Chertsey Primary School
Annual School Report
Our school at a glance

Students

Our school population of 225 children was organised into 9 mainstream classes and 3 special education classes. In 2012 Chertsey PS had 2 classes for students with a hearing loss and 1 for autism. The language support class was disestablished in 2012.

Staff

Chertsey PS commenced the year with a staff allocation of 17.781 highly qualified teachers and 5.422 support staff. Additional casual staff is employed to support both children and teaching staff. Counselling support is received 1.5 days per week.

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

Messages

Principal’s message

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

2012 was the first year of our new 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 2012 students participated in the fifth 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 writing (there are no comparisons for the writing component), with the expected growth rate above the state for both reading and grammar and punctuation. Our Year 3 results were well above the state at the proficiency level (top 2 bands) in reading, and much better than both the region and the state in the bottom bands for all test aspects.

Following detailed analysis of the school’s 2012 NAPLAN results it was clearly evident that our students are responding well to the Go Maths program two full years after adopting this approach to the teaching and learning of mathematics.

In 2013 our school’s technology team will make a budget priority the installation of wireless connectivity hardware to all learning environments. This will enable internet access to support the iPads won by a Year 6 student and also those purchased by our P&C in 2012. Additionally, funding has been allocated to ensure that the school’s website is current and relevant to our school community and visitors who access it.

Funding from our Student Welfare budget will continue to be allocated to facilitating 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 behavior underpins learning was that over 99% students qualified for the Principal’s two Beaut Behaviour BBQs. These were facilitated with the assistance of many parent 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 Festival and all students’ participation in the outstanding biannual school concert. Students were again successful in the statewide Operation Art competition with two artworks being selected for additional exhibitions and/or for the teacher resource CD and one of our Year 5 student’s work being recognised as a winning entry at a special ceremony at the State Art Gallery.

Two 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.

With the school situated at the foot of Rumbalara Nature Reserve, Environmental Education is an important focus area at Chertsey PS. Students participate in a diverse range of environmental activities as members of the Gecko Club coordinated by teacher, Miss Sammut and supported by parent, John Martin. Mark Deuxberry coordinates the Earth Committee and coordinates a team of adult volunteers to assist with outdoor projects. Three students were recognised as prize-winners at the annual Gosford City Council’s Greenhouse Awards in November at Laycock St Theatre in the poster competition.

Our school continues to work in partnership with neighbouring schools which form the Erina Learning Community (ELC). In Term 2 the ELC schools combined to provide professional learning opportunities in Literacy, Numeracy and new syllabus implementation. A highlight was the Education Week schools promotion initiative at Erina Fair involving prominent static displays and student performances from all six schools. After the resounding success it is anticipated that it will continue to be an annual event to showcase and promote the outstanding work of public schools and the Erina Learning Community.

For the past 18 years, Schools as Community Centres (SaCC) have supported families with young children from birth to eight years with a particular focus on the years prior to school entry. Due to changing departmental priorities our SaCC program & facilitator position will move to Wyoming Public School from 2013. In 2012, the staff, students and community took the opportunity to celebrate the outstanding outcomes produced by our SaCC and especially the tireless dedication of the inaugural facilitator of Mrs Nada Potter. We have been extremely fortunate to not only have had a SaCC at Chertsey for this length of time but also to have had such a highly committed and caring Facilitator in Mrs Potter during that period.

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 trivia night led by our enthusiastic committee. The major project funded by the P&C this past year was the senior students’ shade cover over the outdoor lunch area and the purchase of additional iPads and a high-end storage, sync and charge cart.

Our AUSLAN teacher, Mrs Ruth D’Arth announced her retirement in the latter half of the year. Her strong knowledge of AUSLAN and long term links to the Deaf community and Chertsey PS made her a well respected member of our teaching staff. We were fortunate to be able to employ another well qualified teacher, Mrs Margaret Collins to replace Mrs D’Arth. At the end of 2012 Mr MacFarlane was successful in obtaining a full-time permanent teaching position at Tacoma PS. For over 8 years Mr McFarlane had held temporary teaching positions across the school and made significant contributions to the learning opportunities of many students and more recently in our technology programs. Due to the DECs implementation of a new program for Itinerants, Mrs Evans (Itinerant Teacher of Behaviour Disabilities) was placed at Woy Woy South PS as a Learning Assistance Support Teacher. We wish Mrs D’Arth, Mr McFarlane and Mrs Evans every success as they embark on their new directions. The Language Support Class was disestablished in 2012 and the teacher, Ms Sewell was placed on a mainstream class. Staff continued to work hard, displaying care and compassion whilst implementing quality learning programs. Their resilience and support for each other and the students was clearly demonstrated when in April, a fire in C Block, resulted in the rebuild of two classrooms. By the end of the year the school’s physical environment had been restored with the rebuild complete. The willingness of staff to assume additional responsibilities students ensured students were presented with many opportunities at Chertsey PS in 2012.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

John Anderson - Principal
P&C message

2012 was a busy and exciting year at Chertsey PS. The P&C has worked effectively with staff, parents and students throughout the year and it would not be possible for the P&C to function without the help and support of our dedicated executive members.

I would like to acknowledge and sincerely thank our P & C Executives: Vice Presidents Sarah Tomlinson and Elli Chan, Secretary Michelle Frazer and the Canteen Committee: John Anderson, Carol Wilson and Elli Chan. This committee has worked together as a team and has achieved many P&C initiatives for this year.

In 2012 we 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 Trivia Night which was a great success, due to the efforts of our Trivia Night 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 with purchases such as contributing to half the cost of an additional 4 ipads and a storage charge cart, the Young Leaders Conference, year 6 farewell and presentation days, the shade sails in the new Stage 3 eating area as well as the wonderful Breakfast Club, along with smaller items throughout the year. The P&C believes in contributing to all areas of the school and will continue to do so in the future.

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 2013.

Lisa Seaman - P & C President 2012

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 held a ‘Book sale’ of used books no longer required by the school. This proved popular and raised $70. The proceeds were used to buy ‘home corner’ equipment to replace that lost in the classroom fire early in the year. The Semester 2 committee conducted the Annual School Disco and raised $400 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 only rewards are experience in leadership, organisation, communication, teamwork, creativity, community awareness and compassion.

Anne Whitty – SRC Convener 2012
School context

Student information

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

Student enrolment profile

The peak growth period for student enrolments was reached prior to 2002. After a gradual increase to 2011, numbers declined in 2012. The figures below represent the enrolment data at census date 2012.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>110</td>
<td>123</td>
<td>136</td>
<td>138</td>
<td>125</td>
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<tr>
<td>Female</td>
<td>87</td>
<td>92</td>
<td>93</td>
<td>101</td>
<td>97</td>
</tr>
</tbody>
</table>

Student attendance profile

In 2012 the average student attendance was 93.7%.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.4</td>
<td>93.5</td>
<td>91.2</td>
<td>96.7</td>
<td></td>
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<tr>
<td>1</td>
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<td>94.8</td>
<td>91.8</td>
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<tr>
<td>2</td>
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<td>94.4</td>
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<tr>
<td>5</td>
<td>95.3</td>
<td>95.3</td>
<td>92.6</td>
<td>93.6</td>
<td></td>
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<tr>
<td>6</td>
<td>92.6</td>
<td>93.3</td>
<td>93.9</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.8</td>
<td>94.2</td>
<td>94.1</td>
<td>93.1</td>
<td>93.7</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.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of Release Face to Face</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>0.4</td>
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<tr>
<td>Priority School Funding Scheme</td>
<td>0.3</td>
</tr>
<tr>
<td>Itinerant Teacher of Behaviour Disabilities</td>
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</tr>
<tr>
<td>Primary AP Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Emotional Disturbance Autism</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Support Executive Release</td>
<td>0.042</td>
</tr>
<tr>
<td>Teacher Student Support RFF</td>
<td>0.336</td>
</tr>
<tr>
<td>School Administrative and Support Staff</td>
<td>5.422</td>
</tr>
</tbody>
</table>

In 2012, 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 Assistance 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.

Staff retention

In 2012 the teaching staffing composition was similar to that of 2011. The only exceptions being
the loss of the Language Support Teacher and the Itinerant for Behavioural Disorders.

The support staff (administration) maintained a full-time School Administrative Manager and School Administrative Officer. Three School Learning Support Officers (SLSO) were employed to work with children in the Special Education Unit and a General Assistant for 2 days per week. Several casual SLSO’s are employed to assist with learning and integration of identified students.

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>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>45</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>55</td>
</tr>
</tbody>
</table>

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 2012 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary 30/11/2012

Income
- Balance brought forward $291987.47
- Global funds 175666.69
- Tied funds 207013.33
- School & community sources 68620.54
- Interest 11695.14
- Trust receipts 21986.21
- Canteen 0.00
- Total income 776969.38

Expenditure
- Teaching & learning
  - Key learning areas 23777.06
  - Excursions 20134.73
  - Extracurricular dissections 31819.60
- Library 1762.27
- Training & development 200.00
- Tied funds 208876.14
- Casual relief teachers 61434.66
- Administration & office 46218.68
- School-operated canteen 0.00
- Utilities 40084.05
- Maintenance 66543.77
- Trust accounts 26485.96
- Capital programs 7400
- Total expenditure 534736.92
- Balance carried forward 242232.46

School performance 2012

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 Mrs Blumer coordinating the performance;
- our Primary School performed as part of a larger ensemble with the other local primary and high schools in the Central Coast Showcase at Laycock Street Theatre;
- 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;

- the Operation Art program, co-ordinated by Mr McFarlane and Mrs Vaughan, to encourage talented students in pursuing their artistic interest and talents was continued in 2012. Six students from Stage 1 to Stage 3 worked with staff members in developing their artistic concept and completing their individual artwork. Four students’ artwork went on to the Armory at Homebush Bay and one student’s artwork was selected for display at The Children’s Hospital at Westmead and is also included on the teacher’s resource CD; and
- all students participated in our school concert “Colour my World” in Term 3. A range of singing and dancing items were performed by students, with each class represented.

**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 was again very successful;
- Active After Schools Communities – offered a range of sporting opportunities including a modified Olympic sports program, Zumba dance, gymnastics, stand-up paddle boarding, orienteering, golf and multi-skills activities which developed students’ cardio-vascular fitness and gross motor skills. This program operated 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 Brisbane Water PSSA (BWPSSA), 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), basketball, AFL, touch football and netball;
- daily K-2 fitness and dance programs;
- strong cardio, balance and boxing fitness programs for Stage 3 (2 x 20 minute sessions per week)
- strong representation at a District level in swimming (13 students), cross country (48 students) and athletics (32 students);
- one student was successful in making the BWPSSA District team to compete at the Regional Athletics Carnival at Homebush;
- all Stage 3 students had the opportunity to attend a three day/two night excursion to a new Sport and Recreation facility (Outdoor Active Education – Mangrove Mountain) which included activities such as rock climbing, abseiling, archery, giant swing, flying fox, fencing and bushwalking;
- all 3-6 students participated in the 5 week ‘Footsteps’ Dance Program during Term 4, learning a number of dances from the ‘hip hop’ genre; and
- 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 2012 including:

- participation in the PSP debating challenge where the team performed admirably reaching the quarter finals. Also in the PSP Writing competition a Stage 2 student placed first overall in the Region;

- participation in University of NSW-International Competitions and Assessments for Schools including Writing, Mathematics, English, spelling, Science and Computer. Distinctions and credits 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;

- a Fathers Day literacy breakfast with over 100 participants, held during Literacy/Numeracy Week;

- participation in Public Speaking and the Premier’s Reading Challenges;

- school leadership opportunities with prefects attending the Young Leader’s conference in March;

- a highly successful Yr 6 Mini Fair was held raising over $1,000 for a gift to the school (a noticeboard for the COLA);

- attendance at camps and excursions – Oakvale Farm, Nelson Bay (K-2 and support classes), The Rocks and Darling Harbour (Yrs 3 and 4), Active Education Centre at Central 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;

- the continuation of the student environment group (Gecko Club). The Club participated in activities that were recognised at the Gosford City Council Green House Program Awards;

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

- long serving SaCCs Facilitator, Mrs Nada Potter, attended the NSW Woman of the Year awards at Parliament House in Sydney. Nada was a deserved nominee as a result of her “outstanding achievements and contributions to the community”.

Academic

NAPLAN 2012

In 2012, 23 students from Year 5 sat the NAPLAN assessment. 2 students were withdrawn at parent request. In Year 3, 34 students sat the NAPLAN assessment, 1 student was withdrawn at parent request and 1 student was absent during the test administration period. 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 (6% for the school compared to 16% for the DEC) in reading;

- performed better than the NSW DEC in the bottom two bands (12% for the school compared to 15% for the DEC) in grammar and punctuation;

- performed better than the NSW DEC in the bottom two bands (9% for the school compared to 15% for the DEC) in numeracy;

- performed better than the NSW DEC in the bottom two bands (9% for the school compared to 15% for the DEC) in numeracy;

- well above the Statistically Similar Group (SSG) at proficiency level (top two bands) in reading (41.2% compared to 32.3%) and grammar and punctuation (41% compared to 36.1%);

- numeracy scores were above the Regional average, and just below the State; and

- Above the SSG at proficiency level in spelling (38.2% compared to 33.2%).
Writing will be an area of focus for improvement, as their results were below both the Regional and State figures.

**Year 5**

When compared to the Region and State figures, our Year 5 students’ results in reading, numeracy, grammar and punctuation and spelling were below in both the proficiency and at or below the National Minimum Standards (NMS) benchmarks. The writing results were more promising – marginally below the Regional score (-4.6) and the State score (-19.3). Our Year 5 students were above the NSW DEC at proficiency level in writing, which is most pleasing.

Year 5, however, showed fantastic growth in all areas (except writing; there are no growth figures available for writing). Their growth in reading, spelling, and grammar and punctuation and numeracy exceeded that of the Region, State and NSW DEC.

<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>99.8</td>
<td>77.8</td>
<td>78.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>99.8</td>
<td>79.2</td>
<td>78.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>108.5</td>
<td>94.3</td>
<td>96.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>115.7</td>
<td>96.6</td>
<td>93.2</td>
</tr>
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</table>

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;
- the introduction and full implementation of the Go Maths program;
- continuing Teacher Professional Learning (TPL) in both of the above areas; and
- resources dedicated to both programs in order to achieve maximum benefits for the students.

**Year 7**

Figures are now 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 all test aspects (except writing, where no data is available). Like Year 5, they have outperformed students at Regional, State and NSW DEC level.

<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>55.8</td>
<td>49.8</td>
<td>50.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>48.8</td>
<td>39.5</td>
<td>39.4</td>
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<tr>
<td>Spelling</td>
<td>58.1</td>
<td>53.4</td>
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</tr>
<tr>
<td>Numeracy</td>
<td>51.2</td>
<td>45.6</td>
<td>45.6</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 2012 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;

• three applications submitted to the Una May Smith Scholarship, a scholarship that funds successful Indigenous students for their education expenses, including tutoring and technology for the duration of primary, secondary and tertiary education;

• Reconciliation Week performance from an Aboriginal dancer—“Mar-roon Fourmile”. Dance, culture, stories;

• Deadly Vibe Fun Day. Students from years 3 to 6 were invited to participate in a day at Wyong with other local Indigenous children. Activities included basketball, hip-hop dance, art. Free health checks were also available;

• 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; and

• connection and support offered through Eleanor Duncan Clinic for health issues.

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 2011 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; and

• School Principal and other staff regularly attend Gosford AECG meetings.
Multicultural education

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

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.

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 Woy Woy Park with other deaf and hearing impaired students from the Hunter/ Central Coast Region. Hearing and deaf staff and students from Itinerant teaching teams joined us for a day of games, lunch, a ferry trip and socialising.

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

Three of our deaf and hearing impaired 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. Two Deaf staff members were wonderful mentors for our students and this event was a high point of the year.

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.

Best Start 2012

Best Start was successfully implemented at Chertsey PS for the fourth year in 2012. Best Start involves teachers assessing each student’s early literacy and numeracy knowledge, skills and understanding. This knowledge has provided a great deal of information for teachers in preparation of their teaching/learning programs.

Connected classrooms program

In 2012, teachers have continued to utilise the Technology Room with dedicated computer time sessions in every class timetable. Classes have continued to use the many Windows programs to teach children fundamental skills in research and word processing. In addition, children have been immersed in the learning of multimedia presentations through Powerpoint and Moviemaker programs.

Classes have also worked on reading programs such as Storybird Online and the many PM readers that are available on our own network. A number of classes have also used Photoshop to create some unusual and interesting photo layouts of landscapes and people.

Last year, Chertsey PS had an upgrade of our overall system requirements that will result in faster internet connection and general speed of the computers throughout the school. In addition, Chertsey PS was allocated a considerable amount of credit through the Department of Education and Communities and we have procured 1 new PC, 4 notebooks and 3 wireless bundles that will be delivered early 2013. These will replace some of our oldest computers and will give children more opportunities to use notebooks during Literacy sessions in the classrooms in 2013.

The connected classroom has been used as a training tool for teachers and a conference was held to explain the upcoming procedures to upgrade computers and software.

Chertsey PS has also begun plans for wireless connectivity and the use of iPads to be used in many classrooms in the school.
Environmental Education 2012

At Chertsey PS we value Environmental Education across all grades and support classes. We work alongside our Community Cottage in promoting and participating in sustainable activities. On a weekly basis students with Miss Sammut participate in a diverse range of environmental activities that aim to promote sustainable living. This group is called ‘Gecko Club.’ 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. This year alongside our community organic garden, school gardening and environmental activities, Gecko Club have introduced ‘Waste free Wednesdays’. Our aim is to minimise waste and promote ‘Reducing, Reusing and Recycling.’ We hope to continue this message for 2013 and co-operate with the school in providing a day without waste. Additionally, the school successfully participated in the Gosford City Council’s ‘Rivers to the Sea, Healthy & Clean Program.’ Numerous students across all grades participated in a project related to this program with the aim to develop an authentic understanding of healthy and clean water ways. Three students were successful in obtaining an award for this project at the Greenhouse Program 2012 awards.

Other programs

AUSTRALIAN Sign Language (AUSLAN Program)

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/hearing impaired students to integrate into the full range of classroom and playground programs. The students in our mainstream classes are provided with the skills to communicate with their deaf/hearing impaired peers and develop an awareness of Deaf cultural issues.

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 Terms 1, 2 and 3 a trained teacher was employed to deliver the LOTE program at Chertsey PS. The teacher has completed relevant training in AUSLAN pedagogy, and is a member of the Deaf community both culturally and linguistically. The employment of this teacher has proved to be very successful, however this teacher has recently retired, and a suitable teacher has been sourced to continue this valuable program.

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 2012 is the strong collaboration evident between the previous and current teachers and staff in our mainstream classes K-6.

Equity Funds – Priority Schools funding Program (PSP)

2012 was the final of a 4 year funding cycle.

A Parent Project Officer was employed and in consultation with the school community has implemented several programs across the school that aim to develop both numeracy and literacy skills. Such programs include the development of the Multiplication Masters Club and the 100 Reader’s Club. The Parent Project Officer role also involved liaising with the SaCCs Facilitator and the K-2 Assistant Principal to assist with Chertsey’s transition to school program, Headstart.

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 2012 alone, the GSBC served over 5,000 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.

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**

2012 marks the 5th year that the Literacy Club has been running at Chertsey PS. Fourteen 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 second 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, 2013!

**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 ‘Beau 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 2012, 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’. A new scope and continuum was developed for all 3-6 classes with weekly lessons initially being introduced by the Release from Face-to-Face (RFF) teacher and then followed up by the classroom teachers. These lessons focused on developing the students’ social skills by explicitly teaching the five foundations (Getting Along, Organisation, Persistence, Confidence, and
Emotional Resilience), and 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.

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

In Term 3, Chertsey PS became part of the National School Chaplaincy and Student Welfare Program 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 with an ideal start to Kindergarten;
- high school transition programs which targeted a group of Year 6 students that were considered ‘vulnerable’ and ‘at risk’. These activities included weekly social skills lessons and additional visits to Erina HS;
- the ‘Shine’ Program was implemented to specifically support the social development of girls as a means of supporting their personal well-being, growth and the development of a positive self-image; and
- Breakfast Club which operates daily giving students a balanced and healthy start to the day.

Progress on 2012 targets

Target 1

The school will improve students’ achievement in literacy and numeracy

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

- Performed better than the NSW DEC in the bottom two bands (6% for the school compared to 16% for the DEC) in reading;
- Performed better than the NSW DEC in the bottom two bands (12% for the school compared to 15% for the DEC) in grammar and punctuation;
- Performed better than the NSW DEC in the bottom two bands (9% for the school compared to 15% for the DEC) in numeracy;
- Well above the Statistically Similar Group (SSG) at proficiency level (top two bands) in reading (41.2% compared to 32.3%) and grammar and punctuation (41% compared to 36.1%);
- Numeracy scores were above the Regional average, and just below the State; and
- Above the SSG at proficiency level in spelling (38.2% compared to 33.2%).

The most pleasing aspect of Year 5 results was the outstanding growth in all areas (except writing; there are no growth figures available for writing). Their growth in reading, spelling, and grammar and punctuation and numeracy exceeded that of the Region, State and NSW DEC.

Similar to Year 5, our former students, who sat the Year 7 NAPLAN tests, demonstrated that as a group, they have out-performed students in all areas of measurable growth, at Regional, State and NSW DEC level.

Our achievements include:

- continued to train teachers and implement Best Start and L3 (ES1 and S1) and Focus on Reading 3-6 (S2 and S3);
• utilised K-6 Literacy and Numeracy Continuums used for assessment 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 NAPALN analysis and school-based data in literacy and numeracy; and
• individual literacy and numeracy plans developed for particular groups of students including ATSI, GATs and students with learning difficulties.

Target 2
New Syllabus Implementation (NSI)
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. School Literacy and Numeracy leaders organised and presented workshops for staff to broaden knowledge and understandings of both the new English and Mathematics syllabi;
• teachers are becoming familiar with the new draft syllabuses to plan some teaching and learning activities in the areas of English, Mathematics, Science & Technology and History; and
• the school is continuing to communicate with parents about the NSI.

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:

• attendance award system implemented within the Principal Gold Letter program;
• 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;

In 2012 student attendance both full and part day, has:

• improved from 93.1 (2011) to 93.7 in 2012;
• our school’s attendance data is commensurate with that of the State’s historical average (94%); and
• an improved localised monitoring and follow-up system has seen a very significant improvement of students arriving late to school. Down from 1,716 in 2011 to 768 in 2012.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2012 our school carried out evaluations in:

Parent, student, and teacher satisfaction

Background
In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Findings and conclusions
The school routinely seeks and receives feedback and opinions from parents, students and teachers. This feedback is received through surveys, other formal channels such as P&C
meetings as well as and written communication via our newsletter.

Overwhelmingly, the feedback from parents, students and staff is that they have a safe, well-resourced and happy school which presents students with a wide scope of learning opportunities. The relationship between students, staff and parents is a very positive one.

Survey results support this view.

Of the 50 parent and 13 staff respondents, results state that:

- 92% of staff and 100% of parents agree that our school is well-resourced & attractive; 8% were unsure;
- 100% of staff and 96% of parents agree we link well with our community & welcome parental environment;
- 100% of staff and 98% of parents agree the school is friendly & tolerant & accepting of all students;
- 100% of staff and 98% of parents agree students are the main concern;
- 100% of staff and 98% of parents agree the school teaches & promotes core values;
- 100% of staff and 100% of parents agree we have a culture of encouraging high standards and achievement;
- 84% of staff and 100% of parents agree that there is good student access to computers and strong technology programs and resources; and
- 92% of staff and 96% of parents agree that fair discipline exists within the school.

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

- “I am very proud & happy that my daughter is at Chertsey”
- “Very happy all round with Chertsey”
- “Great school!”
- “My son has attended other schools and this school is way above any of the other schools. Rate as best school in NSW”.
- “My son is intellectually disabled & I am extremely pleased with how he is integrated into the school & his work is tailored to challenge my child & suit his needs”.
- “Teachers are helpful & friendly, school is open & friendly & offers many opportunities for students”.
- “Chertsey is a great school. I wish I had attended it as a student”.
- “This is my child’s 3rd year at Chertsey in a Support Class and not only has he developed academically but also the community spirit & support has astounded us! Well done to all involved at Chertsey”.
- “Chertsey PS has been the best & most positive thing that has happened to my child. Great teachers & so organised. We really appreciate it!”

A group of 16 K-2 and 25 3-6 students were randomly selected and asked slightly varying questions.

The K-2 student results state that:

- 100% agree that the school and teachers care for me;
- 94% (always), 6% (sometimes) enjoy coming to school;
- 94% (always), 6% (sometimes) agree that they get lots of rewards for good work and behavior and;
- 100% agree the teachers help me to learn many things.

The Years 3-6 student results state that:

- 100% agree that their classroom is an interesting place to learn;
- 100% agree that their teacher finds new ways to help them learn;
- 92% agree that their school has good equipment to help them learn and;
- 96% agree that the school expects me to do my best.

Students’ comments were consistently very positive. Below is a sample of such comments:
• ‘People are very nice and my friends are caring & helpful”
• “I like learning in class & representing the school”
• “Special fun days like crazy hair day, Y6 Mini Fair, Beaut Behaviour BBQ & Secret Santa”
• “Learning on the computer”
• “I like the teachers”
• “There are good learning opportunities and teachers & nice students”
• “Love doing technology & library”

The most popular things for students at Chertsey were: sport, space, maths, reading, science & technology, art & choir.

Curriculum

Mathematics

Background
For two years our school has made Mathematics a key priority area and in 2011 adopted the Go Maths program. The aim of this evaluation is to evaluate the growth of students and understandings of parents and opinions of teachers with the aim being to provide a consistent and systematic program of numeracy across the school. It continues to be successfully implemented in the other 4 primary schools within the Erina Learning Community.

Findings
Of the 8 class teachers who responded to our survey:
• 75% (agree) and 25% (unsure) that they enjoyed using ‘Go Maths;’
• 100% agreed that mathematics should be taught explicitly and systematically;
• 100% used ‘hands-on’ resources during lessons;
• 100% incorporated technology (eg.SMARTBOARDS) into lessons;
• 87.5% stated that they used SMART data to inform their program;
• 100% provided regular feedback to students about their progress; and

• 100% are satisfied with the way they assess and report in Mathematics.

Teachers commented:

The best thing about teaching Maths is:
• “The Go Maths program has been a benefit – you can see an improvement in student outcomes.”
• “I love teaching Maths, especially when the kids ‘get it’ after struggling to learn a concept – so satisfying! A systematic, flexible, explicit program is also essential, supported by a scope & sequence (such as our Stage 2 & 3 ones).”
• “Lifelong learning connection.”.
• “The achievements of the students as they grasp a new concept and begin to generalise their new knowledge into everyday situations.”
• “You can always find a level where students are achieving and use that to jump off to the next skill.”
• “The Go Maths program ensures that all maths outcomes are met. There is plenty of scope for extension. Perhaps less for special needs and below-grade students.”
• “Providing engaging lessons which are highly visual and hands-on to teach concepts. Children love Maths lessons across the strands.”
• “Hands-on activities; incorporating IT.”

The thing I’d like to change most about the way Maths is taught:
• “The provision of human resources to support students at each end of the spectrum. It is not possible to cater for all students with one teacher and 30-odd students of mixed abilities.”
• “Connection from Kinder to Year 1.”
• “Explicit teaching of language.”
• “Change the pace of the Go Maths program, and the expectation that students begin their maths learning with intact language.”
• “More hands-on resources to support the Go Maths program.”
“Continue to stream maths classes (not a change – continue as we have done in the past).”

Of the 46 parents who responded to our survey:

- 98% agreed that mathematics is an important subject for their child;
- 87% were satisfied with their child’s progress in mathematics;
- 76% agreed that their child enjoyed mathematics;
- 78% were confident to be able to assist their child at home in mathematics;
- 61% agreed that the school had kept them well informed about the teaching of mathematics; and
- 46% had an understanding of how the GO Maths program is taught at school.

A group of 21 K-2 and 44 Year 3-6 students were randomly selected and asked slightly varying questions.

The K-2 student results state that:

- “100% enjoy mathematics”
- “81% like to work in their GO MATHS book”
- “95% like using blocks, counters and other materials in maths lessons”
- “100% like to use the SMARTBOARD in Maths”; and
- “100% believe they are good at Maths”

The Years 3-6 student results state that:

- 94% agreed it is important to learn mathematics;
- 73% (agreed), 16% (unsure) that they liked the GO MATHS program;
- 89% like to use technology in mathematics lessons;
- 62% (agreed), 26% (unsure) that their teacher tells me how I am progressing in Mathematics;
- 40% (agreed); 26% (unsure) that they felt ‘challenged’ in mathematics lessons; and
- Most students believe they are improving most in Number (85%), followed by Space (74%) and Measurement (67%).

Students commented:

The best thing about Maths is:

- “Having a good teacher”
- “Having a helpful teacher”
- “Using the SMARTBOARD”
- “Robotics”
- “GO MATHS book”
- “GO CHECK books”
- “Getting smarter for the future/things that are important for life”
- “Working with friends”
- “Getting 100% in a test”

The worst thing about Maths is:

- “When I don’t understand”
- “When I’m not in the robotics group”
- “Division”
- “Double checking”
- “Doing tests”
- “Times tables-but I need to learn them to get a job”
- “It’s too easy”

Conclusions

In 2013 it is recommended that parents and carers will be sent home an expression of interest to gauge participation numbers for mathematics workshops to be presented by staff. There was a clear message that they many were unsure how mathematics was taught at school and therefore found it difficult to assist their children at home.

Staff and students indicated that the GO MATHS program was continuing to consolidate concepts and has produced better outcomes for students. One area identified as highly successful is the use of enrichment resources such as robotics materials. A significant number of students indicated they would like greater enrichment opportunities and found the “work too easy”. The evaluation of our enrichment opportunities will be undertaken in 2013.
Teacher Professional Learning

During 2012, 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 New Syllabus Implementation, 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.

School development 2012 – 2014

Chertsey PS operates on a 3 year planning and evaluation cycle.

Targets for 2013

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 2013 School Management Plan. Progress is measured by collection and analysis of data.

Target 1

Literacy & Numeracy

- 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.

Strategies to achieve this target include:

- 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-6 used for assessment & programming: Best Start K-2, FoR 3-6;
- quality resources continue to be purchased to support literacy K-6;
- 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 Premiers Spelling Bee;
- Go Maths—continue to implement across K-6; designated time each day for Go Maths sessions; resourcing for program investigated, purchased and maintained;
- 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;
• extension/enrichment programs for GATs students utilised; and
• greater proportion of students in the proficient range for NAPLAN.

Target 2
Curriculum & Assessment - New Syllabus Implementation

• All teachers begin implementing the requirements of the New Curriculum standards within the classroom in English and Mathematics.

Strategies to achieve this target include:

• significant allocation of professional learning meetings and budget is provided to support syllabus implementation (Literacy 60%, Numeracy 20%, Science 10%, History 10%);
• 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;
• parents also provided with relevant new syllabus information via school newsletter, coloured brochures/pamphlets and P&C meetings; and
• use of Blogs, both in class and for parents, to disseminate information on the new curriculum.

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.

Target 3
Student Engagement – Attendance

• 95% of ALL students will have a minimum attendance rate of 94.5%.
• Improved student punctuality and a reduction of students leaving school early.

Strategies to achieve this target include:

• Attendance Officer appointed to 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).

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
• improved student punctuality and a reduction of students leaving early

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 out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

http://www.sCHOOLS.NSW.edu.au/asr