation

Outcomes from 2014

- All teachers implement the requirements of the New Curriculum standards within the classroom in English.

- Staff trained in implementing new Mathematics syllabus. Professional learning opportunities for all staff made available throughout the year.

Evidence of progress towards outcomes in 2014

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 and Mathematics syllabus;

- Teachers implemented the new English syllabus whilst becoming familiar with the new Mathematics syllabus; 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;

- 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.

**School priority 3**

**Student Engagement-Attendance**

**Outcomes from 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 2014:**

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 2014 student attendance both full and part day, has:

- shown a pleasing improvement in attendance;

- improved from 93.7 (2012) to 93.8 in 2013; and remained the same for 2014;

- 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).
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent survey about learning:
63 parents were surveyed about their child’s learning at Chertsey Primary School.

- 81% of these responded that they believe their child’s classroom is an interesting place to learn.
- 100% said that the teachers talk to them about their child’s learning and 86% said that students have access to good equipment that helps him/her to learn.
- 86% also said that the school expects students to achieve to the best of their ability and 72% usually demonstrated pride in their learning.

Teacher survey about learning:
13 classroom teachers were surveyed about student learning.

- 85% of teachers believe that the school almost always supports communication about student learning between home and school.
- 70% of teachers usually use a wide range of appropriate resources to assist students with their learning.
- 100% of teacher identify that students have access to guidance from other people to assist their learning.

Student survey about learning:
82 students were surveyed from years K-6 about their learning in school.

- 92% of students believe that the school expects them to always do their best.
- 83% believe that their classroom is an interesting place to learn whilst 79% believe that they try their best most of the time taking pride in all of the work they produce.
- 96% of students feel that their teacher helps them to find new ways to help them understand their work.

Future Directions
2015-2017 School Plan

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

Focus groups with students and parents were conducted through formal and informal surveys such as the ‘Tell Them From Me’ surveys, which were analysed by executive staff. The P&C were involved in discussions about school priorities. Staff Development Days, including community members, brainstormed and reflected upon and prioritised the needs of Chertsey PS.

After the examination of key departmental documents including The Melbourne Declaration and Great Teaching Inspired Learning, the evaluation team met several times to develop a plan involving all stakeholders which lead to the formation of our three strategic directions. Regular staff meetings have been conducted to form this school plan, the 5P planning for each strategic direction and the school milestones.

The three strategic directions for our school identified in the 2015-2017 School Plan are:

- Innovative and inclusive curriculum
- Student wellbeing and equity
- Enhancing community engagement and participation.
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.

Toni Skinner - Principal
Joanne Stuckey - Staff Representative
Lisa Seaman - P&C Representative
Bec Hobson - Parent Representative
Judith Wallace - Community Representative

School contact information

Chertsey Primary School
10 Willow Road, SPRINGFIELD NSW 2250
Ph: 02 4325 3963
Fax: 02 4323 6891
Email: Chertsey-p.school@det.nsw.edu.au
Web: www.chertsey-p.schools.nsw.edu.au
School Code: 4398

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: