

Chertsey Primary School

2019 Annual Report



4398

Introduction

The Annual Report for 2019 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.

School contact details

Chertsey Primary School

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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 231 students, including 14% Aboriginal and Torres Strait Islander students. There are 8 mainstream classes and 5 support classes (2 for students with hearing impairment, 1 class for Autism and 2 Multi Categorical classes 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 and works in partnership with our Erina Learning 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), Additional learning and support groups, 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

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

Strategic Direction 1

LEARNING

Purpose

To ensure all students have a strong foundation in literacy and numeracy and in all Key Learning Areas as a result of high quality teaching practices and individual targeted teaching instruction.

SEFV2 links (but not limited to this direction)

Learning Domain – Learning culture, Assessment, Student performance measures, Curriculum

Teaching Domain – Learning and development, Data skills and use, Effective classroom practice

Leading Domain – Educational leadership

Improvement Measures

Increase the % of students in the top 2 bands by 10% in reading. by 2020; Year 3 – 33% to 43% , Year 5 – 26% to 36%, Year 7 – 17% to 27%. In numeracy by 2020; Year 3 – 28% to 38%, Year 5 – 23% to 33%, Year 7 – 14% to 24%.

Increase the % of Aboriginal students in the top 2 bands by 35% in reading by 2020. Year 3 – 25% to 60%, Year 5 – 50% to 85%, Year 7 – 0% – to 35%. In numeracy by 2020; Year 3 – 25% to 60%, Year 5 – 25% to 60%, Year 7 – 0% – 35% (where data is statistically significant)

The percentage of students achieving expected growth increases from Year 3 to 5 in reading from 58.3% to 65% and Year 5 to 7 53.8% to 65%. In numeracy 25% to 60% from Year 3 to 5 and Year 5 to 7, 60% to 75%.

Progress towards achieving improvement measures

Process 1: Implement high quality research driven professional development in curriculum and quality innovative practices to engage and challenge students learning.

Evaluation	Funds Expended (Resources)
Professional Learning garnered interest and discussion regarding Hattie and his research. Teachers are at various stages of implementing visible learning with learning intentions and success criteria. Staff continue to focus on quality feedback on work samples, responses during maths talks and PBL expectations. Walk throughs in classrooms indicating whether students are aware of what they are learning continue to provide opportunity for teacher feedback and reflection on implementation.	Professional Learning provided by Teacher Quality Advisors

Process 2: Evaluate, review and develop systems related to learning, assessment and tracking to ensure responsive teaching.

Evaluation	Funds Expended (Resources)
Individual assessment data, observations from Step up Days, discussions with colleagues provided opportunities to support 2020 transition for students.	

Process 3: Implement a whole school community practice that demonstrates aspirational expectations of learning progress and achievement for all students.

Evaluation	Funds Expended (Resources)
PLAN 2 data being utilised for students at risk for Quantifying Number and Phonological Awareness in 3–6. All K–2 students data in Quantifying Number and Phonological Awareness recorded. Number talks and phonological awareness activities are embedded in daily teaching routines across stages. Time to assess students at risk was provided to support individual	

Progress towards achieving improvement measures

assessments. Continued discussions with STL and staff with practical strategies in implementing in class literacy and numeracy lessons.	
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Strategic Direction 2

WELLBEING

Purpose

To ensure students are happy and engaged in learning and school life. Students take responsibility of self and demonstrate acceptance of others.

SEFV2 links (but not limited to this direction)

Learning Domain – Wellbeing, Curriculum

Teaching Domain – Effective classroom practice

Leading Domain – Management practices and processes, Educational leadership, School resources

Improvement Measures

Increase 2017 baseline data from 80% to 90% or above by 2020 with students receiving levels 4 or 5 recognition levels on PBL Chester cards meeting school behavioural expectations.

Data from TTFM survey will show an increase each year in the elements of students having positive relationships at school and a sense of belonging. (baseline data August 2018)

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to student wellbeing that includes positive and connected relationships to ensure optimal conditions for student learning and engagement.

Evaluation	Funds Expended (Resources)
Zones of Regulation embedded into teacher/classroom practices to support all students. Tier 2 implementation held over to ensure universals strongly in place in all settings. PBL leaders interviewed staff and students on PBL implementation. Student leader nominations all reflected on PBL values. Evidence of all classes completing PBL lessons each fortnight. Calm spaces and sensory boxes created and being used in all classrooms. PBL shop consistently used by K–2. 3–6 students to be surveyed to increase buy in with the shop.	Zones of Regulation books (six purchased).

Process 2: Review and further develop evidence based whole school practices that result in improved behaviour management and emotional intelligence.

Evaluation	Funds Expended (Resources)
Structured games were introduced in the primary playground as a result of increased planning room referrals. Each week students 3–6 negotiated activities for the canteen area and playground. 8 families/students were targeted in the Getting on Track in Time (Got It!) program. Health clinicians delivered PL to staff. Sensory room being utilised to support identified students with their emotional regulation and additional funds accessed to support students with SLSO support both in the classroom and on the playground.	NSW Health

Strategic Direction 3

COMMUNITY

Purpose

To ensure our community remain supportive, cohesive and inclusive with a focus on providing the best education for our students.

SEFV2 links (but not limited to this direction)

Learning Domain – Learning culture, Wellbeing, Reporting,

Teaching Domain – Learning and development

Leading Domain – Educational leadership, Management practices and processes

Improvement Measures

Data from the TTFM surveys will show that all parents feel informed, supported, welcome, included and enjoy participating which will meet or exceed the state norm. (baseline data from August 2018)

Increase in parent engagement through use of our school website from December 2017 30.2% views to 50.2%, facebook from December 2017, 59% page views to 79% and an increase from 2017 average of 78% to 85% in attendance at school events.

Progress towards achieving improvement measures

Process 1: Strengthen communication processes that celebrate school success and implement opportunities for community consultation to increase student outcomes.

Evaluation	Funds Expended (Resources)
Headstart program for students and parents was completed over 12 weeks. During transition parents and students were involved in curriculum, social and emotional programs. Program to be developed for local preschool to visit Kindergarten classroom and vice versa for activities eg reading, technology. Opportunities to work with local preschools to support school transition further in 2020 would be beneficial. High school transition programs continue to support vulnerable students with a successful start to Year 7.	

Process 2: Implement a whole school approach to building strong partnerships with the school community and external agencies to benefit the school and community.

Evaluation	Funds Expended (Resources)
Dedicated staff committed to ongoing programs to reduce, reuse and recycle waste. WOW student leaders support school composting, worm farming and recycling programs. Gardening programs continue to support the environment and well being of students during lunch breaks. Bioblitz excursion organised for Term 4 was cancelled due to the poor air quality..	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Curriculum advisers Aboriginal Elder –Tim Selwyn \$2000 Aboriginal tools \$300 Deadly Dialects teacher release \$ NAIDOC week \$	The NAIDOC theme for 2019 was "Voice, Treaty, Truth. Let's work together". NAIDOC week was celebrated for the whole week and included a library indigenous display. Our activities included a traditional smoking ceremony, dance, storytelling, art, bush tucker tasting, Indigenous inspired games, cooking damper and an assembly where our students show cased some of their learning. Tim Selwyn shared his language and culture with all staff. Tim worked with our Aboriginal students for a 10 week program. Each week students chose a peer to attend the workshop with them. He engaged them with story telling, song and dance. Our Aboriginal Dance group performed with Tim at our 50 year anniversary and Central Coast Kids Day Out. We purchased some Aboriginal tools made from local wood. Two staff attended the Deadly Dialects training offered by curriculum advisors and hosted by our school. Three students were nominated for our local AECG Tjudibaring awards and one student was recognised for his contribution to Aboriginal Education.
Low level adjustment for disability	Zones of Regulation	Additional funding was used to support students with additional needs in the classroom and playground. SLSO's were trained in The Zones of Regulation to support students in regulating their emotions. Programs were implemented in small groups to build positive relationships and develop coping strategies. SLSO's supported structured games on the playground.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	121	120	116	104
Girls	99	109	112	110

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.6	93.9	94.2	91.9
1	93.1	92.4	91.4	93.5
2	91.3	90.8	90.7	89.1
3	91	92.9	90.2	89.1
4	92.5	91.5	89.5	87.3
5	92.6	92.8	88.8	88
6	92.4	93.9	88.6	83.8
All Years	92.3	92.6	90.2	88.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.55
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	7.42
Other Positions	2.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	564,122
Revenue	3,844,678
Appropriation	3,592,649
Sale of Goods and Services	29,183
Grants and contributions	220,573
Investment income	1,973
Other revenue	300
Expenses	-3,606,044
Employee related	-3,277,360
Operating expenses	-328,684
Surplus / deficit for the year	238,634

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,042,741
Equity Total	333,407
Equity - Aboriginal	42,220
Equity - Socio-economic	144,428
Equity - Language	11,615
Equity - Disability	135,144
Base Total	1,497,660
Base - Per Capita	60,157
Base - Location	0
Base - Other	1,437,504
Other Total	652,951
Grand Total	3,526,759

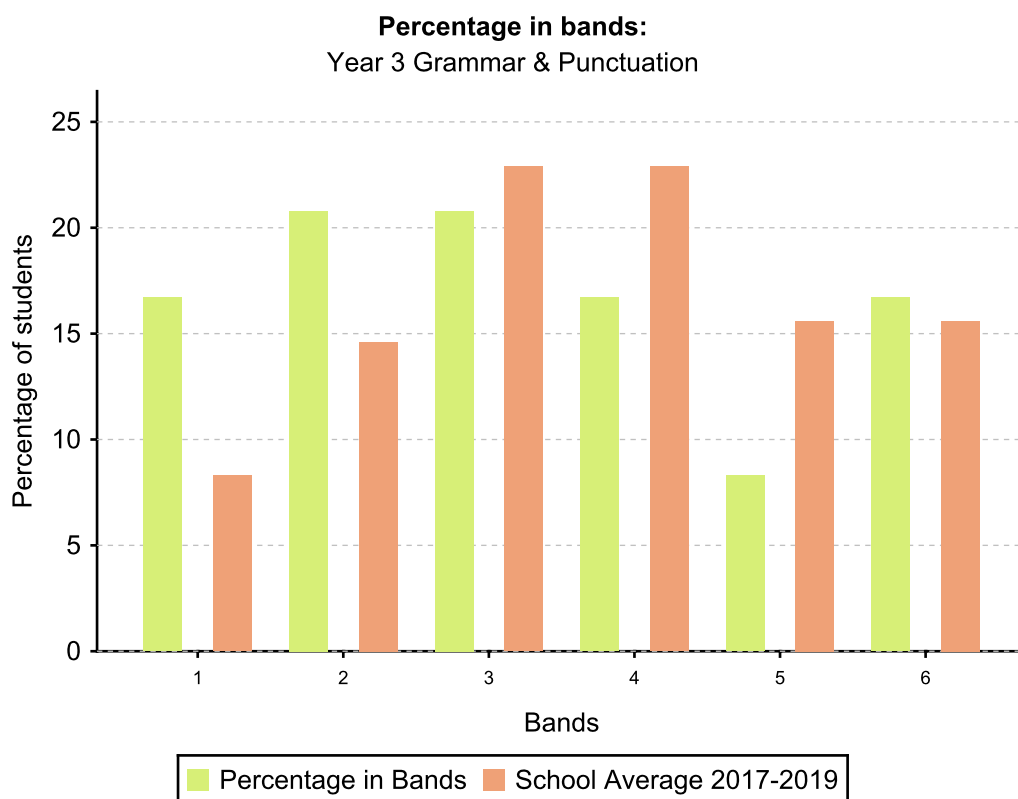
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School performance - NAPLAN

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.

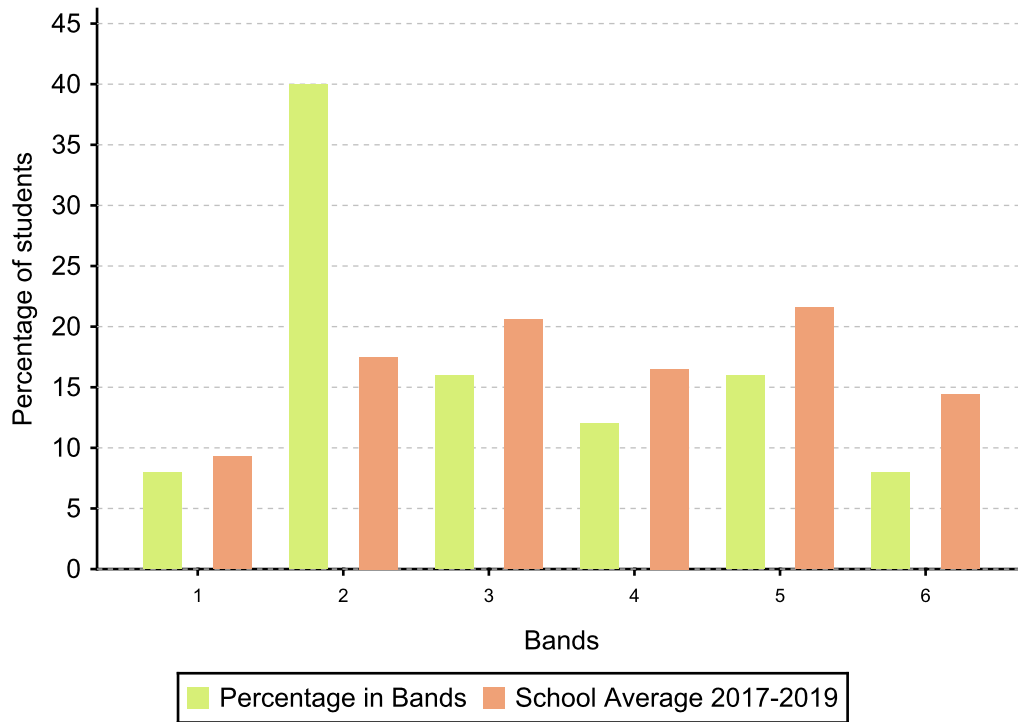
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



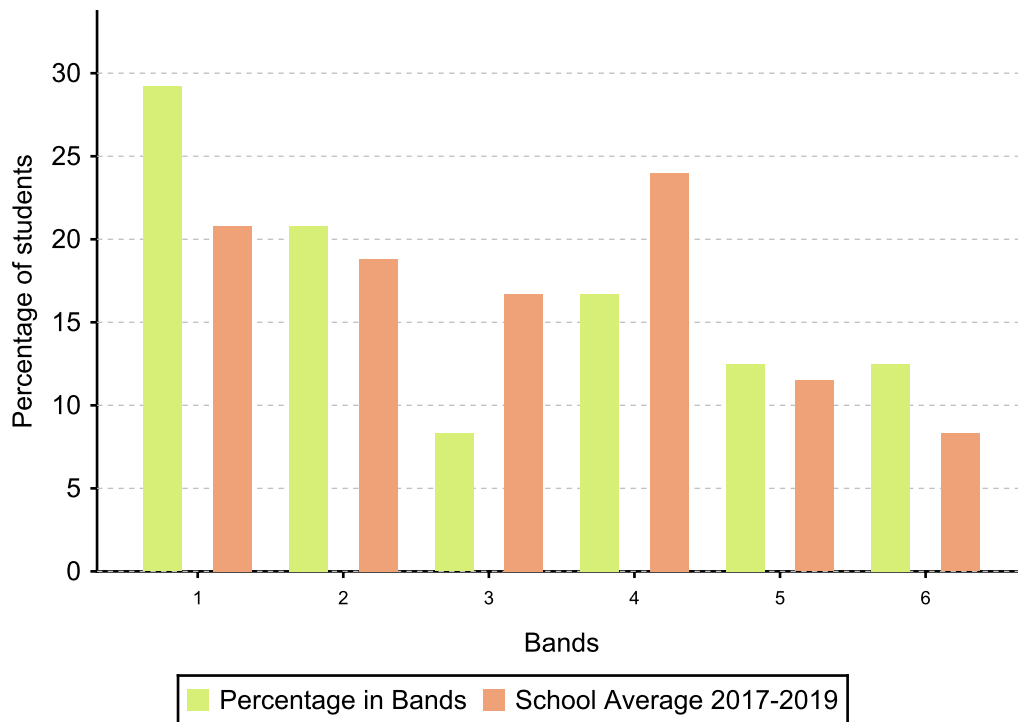
Band	1	2	3	4	5	6
Percentage of students	16.7	20.8	20.8	16.7	8.3	16.7
School avg 2017-2019	8.3	14.6	22.9	22.9	15.6	15.6

**Percentage in bands:
Year 3 Reading**



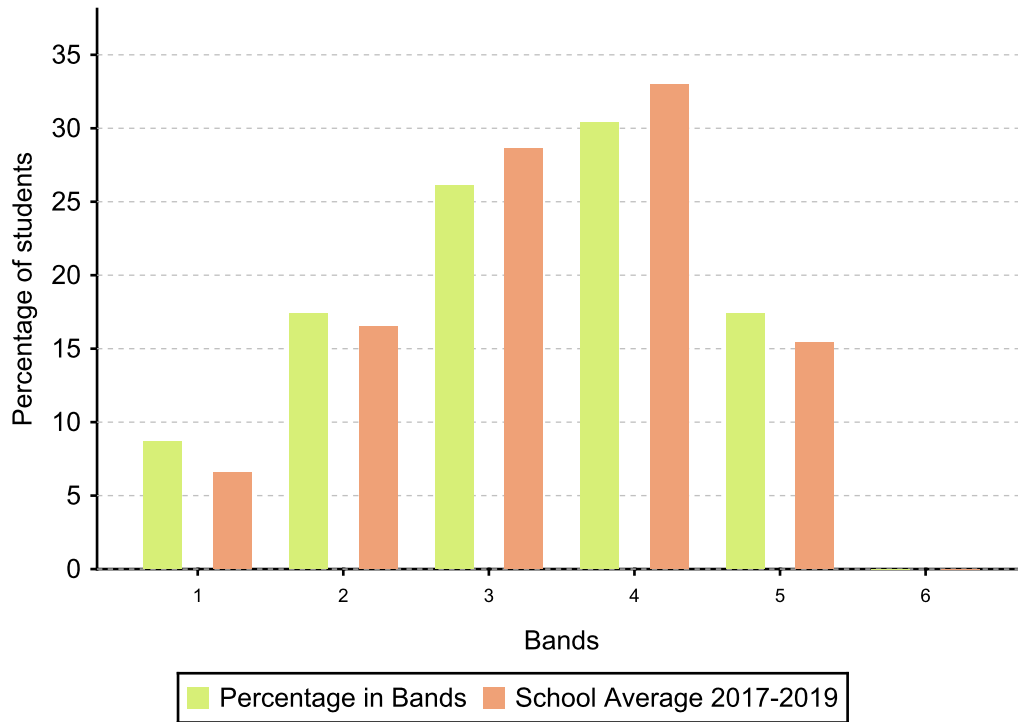
Band	1	2	3	4	5	6
Percentage of students	8.0	40.0	16.0	12.0	16.0	8.0
School avg 2017-2019	9.3	17.5	20.6	16.5	21.6	14.4

**Percentage in bands:
Year 3 Spelling**



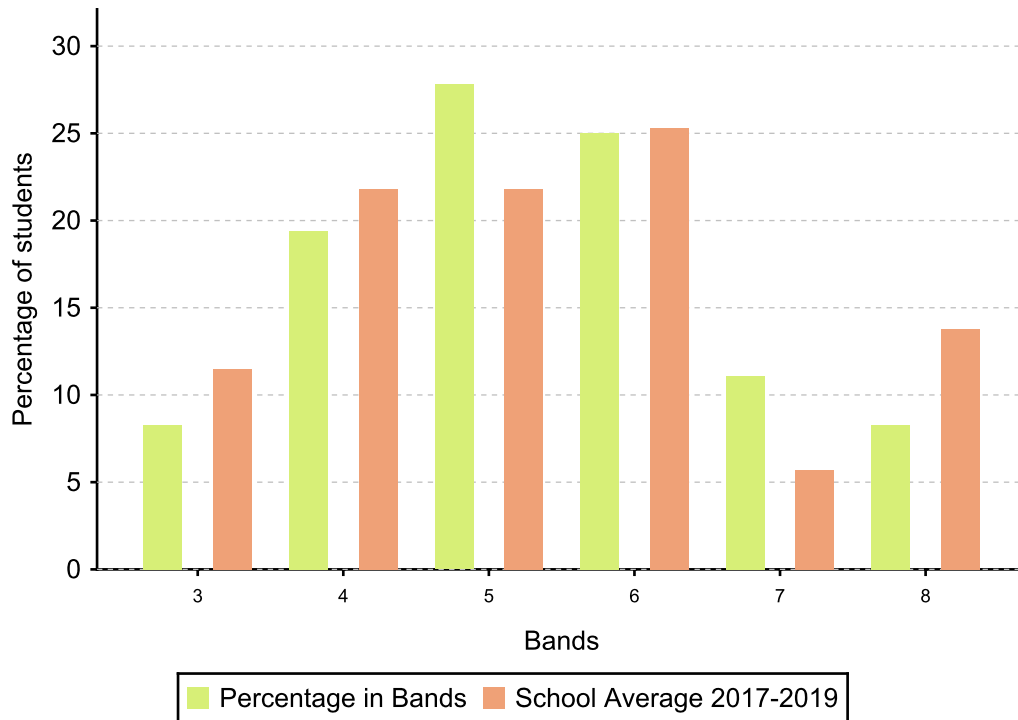
Band	1	2	3	4	5	6
Percentage of students	29.2	20.8	8.3	16.7	12.5	12.5
School avg 2017-2019	20.8	18.8	16.7	24	11.5	8.3

**Percentage in bands:
Year 3 Writing**



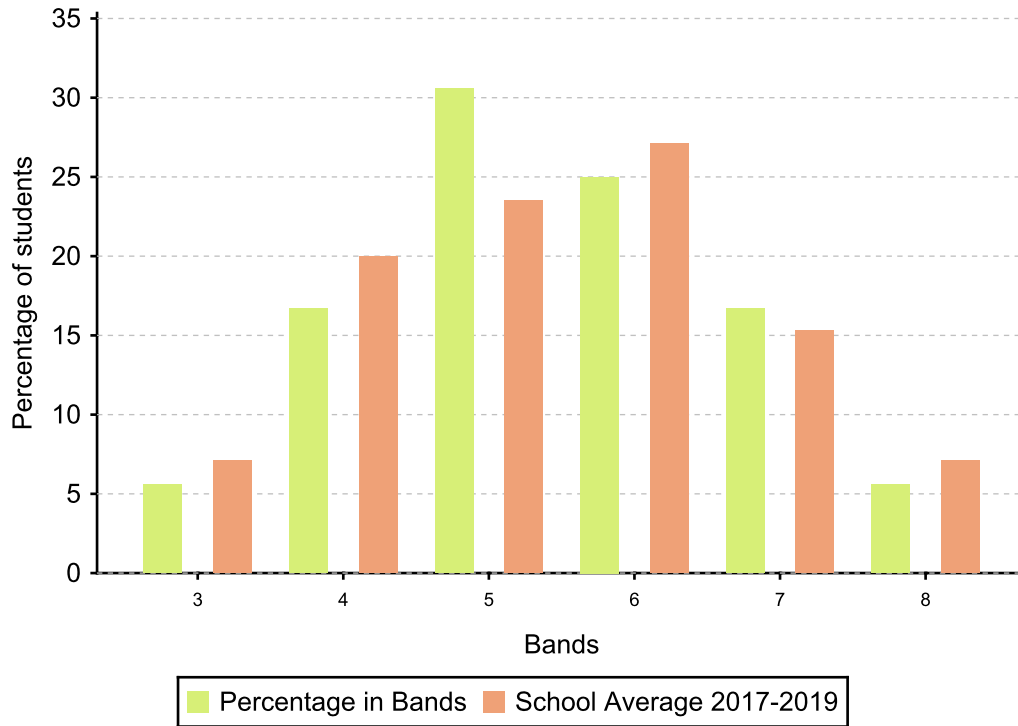
Band	1	2	3	4	5	6
Percentage of students	8.7	17.4	26.1	30.4	17.4	0.0
School avg 2017-2019	6.6	16.5	28.6	33	15.4	0

**Percentage in bands:
Year 5 Grammar & Punctuation**



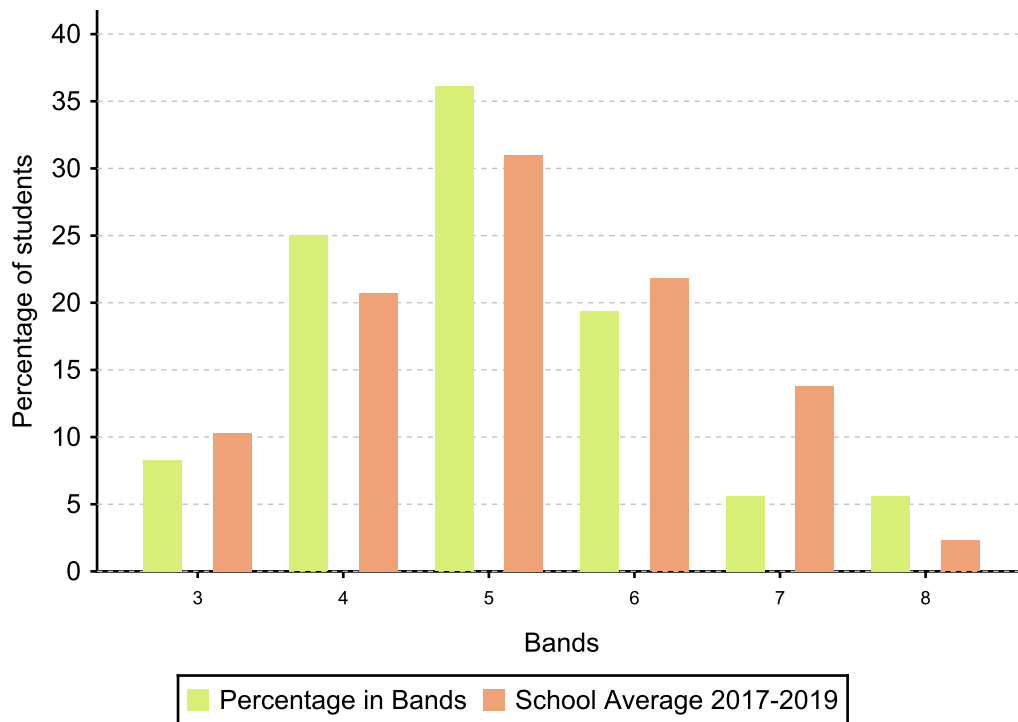
Band	3	4	5	6	7	8
Percentage of students	8.3	19.4	27.8	25.0	11.1	8.3
School avg 2017-2019	11.5	21.8	21.8	25.3	5.7	13.8

**Percentage in bands:
Year 5 Reading**



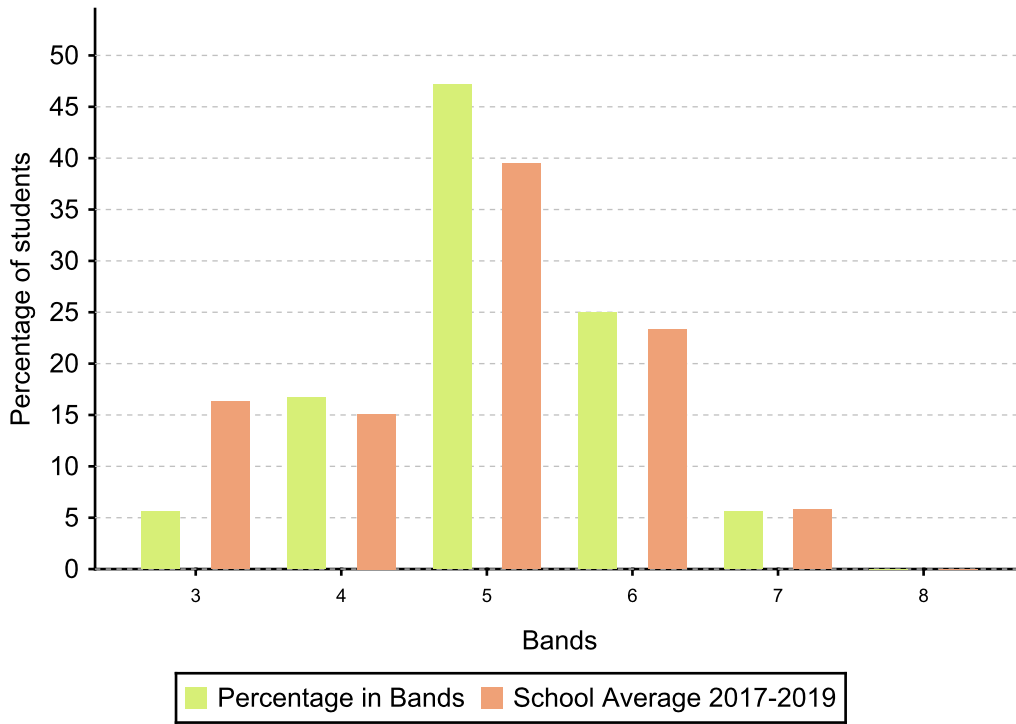
Band	3	4	5	6	7	8
Percentage of students	5.6	16.7	30.6	25.0	16.7	5.6
School avg 2017-2019	7.1	20	23.5	27.1	15.3	7.1

**Percentage in bands:
Year 5 Spelling**



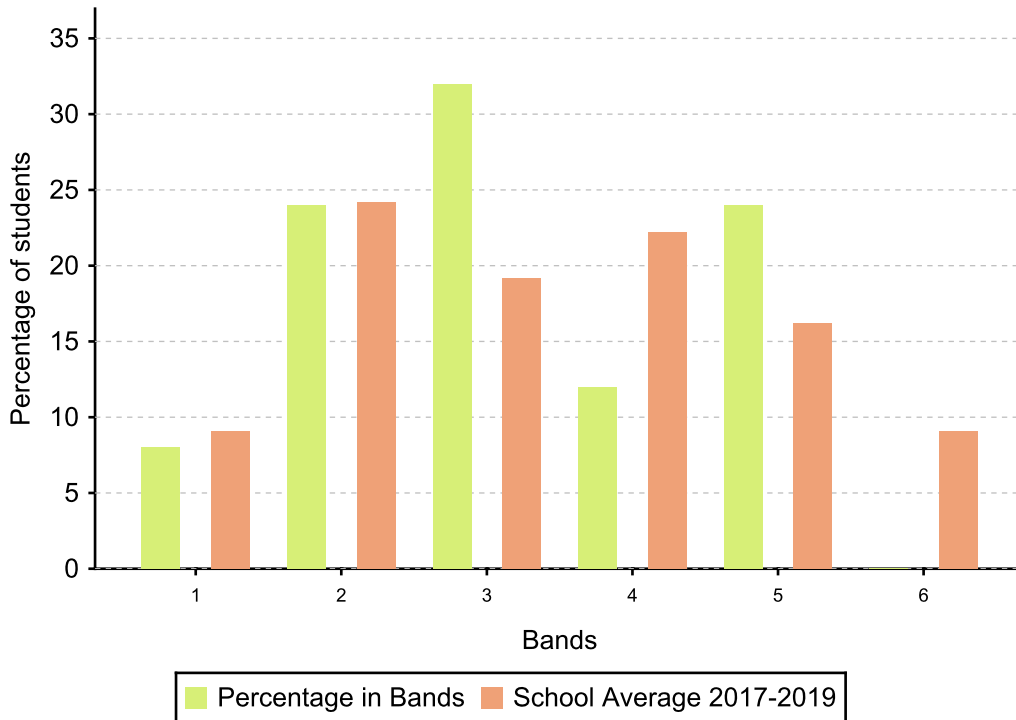
Band	3	4	5	6	7	8
Percentage of students	8.3	25.0	36.1	19.4	5.6	5.6
School avg 2017-2019	10.3	20.7	31	21.8	13.8	2.3

Percentage in bands:
Year 5 Writing



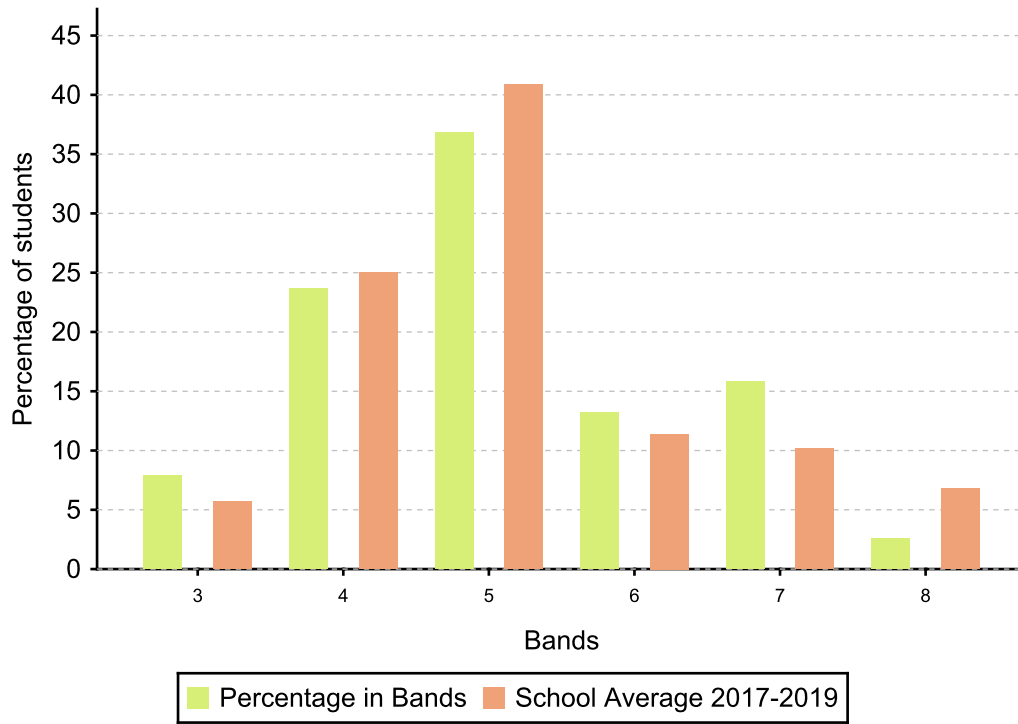
Band	3	4	5	6	7	8
Percentage of students	5.6	16.7	47.2	25.0	5.6	0.0
School avg 2017-2019	16.3	15.1	39.5	23.3	5.8	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	8.0	24.0	32.0	12.0	24.0	0.0
School avg 2017-2019	9.1	24.2	19.2	22.2	16.2	9.1

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	7.9	23.7	36.8	13.2	15.8	2.6
School avg 2017-2019	5.7	25	40.9	11.4	10.2	6.8

Parent/caregiver, student, teacher satisfaction

At Chertsey Primary School, 91% of parents state that they feel welcome when they visit the school. Our Aboriginal students feel supported and their culture acknowledged and celebrated with 67% of our Aboriginal students strongly agree with the statement that they 'feel good about my culture'. Students were asked about their perspective of their teacher's explicit teaching. 79% of students say that their teachers set clear goals in most or all lessons and 82% say that teachers ask them to explain their answers. When parents/caregivers were asked about their child's experience at school, 89% say that their child is encouraged to do his or her best work, 80% say that teachers help students who need extra support and 83% of parents/caregivers say that their children feel safe at school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.