2020 Annual Report

Chertsey Primary School

4398

Introduction

The Annual Report for 2020 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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School vision

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

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%.

Overall summary of progress

COVID 19 pandemic limited the school and student's ability to be able to reach the measures that we had planned.

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)
• The spelling focus has not occurred this year due to the whole-school focus on targeted numeracy. • High quality maths lessons that include modelled, guided and independent practices, hands-on, engaging and personalised where students can transfer skills have consistently been occurring across the school. The instructional leader has completed observations of all teachers and conducted data talks.	Employ Instructional Leader **Funding Sources:** • Socio-economic background ($167400.00)

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

Evaluation	Funds Expended (Resources)
* due to COVID-19, formative assessment training was cancelled and school priorities were adjusted and no longer aligned with this goal; however, teachers across the school have been embedding LISC across KLAs with various degrees of success * Assessment schedule completed	**Funding Sources:** • ($0.00)

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

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
• Stage 3 teachers completed Tier 2 PBL training • AP Wellbeing position was created to support students' learning and behaviour across the school • PBL and LST meetings have been occurring fortnightly • Stage meetings have been occurring weekly with student wellbeing being included in these agendas • All classes are using Seesaw	Assistant Principal Wellbeing employed Casual staff for professional learning **Funding Sources:** • Socio-economic background ($20400.00) • Professional learning ($1000.00)

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)

Overall summary of progress

COVID 19 pandemic limited the school and student's ability to be able to reach the measures that we had aspired to.

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)
All students K-5 participated in two successful 'Step Up' sessions to assist them in the transition from one class group to another. During these sessions, students completed activities designed to allow their future teacher get to know them better.	• All staff K-6 • QTSS time to review and plan wellbeing practices **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($2000.00)

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

Evaluation	Funds Expended (Resources)
Students began Peer Support in Term 3, 2020, with all students K-6. This ran very successfully throughout Semester Two. At the end of the Peer Support program, the Year 6 Leaders reported an increase in confidence and leadership ability. This program will continue during Terms 2 and 4 in 2021.	• Peer Support • Peer Support Australia Program (professional learning membership) **Funding Sources:** • Professional learning ($100.00)

Next Steps

COVID 19 pandemic limited the school's ability to reach the measures that we had aspired to.

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.

Overall summary of progress

COVID 19 pandemic limited the school and community's to be able to reach the measures that we had aspired to.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
• Unable to implement activities due to COVID 19.	**Funding Sources:** • ($0.00)

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)
COVID 19 pandemic limited the school and student's ability to be able to reach the measures that we had planned.	Employment of School Chaplain **Funding Sources:** • Socio-economic background ($20000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($0.00) • Professional learning ($0.00)	Due to COVID-19 our activities and goals were not achieved. In term 1, a planning meeting with our local department Aboriginal officers was conducted with twice a term plans in regards to local professional learning, implementation of culture awareness on a deeper level with students and activities to encourage our Aboriginal students to be proud of their culture and share with the school and community. We were unable to participate in professional learning with our local department office and engage in AECG - Connecting to Country workshops.
Low level adjustment for disability	Employment of Instructional Leader Professional learning demonstration lessons and team teaching Maths equipment (hands on) **Funding Sources:** • Socio-economic background ($167 400.00) • Low level adjustment for disability ($2 000.00)	The plans for this initiative were delayed due to COVID-19 and working remotely. Once staff were back onsite, the implementation continued.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	120	116	104	100
Girls	109	112	110	83

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	93.9	94.2	91.9	92.6
1	92.4	91.4	93.5	92.2
2	90.8	90.7	89.1	89.1
3	92.9	90.2	89.1	90.4
4	91.5	89.5	87.3	90.4
5	92.8	88.8	88	90.6
6	93.9	88.6	83.8	90.5
All Years	92.6	90.2	88.7	90.9
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	10.48
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	7.02
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	802,756
Revenue	3,964,094
Appropriation	3,788,879
Sale of Goods and Services	22,234
Grants and contributions	149,265
Investment income	716
Other revenue	3,000
Expenses	-4,034,733
Employee related	-3,579,493
Operating expenses	-455,239
Surplus / deficit for the year	-70,638
Closing Balance	732,118

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.

	2020 **Approved SBA** ($)
Targeted Total	161,230
Equity Total	412,522
Equity - Aboriginal	51,983
Equity - Socio-economic	199,933
Equity - Language	18,460
Equity - Disability	142,146
Base Total	2,349,435
Base - Per Capita	57,880
Base - Location	0
Base - Other	2,291,556
Other Total	642,078
Grand Total	3,565,266

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

This past year has been a challenging one for the students, school and community. Despite this there has been an increase of 6% in students 'Sense of Belonging' trend data. Students reported a significant decrease of 14% in the incidences of bullying from Sept 2019 to July 2020, this sits below NSW Govt Norms. Staff report that communication has been key, the continued focus on students and wellbeing, is vital particularly throughout this year.

On consultation with parents and community members during our school improvement planning stage, parents/carers noted the school is very inclusiveness and has a great range of staff and students. They are happy with the learning experiences their children encounter and feel that their children are taught new life experiences. They see staff encourage and recognise the effort the students are putting into their work and learning. Families are also happy with the introduction of See-Saw as they were able to feel more connected with the classroom by being able to see what their children were doing during this pandemic. Parents noted that with the COVID restrictions, the greeting at the gates by teachers and other staff has helped the students know that they are in safe environment and provided support with other students helping anxious students by walking in together. The families noted that CPS is lovely, has a warm feeling and that parents are happy and have confidence in what we do as a 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.