

Chertsey Primary School Annual Report



2017



4398

Introduction

The Annual Report for **2017** is provided to the community of **Chertsey Primary School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

At Chertsey Primary School, teachers, students and parents work together to empower students to become confident lifelong learners in a caring and inclusive environment.

School context

Chertsey Primary School has a current enrolment of 233 students, including 13% Aboriginal and Torres Strait Islander students. There are 9 mainstream classes and 4 support classes (2 for students with hearing impairment, 1 class for Autism and 1 Multi Categorical class for students with autism and other special needs).

The school fosters strong community support and involvement with an established reputation for close ties to the community. Chertseydale Cottage is an integral part of the Springfield community and provides many services. The school enjoys a strong partnership with the Local Tjudabaring AECG supporting our Aboriginal community.

Chertsey Primary School has high expectations for student engagement and achievement. The school provides programs such as Language, Literacy and Learning (L3), Focus on Reading 3 – 6 (FoR), Reading Recovery (RR), Language Other Than English (LOTE) –AUSLAN and quality learning and support programs to engage learners of all abilities. Students are taught to think creatively and critically, to communicate effectively and to cooperate and build positive interpersonal relationships using the Positive Behaviour for Learning (PBL) Framework.

Chertsey Primary School is situated amongst the residential area of Springfield. Students make use of large grounds to enjoy physical activities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning:

The learning culture in our school reflects positive respectful relationships amongst all stakeholders. The implementation of Positive Behaviour for Learning (PBL) has provided students, staff and the community a consistent approach to wellbeing with clear defined behavioural expectations.

The school also places a strong emphasis on wellbeing whilst developing quality programs ensuring that all students learn successfully irrespective of ability or disability. Our evidence demonstrates that the Learning and Support team and referral processes operate effectively following our DoE policies.

Students with high learning needs are being identified early in their school life through classroom teacher assessments and Learning and Support procedures. Parents are involved in developing Individual Learning Plans and support the direction of their child's learning. Parents have an understanding of what their children are learning and receive regular information through review meetings, focus meetings, informal and formal conversations, parent/teacher meetings and written reports to support their children's progress to the next level.

As evidenced in our data collection teachers analyse SMART data, adjusted their teaching and followed a whole school improvement plan to support student growth in literacy and numeracy.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Staff are committed to school programs in the classroom and beyond. They regularly review programs working together to improve teaching and learning in all settings. Systems are in place to ensure all classrooms are well managed with well planned teaching taking place so all students can learn.

Data is used to drive whole school planning and all staff have the opportunity to provide and receive planned feedback from students, peers and leaders to improve teaching practice.

Teachers are regularly working together to sustain quality teaching through curriculum reviews and evaluation of programs and systems. Collaboration between staff is consistent, data driven, focusing on student engagement and wellbeing.

Processes are in place for teacher performance and development. This includes the ongoing Professional Development Plans for all teaching staff in line with our school plan and needs of the school at that point in time. Teachers participate in professional learning targeted to school and LMG priorities and professional needs. All beginning teachers are supported and mentored in line with DoE requirements and assisted in completing accreditation at proficient level addressing professional standards.

The results of this process indicated that in the School Excellence Framework domain of Leading:

Our priorities at Chertsey Primary School have been to foster supportive partnerships and provide parents and community members the opportunity to engage in a wide range of school related activities. The P&C, School Chaplaincy program and parent body have supported many programs. This has allowed our leadership team to be successful in leading initiatives at school, showing a commitment to high expectations and equity for learning whilst responding to changing needs in our school.

The school demonstrates a culture of constant reflection and improvement against the School Excellence Framework and school plan. The culture over the past 12 months has systematically kept the school vision and strategic directions in focus for staff so we can respond to system requirements to support teaching and learning needs. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School staff are supported by administrative systems and organisational structures that are directed to improve the school priorities and practices.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

STRATEGIC DIRECTION 1 Innovative and inclusive curriculum

Purpose

To maximise student learning achievement through highly effective delivery of quality programs, ensuring that all students will learn successfully irrespective of ability or disability.

We are committed to preparing students to meet the demands of an ever changing society, becoming active and informed citizens.

Overall summary of progress

Teachers continue to gain a deep understanding of the syllabus requirements and how to differentiate their teaching practices to ensure they embed evidence based teaching practice and use data to inform programming and reflect on practice. Staff were trained in data analysis and how the impact of this understanding of the effects on classroom teaching and learning. Various data was collected against L3, NAPLAN and PLAN and programs were developed to explicitly identify areas of need to ensure differentiation.

Staff are confidently utilising a range of assessment practices to inform their teaching and therefore developing engaging learning experiences based on the curriculum. Professional Development Plans reflect teachers development and performance in line with the framework and continued evaluation and monitoring supports the teachers individual plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN data as compared to state in reading, numeracy, spelling, writing and grammar & punctuation.	Additional LaST support for 3 days per week. \$62,000	NAPLAN results and data analysed and all students who did not meet expected growth were placed in small focus groups and received lessons with LaST.
Literacy & numeracy continuum	Funds allocated where needed from TPL budget	All staff competently use continuum for assessment and reporting. TPL was provided to all staff and beginning teachers with individual instruction and training provided during mentoring sessions.
Staff maintain Personal Development Plans	Professional Learning for all staff in 2017 was \$35,548.	All staff completed the annual cycle of the professional development plan. These plans reflect at least 3 goals for each staff member across the duration of the year. Professional development was allocated to support these goals as well as ongoing whole school professional learning including all mandatory requirements.
Student engagement in focus groups for both literacy and numeracy for students in top bands in 2015 and 2016 NAPLAN.	\$20,400	Students with top 2 bands in years 3 and 5 (previous year) were also placed in small groups for literacy and numeracy receiving small group instructions to enhance results the following year and help achieve target of moving students to top bands.
Effective numeracy teaching strategies are evident in teaching programs and student work samples.	TPL funds allocated where necessary.	Classroom observations and regular book collection by supervisors each term. Professional Learning for all staff and beginning teachers offered extra support where needed.
RR levels	Reading Recovery staff allocation .315	Six students throughout 2017 received Reading Recovery, 3 students were discontinued successfully at level 18+, 2 students were referred to learning and support teacher for processing

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
RR levels		difficulties and 1 referred for poor attendance.

Next Steps

Continue using NAPLAN data and resources to drive programming, identifying areas of need and students not achieving expected growth.

Engage the whole staff in data collection and tracking systems to drive planning cycles.

Provide TPL in areas of literacy and numeracy K–6.

Continue training teachers in the use of SMART data resources to increase the students in Year 3 and 5 in the top 2 bands in NAPLAN.

Strategic Direction 2

STRATEGIC DIRECTION 2 Student Wellbeing and Equity

Purpose

To promote student well-being in a safe, inclusive environment which develops lifelong responsible learners. Students have opportunities to create positive behaviours of confidence, resilience and respect leading to personal growth.

Overall summary of progress

Students feel safe and secure at school whilst feeling a sense of worth from all parties and understand the school expectations and consequences through PBL. Our continued school wide focus on PBL has enabled us to achieve significant progress in this strategic direction. There are less negative playground incidences and overall behaviour has been consistent. Students actively participate in learning opportunities based on PBL and all teachers are explicitly teaching skills to assist students to develop their social and emotional skills whilst building resilience. Teachers engage in continual discussions and professional learning to compliment our welfare policy. Parents are more aware of their contributions to school and learning, feeling valued and a respected partner through two way communication and awareness of expectations and consequences. All staff have a deep understanding and knowledge of our school expectations and are able to support all parties confidently.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL expectations	\$1938	All students receive recognition for achieving levels of behaviour. Reward days and prizes are an integral part of our policy.
Planning room referrals decrease		Major incidences in the playground have had a significant decline with a further reduction of 28% from 2016.
Improved attendance	Reward system implemented for good attendance each term. \$500 certificates	Attendance reports were supplied to class teachers each week. Incentives were provided such as reward days and acknowledgement at school assemblies for those who have continual good attendance each term. End of year excellent attendance (95% and above) is recognised at whole school presentation days along with a certificate of congratulations.
Consistent consequences exist for all positive and negative behaviours	Rewards for PBL purchased each term. This varies depending on type of reward and how many students are involved.	Consequences for positive behaviour are in line with our PBL expectations and reward systems. Consequences for negative behaviour are in line with DoE policy and our school flow chart system.
Students are happy and engaged	SLSO's employed to work with students in the playground and support any in need of emotional support. \$40000	All students K-6 are happy and engaged in the playground with many social skills games and SLSO interaction available to support those who need help to interact and or feel safe.

Next Steps

Continue with the implementation of PBL focusing on implementation in the classroom. Review data and adjust lessons to ensure reduced number of playground and classroom incidents.

PBL expectations and lessons promoted through our website and newsletters.

Continued work will take place on refining wellbeing processes for all students requiring additional support especially with their emotional wellbeing.

Strategic Direction 3

STRATEGIC DIRECTION 3 Enhancing Community engagement and participation

Purpose

To foster supportive partnerships between school and community providing all students with the opportunity to become confident engaged learners.

Overall summary of progress

Communication channels at Chertsey Primary School are varied and flexible to ensure that the school community has multiple opportunities for communication on an ongoing basis. This has been made possible with the installation of our new digital sign at the entrance to our school, our school Facebook page, updated website, information packs, open days and newsletters. Parents feel welcome at school and a part of their child's education. Regular review/ focus meetings are held, we work closely with our Erina Learning community (ELC) our local Aboriginal Education Consultative Group (Tjudibaring) as well as seeking the opinions of our P&C on a regular basis. Over the past 2 years we have held open days for pre school children and work closely with our local pre schools to ensure that our Kindergarten Headstart program and transition to school is positive and inviting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased attendance at assemblies, functions, parent teacher interviews, P & C meetings. From January 2015 to January 2017 parents attending school based activities increases from 63% to 85%	catering costs \$2000	All functions at school such as Mother's Day, Father's Day, Grandparent's Day, Harmony Day, meet and greet breakfast and Education week are well attended. An average of 75% of families attended these special occasions.
Increase in the number of hits on the school website and school app.	Staff member released to monitor all communication devices \$2000	Our website, facebook and newsletter on line have had an average increase of 3% each month for the year.
All Aboriginal families attend Personalised Learning Plan Review meetings (PLP)	\$2000	90% of families participated throughout the year with either a face to face meeting or phone conversation.

Next Steps

Kindergarten open day to continue.

Regular update on website, facebook and signage for efficient communication practices.

Special occasion days such as Harmony day etc promoted and continued attendance encouraged at all events.

Continue to develop and improve relationships and communication channels with the school and wider community.

Continue to extend links with the local AECG Tjudibaring opportunities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$39,197.00	Individual Learning Plans were implemented with consultation from all Aboriginal families. Each student identified goals they would like to work towards. An Aboriginal Education worker provided small stage group lessons raising cultural awareness. Yarning Strong literature books were purchased and additional support was provided to all Aboriginal students in the classroom and in small targeted groups where needed.
English language proficiency	\$21,565	Additional support was provided for individual students in the areas of literacy and numeracy. All students demonstrated increased confidence and were able to engage in the curriculum.
Low level adjustment for disability	Additional support was provided to students through an extra LaST position for 3 days per week. Additional SLSO time provided to support students in all of the classrooms across the school. \$88,000	Additional LaST position for 2017 Term 1–4 provided support for students with learning needs. SLSO time was provided to all classrooms to support students either working in small groups or one on one.
Quality Teaching, Successful Students (QTSS)	.492 staffing allocation	Time was allocated for executive staff to observe classroom teachers and provide quality feedback in line with Professional Development Plans. Staff were released to lead projects and engage in conversations about improved teaching practice.
Socio–economic background	\$123,816	All students have had the opportunity to have additional support in the classroom as well as engage in social situations supporting their emotional wellbeing and academic progress. This has been provided with the employment of SLSO's to work in each class and in the playground.
Support for beginning teachers	\$10,190	All beginning teachers have been given extra release time, professional learning in identified areas of need and a mentor on staff to support them. As a result beginning teachers have grown in confidence and achieved accreditation at Proficient level within the time allocated.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	124	128	121	120
Girls	118	105	99	109

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94	91.6	93.6	93.9
1	94.3	93.5	93.1	92.4
2	93.5	91.4	91.3	90.8
3	95.1	95.4	91	92.9
4	94.3	91.4	92.5	91.5
5	91.9	90.4	92.6	92.8
6	93.9	91.3	92.4	93.9
All Years	93.8	92.3	92.3	92.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is closely monitored with daily attendance recorded and a weekly report of students who are frequently absent, arrive late, depart early checked by attendance monitor (Assistant Principal). Parents and carers are required to provide reasons for their child/ children not attending school either verbally or written, explaining the reasons. If the school has not obtained this information after 7 days a reminder note will be sent home. Follow up calls are made to parents or emergency contacts to discuss absences. If there are ongoing absences the family will be referred to the Learning and Support team and ultimately the Home School Liaison Officer may be contacted to support families presenting with high absenteeism. The school has reminders in the newsletters each term explaining attendance expectations and departmental requirements.

Students are encouraged to attend school each day unless unwell. At the end of each term students who have good attendance and behaviour are invited to attend a reward day.

Students at the end of the year who have 95% and above attendance rate for the year receive a certificate and recognition at our whole school presentation day.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.32
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.42
Other Positions	2.4

*Full Time Equivalent

During the 2017 school year there was one Aboriginal member of staff employed at Chertsey Primary School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

In 2017, staff completed a number of training and professional learning opportunities which supported the school priorities and strategic directions as detailed in the School Plan. The school received \$35,548.00 for teacher professional learning.

During the course of the year, 3 beginning teachers acquired their accreditation at Proficient level. There are a total of 5 staff maintaining their accreditation at Proficient level.

All staff engaged in a variety of Professional development opportunities. During the year we had 100% of staff participate in Safe Schools, Deaf Awareness, Focus on Reading, Code of Conduct, Child Protection modules, Mathematics Building Blocks, CPR and anaphylaxis.

Staff meeting sessions were delivered in anti-bullying, student wellbeing, differentiation in the classroom and Autism awareness.

Other professional development attended by staff included L3, technology and coding, Aboriginal education, communicating with communities and Positive Behaviour for Learning (PBL).

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	162,764
Revenue	3,585,391
Appropriation	3,291,822
Sale of Goods and Services	35,765
Grants and Contributions	255,676
Gain and Loss	0
Other Revenue	0
Investment Income	2,127
Expenses	-3,556,984
Recurrent Expenses	-3,556,984
Employee Related	-3,254,386
Operating Expenses	-302,598
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	28,407
Balance Carried Forward	191,171

Voluntary contributions go towards our library to purchase resources and consumables. We had a total of 22% of families pay these contributions.

Funds in 2017 were allocated to staffing which included extra support staff time and an additional classroom teacher.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

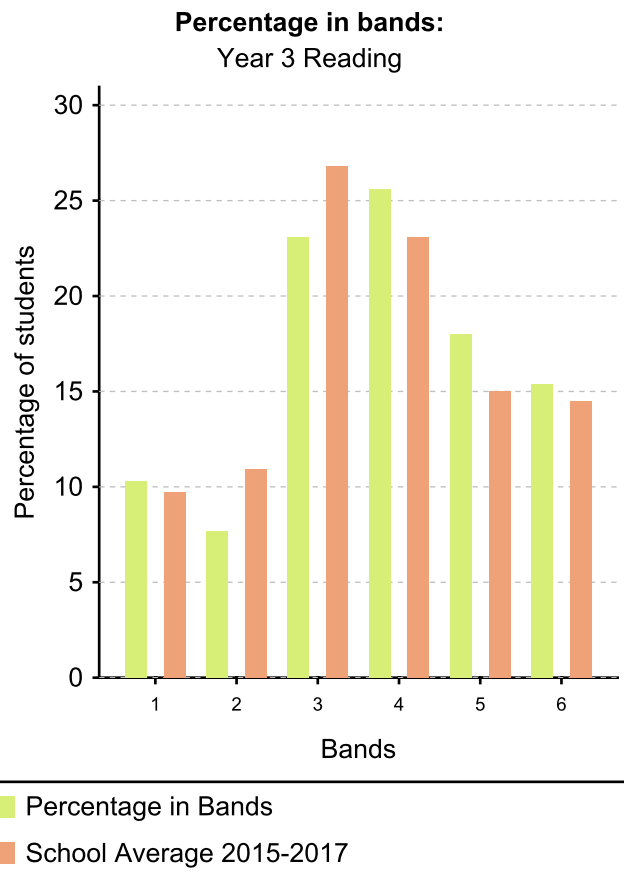
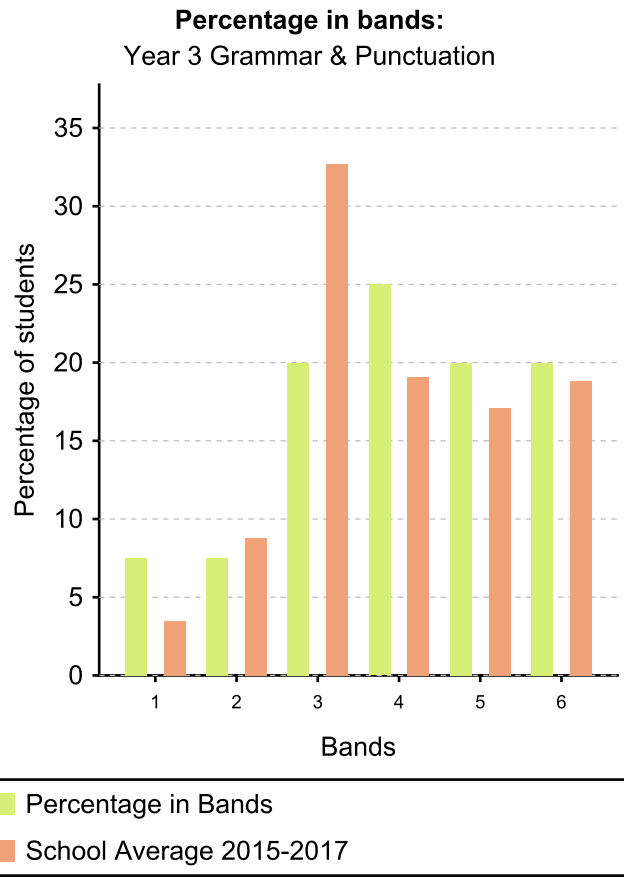
	2017 Actual (\$)
Base Total	1,586,232
Base Per Capita	36,908
Base Location	0
Other Base	1,549,325
Equity Total	293,085
Equity Aboriginal	39,197
Equity Socio economic	123,816
Equity Language	21,565
Equity Disability	108,507
Targeted Total	798,340
Other Total	502,594
Grand Total	3,180,252

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

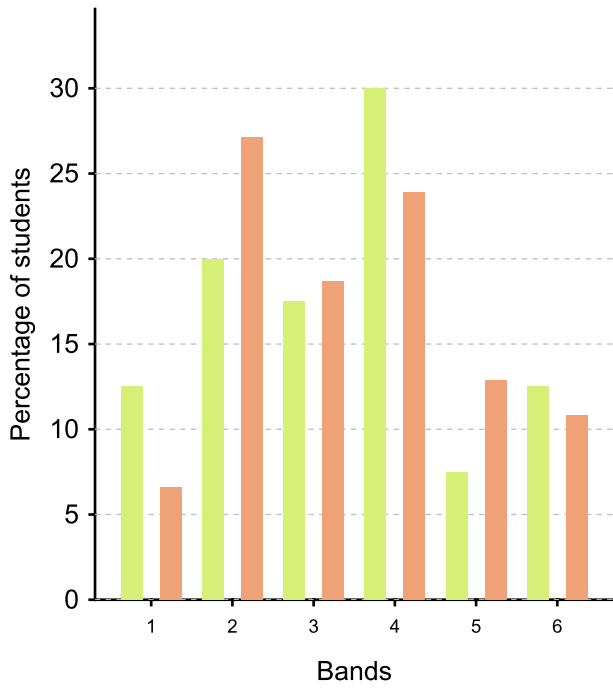
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Year 3 writing results have shown a slight improvement in the last 2 years. Year 3 reading saw 33% of students achieve results in the top 2 bands in 2017 compared to last years 21%. There was a significant increase in the top 2 bands for grammar and punctuation with 40% of students achieving bands 5 and 6 compared to last years 21%.

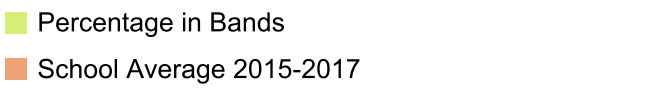
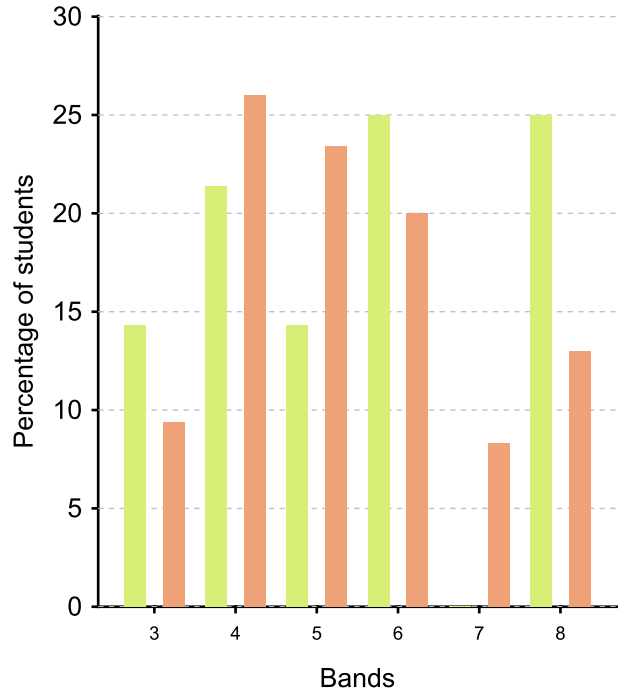
In Year 5 reading 58.3% of students achieved expected growth whilst 48% achieved expected growth in writing. Grammar and punctuation results saw an increase of 3.4% of students in the top 2 bands to a total of 35% of students this year in top 2 bands.



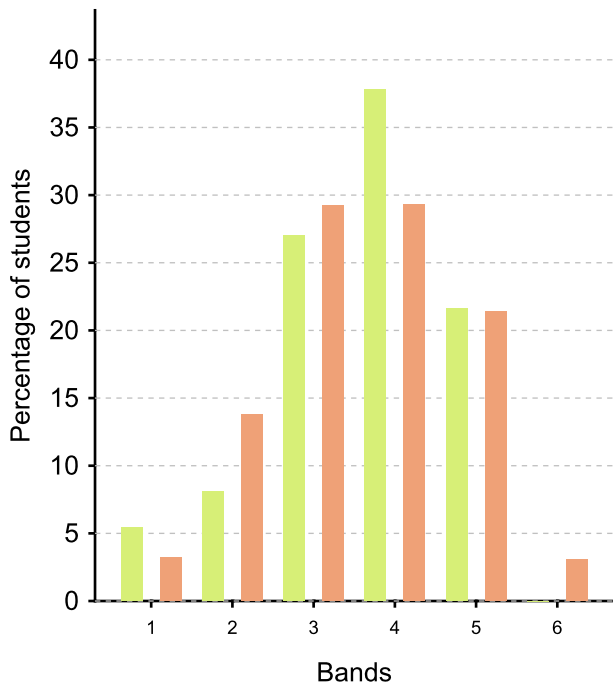
Percentage in bands:
Year 3 Spelling



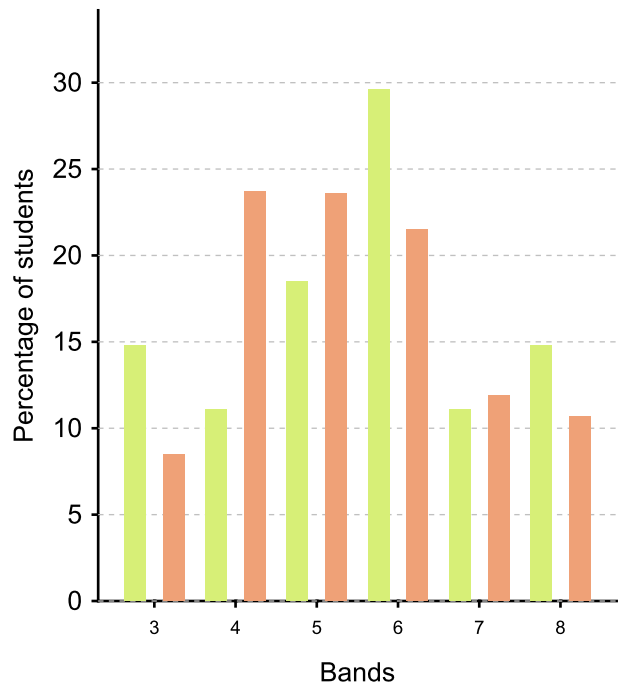
Percentage in bands:
Year 5 Grammar & Punctuation



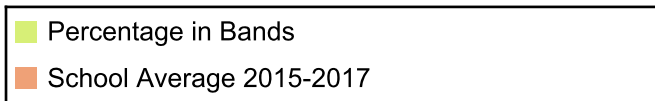
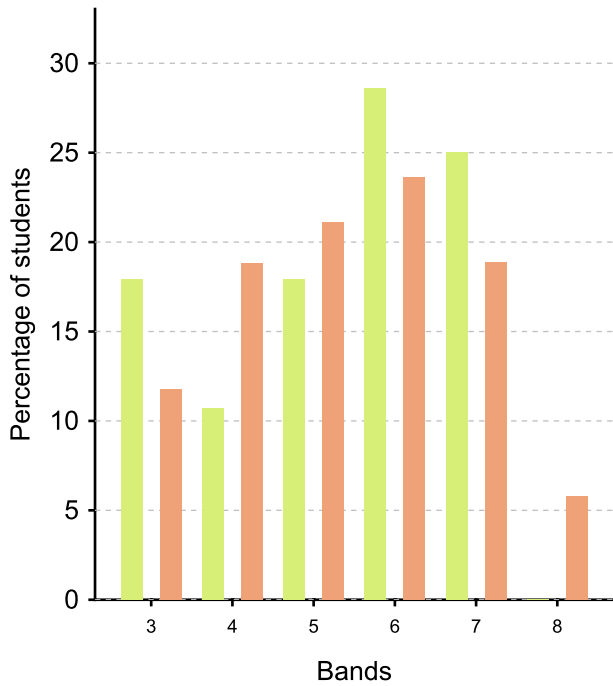
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



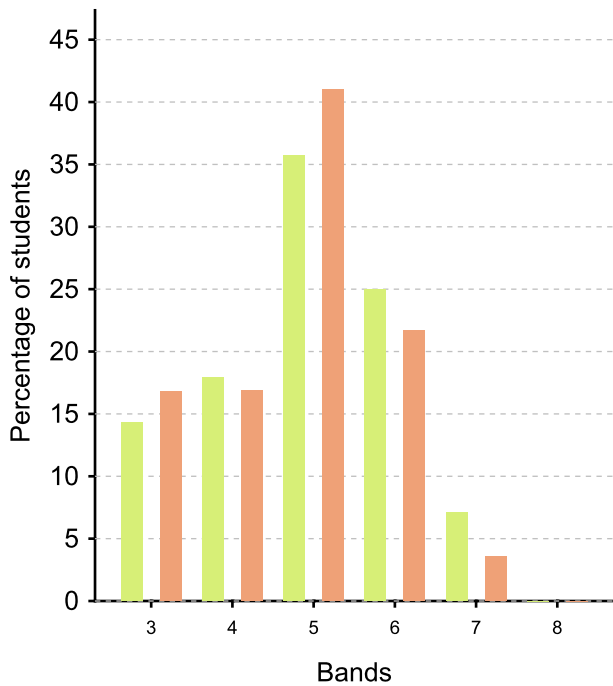
Percentage in bands:
Year 5 Spelling



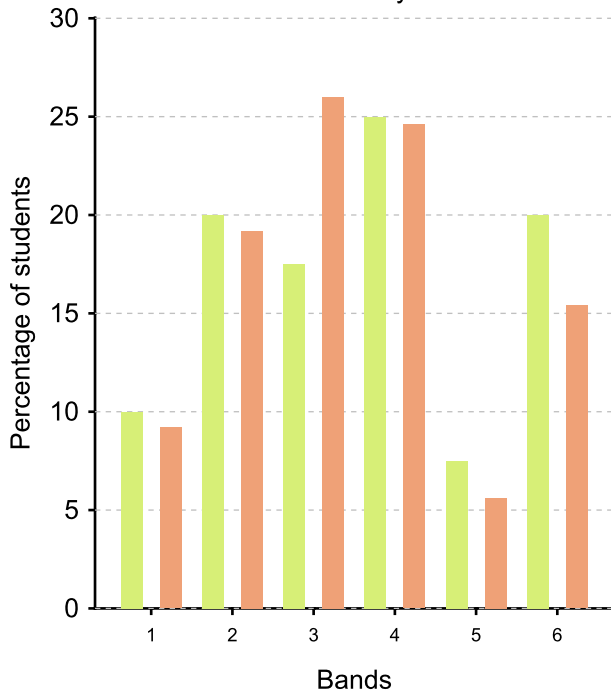
Year 3 numeracy results showed an upward trend with an increase in the number of students in the top bands. The results this year showed an increase from 4.2% in 2016 to 27.5% students in the top 2 bands.

Year 5 numeracy results are showing an upward trend with an increase of 7% of students achieving results in the top 2 bands from last years results to this years. There was 58.3 % of students who achieved greater than or expected growth in numeracy.

Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy

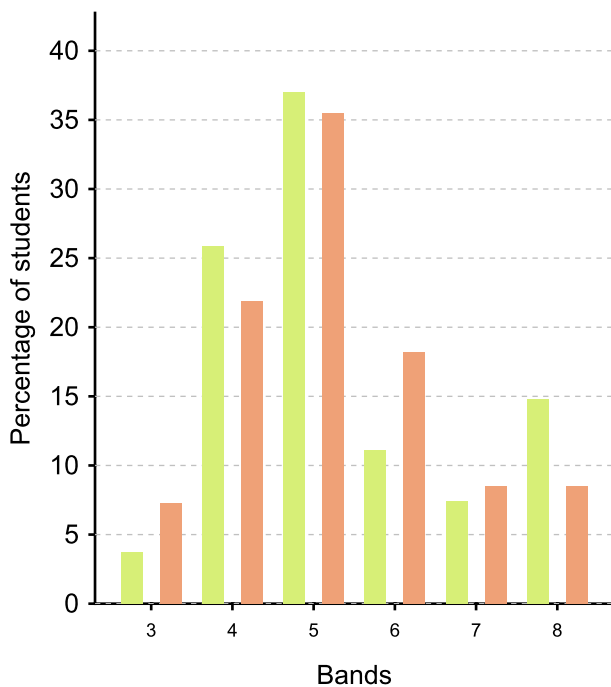


percentage of Year 5 students in the top two bands has also increased in both reading and numeracy.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

The percentage of Year 3 Aboriginal students in the top two bands for reading and numeracy was 25%. The percentage of Year 5 Aboriginal students in the top two bands for reading was 50% where numeracy was 25%. We had no Aboriginal students in the top 2 bands for writing.

Percentage in bands:
Year 5 Numeracy



In accordance with the Premier's priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands has increased in both reading and writing. The

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, teachers and students about the school.

All of the 63 surveyed parents see the school as a welcoming place with the majority believing the staff are helpful. A high percentage of the parents believed there was clear communication between home and school with many commenting on the usefulness of the school facebook page and new digital sign. They believe the teachers support the learning and behaviour of all students by showing interest and having high expectations of their children.

A high percentage of parents recognise the school as supporting positive behaviour and feel their child is clear about the expectations of the school. Some parents thought that the school needed to give more awards each week recognising the students who achieve these expectations daily.

In regards to homework, the majority of parents support a combination of compulsory and optional homework but also believed that 0–30 minutes per afternoon was sufficient.

The staff at Chertsey Primary School were surveyed about students learning with the majority believing school supports communications between home and school.

A high percentage believe teachers identify students who have access to guidance from other people to assist them with their learning and believe that the use of a wide range of appropriate resources to assist students with their learning has been beneficial to student learning outcomes.

Students were surveyed in focus groups from K–6 about their learning. There were 56 students surveyed with the majority believing that the school expects them to always do their best. A high percentage believe that their classroom is an interesting place to learn and they take pride in their work. All of the students surveyed believed that their teacher helps them to find ways to learn and understand their work when they needed support.

Policy requirements

Aboriginal education

Chertsey Primary School is committed to working with our Aboriginal community and their children to celebrate our shared Aboriginal culture and to enhance learning outcomes for all Aboriginal students. Our school received Aboriginal background funding to support our students. Our plan included a diverse range of programs and initiatives.

All staff ensured through their learning and teaching programs that Aboriginal perspectives were integrated across key learning areas. These units highlighted an awareness of Aboriginal culture and focused on expanding students' understanding of Aboriginal history and contemporary issues.

All families were invited to develop Personalised Learning Programs (PLP'S) in conjunction with the staff. Educational, cultural and social goals were discussed and set with parents, students and teachers working together to achieve goals and support students.

The school enjoyed NAIDOC week celebrations with an Aboriginal Artist visiting our school, each class engaged in an Aboriginal art lesson as well as history lessons taught throughout the school during this week. The Erina Learning Community (ELC) held a series of NAIDOC activities where Chertsey Primary School students joined with other ELC schools and members of the Aboriginal community for a series of workshops run by Aboriginal students from Erina High School with a focus on leadership and culture.

Chertsey Primary School maintains strong links and actively engaged with our local Aboriginal Education Consultative Group – Tjudibaring Local AECG throughout the year and regularly attend meetings.

Multicultural and anti-racism education

Our school continues to maintain a focus on multicultural education across the curriculum by providing programs that develop the knowledge, skills and attitudes required to live successfully in a culturally diverse society.

Chertsey Primary School is a diverse community supporting students from Indonesian, Croatian, Samoan, Malay, Thai, Vietnamese, Russian and Mandarin backgrounds. Our school has a strong culture of acceptance of difference and diversity. Our school also offers Australian Sign Language (AUSLAN) as our Language other than English (LOTE) and this program compliments our policy of inclusion.

Harmony Day was celebrated at our school to recognise Australia's cultural diversity and give students the opportunity to celebrate what makes each Australian unique. Students participated in a whole school assembly, where they were encouraged to embrace each person's unique qualities. Orange items

were made and sold to students in the playground and the money raised was donated to Stewart House.

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.

All students at Chertsey Primary School are encouraged to develop attitudes of respect and inclusiveness. Multicultural perspectives are embedded in the teaching and learning programs.

A staff member is trained as our anti racism contact officer (ARCO) and any form of racial discrimination is referred for resolution. There were no complaints in 2017.